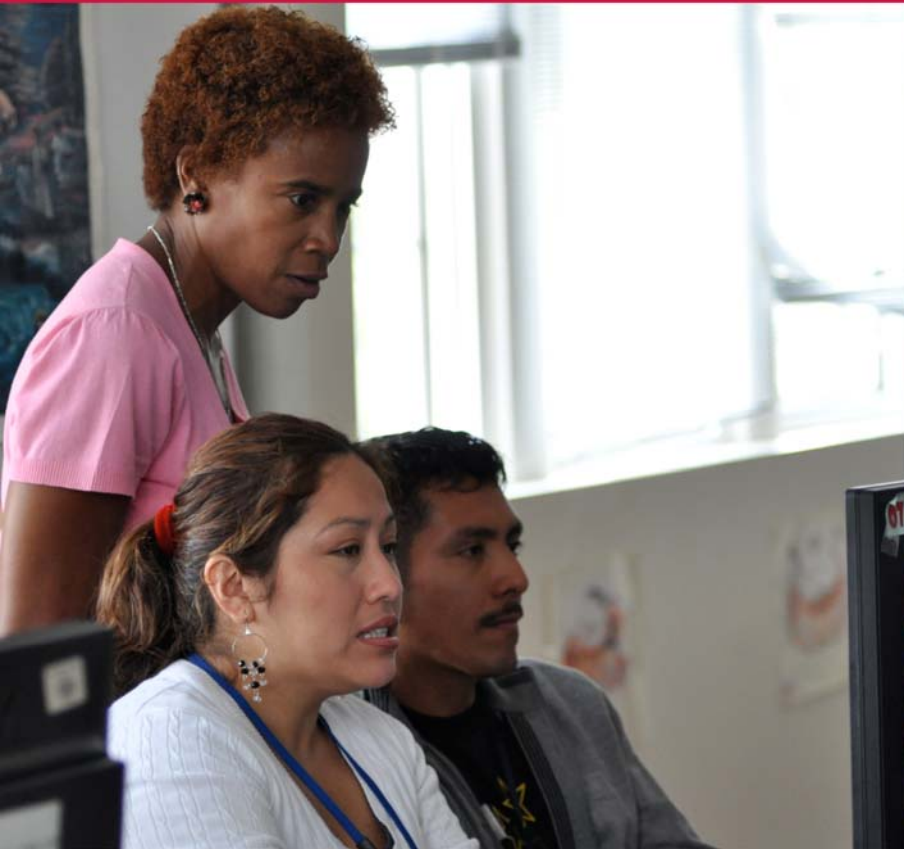




Adult Education and Family Literacy Act of 1998

Annual Report to Congress 2009-10



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

Annual Report to Congress, Program Year 2009–10

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

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ABBREVIATIONS

ABE/ASE	adult basic education/adult secondary education program (consists of six educational levels)
ABE	adult basic education
<i>AEFLA</i>	<i>Adult Education and Family Literacy Act of 1998</i>
ASE	adult secondary education
BEST	Basic English Skills Test
BEST Plus	Basic English Skills Test (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
FY	fiscal year
GED	general educational development (tests)
LEA	local educational agency
NRS	National Reporting System
OVAE	U.S. Department of Education’s Office of Vocational and Adult Education
<i>Perkins III</i>	<i>Carl D. Perkins Vocational and Technical Education Act of 1998</i>
<i>Perkins IV</i>	<i>Carl D. Perkins Vocational and Technical Education Act of 2006</i>
PY	program year
SEA	state educational agency
SLDS	Statewide Longitudinal Data Systems
TABE	Test of Adult Basic Education
TANF	Temporary Assistance for Needy Families
UI	unemployment insurance
<i>WIA</i>	<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. When *AEFLA* was authorized in 1998, Congress made accountability for student results a central focus of the new law, setting out new performance accountability requirements for state and local programs that measure program effectiveness on the basis of student academic achievement and employment-related outcomes. The U.S. Department of Education’s (Department’s) Office of Vocational and Adult Education (OVAE) established the National Reporting System (NRS)¹ to implement the accountability requirements of *AEFLA*, and act as a reservoir of data collected under these measures.

This report represents the tenth year² of implementing the *AEFLA* requirements using the NRS. OVAE, as part of its efforts to monitor data collection procedures and promote data quality improvement, developed data quality standards to clarify the policies, processes, and materials that state and local programs should have in place to collect valid and reliable data. OVAE assisted states in meeting the congressionally enacted *AEFLA* standards by: (1) providing resources, training, and technical assistance activities to improve data quality and (2) refining NRS requirements, including producing guidelines for conducting follow-up surveys used to obtain data on particular measures. OVAE also has provided individual technical assistance to states on implementing the data collection and reporting requirements of *AEFLA* through the NRS.

The Department is required by Sec. 212(c)(2) of *AEFLA* to make available and issue to Congress and the public the *AEFLA* annual report. Information on each state’s³ yearly performance in the Adult Education—Basic Grants to States⁴ program is included in the annual report, as are aggregated data on national performance.

¹ Information regarding the National Reporting System (NRS) may be accessed on the NRS website (<http://www.nrsweb.org/>).

² The Adult Education—Basic Grants to States program year begins July 1 and ends June 30 of the next year. For example, PY 2009–10 refers to July 1, 2009 through June 30, 2010.

³ 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*.

⁴ The program funds each of the 50 states of the United States, the District of Columbia, and the Commonwealth of Puerto Rico. The program also funds the outlying areas of the United States, including the United States Virgin Islands,

Highlights

The Adult Education—Basic Grants to States program enrolled 2,179,781 learners during program year (PY) 2009–10, of whom 45 percent were enrolled in adult basic education (ABE), 13 percent were enrolled in adult secondary education (ASE), and 42 percent were enrolled in English literacy (EL) programs.

Table ES-1 provides a comparison of actual performance on the core outcome measures for adult education under the NRS, during a three-year period from PY 2007–08 through PY 2009–10. The percentage of adults demonstrating educational gains in ABE/ASE⁵ increased slightly from 39 percent in PY 2007–08 to 40 percent in PY 2008–09 and PY 2009–10. Educational gains for adults in EL programs also showed growth, increasing from 39 percent in PY 2007–08 to 44 percent in PY 2009–10. Adults entering postsecondary education or training increased from 56 percent in 2007–08 to 60 percent in PY 2009–10. However adults completing high school decreased from 61 percent in PY 2007–08 to 52 percent in PY 2009–10, adults entering employment decreased from 62 percent in PY 2007–08 to 49 percent in PY 2009–10, and adults retained in employment and adults decreased from 70 percent in PY 2007–08 to 64 percent in PY 2009–10.

Guam, American Samoa, Commonwealth of the Northern Mariana Islands, and the Republic of Palau, but they are not represented in this report.

⁵ ABE/ASE means adult basic education/adult secondary education. ABE/ASE consists of six educational levels with four levels in ABE—beginning literacy, beginning basic, low intermediate, and high intermediate; and two levels in ASE—low secondary and high secondary.

Table ES-1.
Adult Education National Performance: Percentage and Number of Students
Completing Educational Levels and Core Outcome Measures,
From Program Year 2007–08 to Program Year 2009–10

	Percentage Achieving Outcome (National Averages)			Number Achieving Outcome (Three-year Total)
	2007–08	2008–09	2009–10	(2007–08 to 2009–10)
	(%)	(%)	(%)	
Educational Gain ABE/ASE ^a	39	40	40	1,376,155
Educational Gain English Literacy ^a	39	41	44	1,242,680
High School Completion ^b	61	64	52	478,520
Entered Postsecondary Education or Training ^b	56	59	60	140,108
Entered Employment ^b	62	55	49	232,279
Retained Employment ^b	70	65	64	260,825

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

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

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

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 2009–10 (OMB Number 1830-0027)

INTRODUCTION

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

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

The state-administered grant program provides “adult education,” as defined in Sec. 203(1) of *WIA*, “services or instruction below the postsecondary level for individuals (A) who have attained 16 years of age; (B) who are not enrolled or required to be enrolled in secondary school under State law; and (C) who (i) lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society; (ii) do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or (iii) are unable to speak, read, or write the English language.” These state grants are allocated by formula based upon each state’s count of “qualifying adults.” Sec. 211(d) of *WIA* 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 or outlying area, does not have a secondary school diploma or its recognized equivalent, and is not enrolled in secondary school. These data are drawn from the U.S. Census of Population and Housing. The federal allocation for *AEFLA* grants⁶ to states for PY 2009–10 was \$544,361,550.⁷

⁶ The program also funds the outlying areas of the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau, but they are not represented in this report.

⁷ The \$544,361,550 federal allocation for *AEFLA* grants to states and outlying areas for PY 2009-10 includes \$67,896,000 for EL/civics. The *Supplemental Appropriations Act of 2009* (P.L. 111-32) made an additional \$1,729,045 available to States whose PY 2009 grants were at least 9.9 percent less than the funds those States received for PY 2008.

States⁸ distribute 82.5 percent of the federal funds competitively to local adult education providers, using 12 considerations identified in Sec. 231(e) of *AEFLA*.⁹

The local provider network includes a variety of agencies—local educational agencies (LEAs), community colleges, community-based organizations, and volunteer literacy organizations. Many adult education programs also work with welfare agencies at the state and local levels to provide instruction to adults needing basic skills who are receiving benefits under the Temporary Assistance for Needy Families (TANF), a U.S. Department of Health and Human Services program intended to promote self-sufficiency. In addition, *AEFLA* state grants support adults in job training programs through partnerships with One-Stop Career Centers, a system that U.S. Department of Labor oversees, and in other community job training programs.

Courses of instruction offered by local providers include:

- Adult basic education (ABE) instruction for adults whose literacy skills range from the lowest literacy levels to just below the high school literacy level,
- Adult secondary education (ASE) instruction for adults whose literacy skills are at approximately the high school level and who seek to pass the General Educational Development (GED) test or obtain an adult high school credential, and
- English literacy (EL) instruction for adults who lack proficiency in English and who seek to improve their literacy and competence in English.

Adult Education Enrollment and Participant Status

In PY 2009–10, the program enrolled 2,179,781 learners, with 45 percent of learners enrolled in ABE, 13 percent enrolled in ASE, and 42 percent enrolled in EL programs, as indicated in table 1.

⁸ 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*.

⁹ See appendix B of this report.

Table 1.
Number and Percentage of Students Enrolled in Adult Education by Program Type, Program Year 2009–10

Program Type	Enrollment Number	Enrollment Percentage
Adult Basic Education	982,756	45
Adult Secondary Education	275,430	13
English Literacy	921,595	42
Total enrollment	2,179,781	100

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

Source: U.S. Department of Education, Office of Vocational and Adult Education, National Reporting System Annual Performance and Annual Status Reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, Program Year 2009–10 (OMB Number 1830-0027).

Adult education serves varied populations. Table 2 shows the number and percentage of learners by program type and age. Overall, 35 percent of students were under age 25, and 81 percent were under age 45. Only 3 percent were aged 60 or older. Age distribution, however, varied by program type. ASE students, with 58 percent under age 25, tended to be younger than both ABE and EL students, with 46 percent and 17 percent, respectively, under age 25. EL students, with 27 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 33 percent of ASE and 39 percent of ABE students in this age range.

Table 2.
Number and Percentage of Students by Program Type and Age, Program Year 2009–10

Program Type	Age Group										Total	
	16–18		19–24		25–44		45–59		60 and Older			
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Adult basic education	157,077	16	293,825	30	387,826	39	125,565	13	18,463	2	982,756	100
Adult secondary education	71,499	26	89,017	32	91,253	33	21,090	8	2,571	1	275,430	100
English Literacy	18,272	2	139,851	15	517,154	56	191,788	21	54,530	6	921,595	100
Total	246,848	11	522,693	24	996,233	46	338,443	16	75,564	3	2,179,781	100

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

Source: U.S. Department of Education, Office of Vocational and Adult Education, National Reporting System Annual Performance and Annual Status Reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, Program Year 2009–10 (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 these youths. In PY 2009–10, as indicated in table 2 and appendix C, 11 percent of participants were between the ages of 16 and 18, with little change in the percentage of this population participating since PY 2007–08. Of the 246,848 students in adult education programs who were 16–18 years old, 157,077 (64 percent of the total of 16–18 year olds) were in ABE, compared to 71,499 (29 percent) in ASE and 18,272 (7 percent) in EL. Therefore, a plurality of 16- to 18-year-olds entered into adult education programs at a level that suggests they lacked the literacy skills expected of a high school graduate.

Table 3 provides disaggregate information regarding adult learners categorized by race/ethnicity and age. Hispanics or Latinos represented the largest group enrolled in adult education with 41 percent in PY 2009–10, followed by whites with 27 percent and blacks or African-Americans with 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: 35 percent of 19- to 24-year-olds, 47 percent of 25- to 44-year-olds, 41 percent of 45- to 59-year-olds, and 35 percent of those 60 years and older.

Table 3.
Number and Percentage of Students by Age and Race/Ethnicity, Program Year 2009–10

Race/Ethnicity	Age Group											
	16–18		19–24		25–44		45–59		60 and Older		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
American Indian or Alaskan Native	5,148	2	10,363	2	13,237	1	3,677	1	575	1	33,000	2
Asian	5,015	2	24,403	5	79,510	8	43,095	13	18,033	24	170,056	8
Black or African-American	58,531	24	138,926	27	205,614	21	67,910	20	11,012	15	481,993	22
Hispanic or Latino	67,778	27	181,493	35	468,531	47	138,761	41	26,630	35	883,193	41
Native Hawaiian or Other Pacific Islander	3,900	2	4,753	1	5,562	1	1,879	1	618	1	16,712	1
White	106,476	43	162,755	31	223,779	22	83,121	25	18,696	25	594,827	27
Two or More Races	0	0	0	0	0	0	0	0	0	0	0	0
Total	246,848	100	522,693	100	996,233	100	338,443	100	75,564	100	2,179,781	100

Notes: The percentages are summative vertically. The percentages reflect rounded figures and, therefore, may not sum to 100 percent.

Source: U.S. Department of Education, Office of Vocational and Adult Education, National Reporting System Annual Performance and Annual Status Reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, Program Year 2009–10 (OMB Number 1830-0027).

The extent to which 16- to 18-year-olds participated in adult education programs varied widely among states. One of the causes for the variance may be linked to the difference in each state’s

age requirement for compulsory school attendance.¹⁰ 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.

Table 4.
Five States^a With the Highest Number and Highest Percentage of Adult Education Students Aged 16–18, Program Year 2009–10

State	Number 16–18-year-olds	State	Percentage 16–18-year-olds
Florida	39,589	Puerto Rico	55
California	28,896	Vermont	34
North Carolina	19,881	Louisiana	27
Puerto Rico ^b	12,507	Wyoming	26
Georgia	12,468	Hawaii	22

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

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

Note: The age requirements for compulsory school attendance in the states are as follows: Florida—16; California—18; North Carolina—16; Puerto Rico—16; Georgia—16; Vermont—16; Louisiana—18; Wyoming—16; Hawaii—18.

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 2009–10 (OMB Number 1830-0027).

Adults enter adult education programs from a variety of circumstances. Table 5 indicates that in PY 2009–10, 683,298 students self-reported entering the program while employed; 901,198 students self-reported entering the program while unemployed; 337,421 students self-reported entering the program while on public assistance; 219,560 students self-reported entering the program while in correctional facilities; and 22,361 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.

¹⁰ For the states referenced in table 4, the age requirement for compulsory school attendance are as follows: Florida—16; California—18; North Carolina—16; Puerto Rico—16; Georgia—16; Vermont—16; Louisiana—18; Wyoming—16; Hawaii—18.

Table 5.
Number of Students Enrolled by Participant Status,
Program Year 2009–10

Status	Number
Employed	683,298
Unemployed	901,198
On public assistance	337,421
In correctional facilities	219,560
In other institutional settings	22,361

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 2009–10 (OMB Number 1830-0027).

ACCOUNTABILITY SYSTEM—THE NATIONAL REPORTING SYSTEM (NRS)¹¹

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

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

These indicators of performance are represented and defined by the five following outcome measures of the NRS, which are designed to measure adult learner outcomes:

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

To demonstrate NRS improved skill levels as required in Sec. 212(b)(2)(A)(i) of *AEFLA*, the Office of Vocational and Adult Education (OVAE) established a hierarchy of six educational functioning levels¹² to measure basic literacy from beginning literacy through high school completion, and six levels for English literacy, from beginning literacy to the advanced level. The levels are defined through reading, writing, numeracy,

¹¹ Information regarding the National Reporting System (NRS) may be accessed on the NRS website (<http://www.nrsweb.org/>).

¹² The educational levels are listed in figure 1.

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 of commonly used standardized assessments, such as the Test of Adult Basic Education (TABE) and the Comprehensive Adult Student Assessment System (CASAS), as examples of how students functioning at each level would perform on these tests.

- **High School Completion**—The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit.
- **Entered Postsecondary Education or Training**—The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.
- **Entered Employment**—The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter¹³ 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.

Incentive Grants

States that achieved superior performance in the Title I¹⁴ and Title II¹⁵ of *WIA* programs were eligible for state incentive grants in PY 2009-10. Beginning in PY 2007-08, incentive grants

¹³ “One quarter” refers to the first academic quarter after program exit.

¹⁴ Title I of the *Workforce Investment Act (WIA)* is entitled Workforce Investment Systems.

¹⁵ The *Adult Education and Family Literacy Act of 1998 (AEFLA)* was enacted as Title II of *WIA*.

were based only on performance on the measures under Titles I and II of WIA.¹⁶ The numbers of states receiving incentive grants and the Title II amounts distributed over the past three years are presented in table 6. The number of states that exceeded their adult education performance levels (Title II of *WIA*) are listed, followed by the number that also exceeded Title I of *WIA* program performance levels through PY 2007–08. States received incentive grants only if they exceeded annual performance levels, as negotiated between the state and OVAE and DOL, for the programs. The determination of whether a state has exceeded its adjusted levels of performance is based on each state’s cumulative achievement across all measures. This is done by calculating the percentage of the state-adjusted level¹⁷ achieved for each measure, and then averaging the percentage achieved across all measures. When the cumulative average exceeds 100 percent, the state is deemed to have exceeded the overall adjusted performance levels. In PY 2009–10, the four states that received incentive awards were Arizona, Minnesota, North Dakota, and Texas.

Table 6.
Numbers of States^a Exceeding Performance Standards and Amount of Award Funds Available, From Program Year 2007–08 to Program Year 2009–10

Program Year	Exceeded Title II, of WIA	Exceeded Titles I and II of WIA	Amount of Award Funds Available
2009–10	19	4	\$10.2 million
2008–09	29	10	\$9.7 million
2007–08	29	11	\$9.7 million

^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*.

Notes: *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. The fiscal year 2010 funds supported the program year 2009–10 incentive grant awards.

Source: U.S. Department of Labor, Employment Training Administration, *Federal Register* notice of incentive funding availability for program years 2007–08, 2008–09, and 2009–10 performance (http://www.doleta.gov/performance/results/incentives_sanctions.cfm).

Sec. 503 of *WIA* indicates that state incentive grants are to be issued in an amount not less than \$750,000 and not more than \$3,000,000, to the extent that funds are available; otherwise, prorated amounts are to be awarded. Funds¹⁸ for the incentive grants set-aside under Title II of *WIA* totaled \$9,760,450 in PY 2009–10. No funds for the incentive grants were set aside under Title I of *WIA*.

¹⁶ Funds for incentive grants were not included under the *Carl D. Perkins Vocational and Technical Education Improvement Act of 2006 (Perkins IV)*.

¹⁷ See Sec. 212(b)(3)(A) of *AEFLA*.

¹⁸ The fiscal year (FY) 2010 funds support the PY 2009–10 incentive grant awards.

Measuring Educational Gain

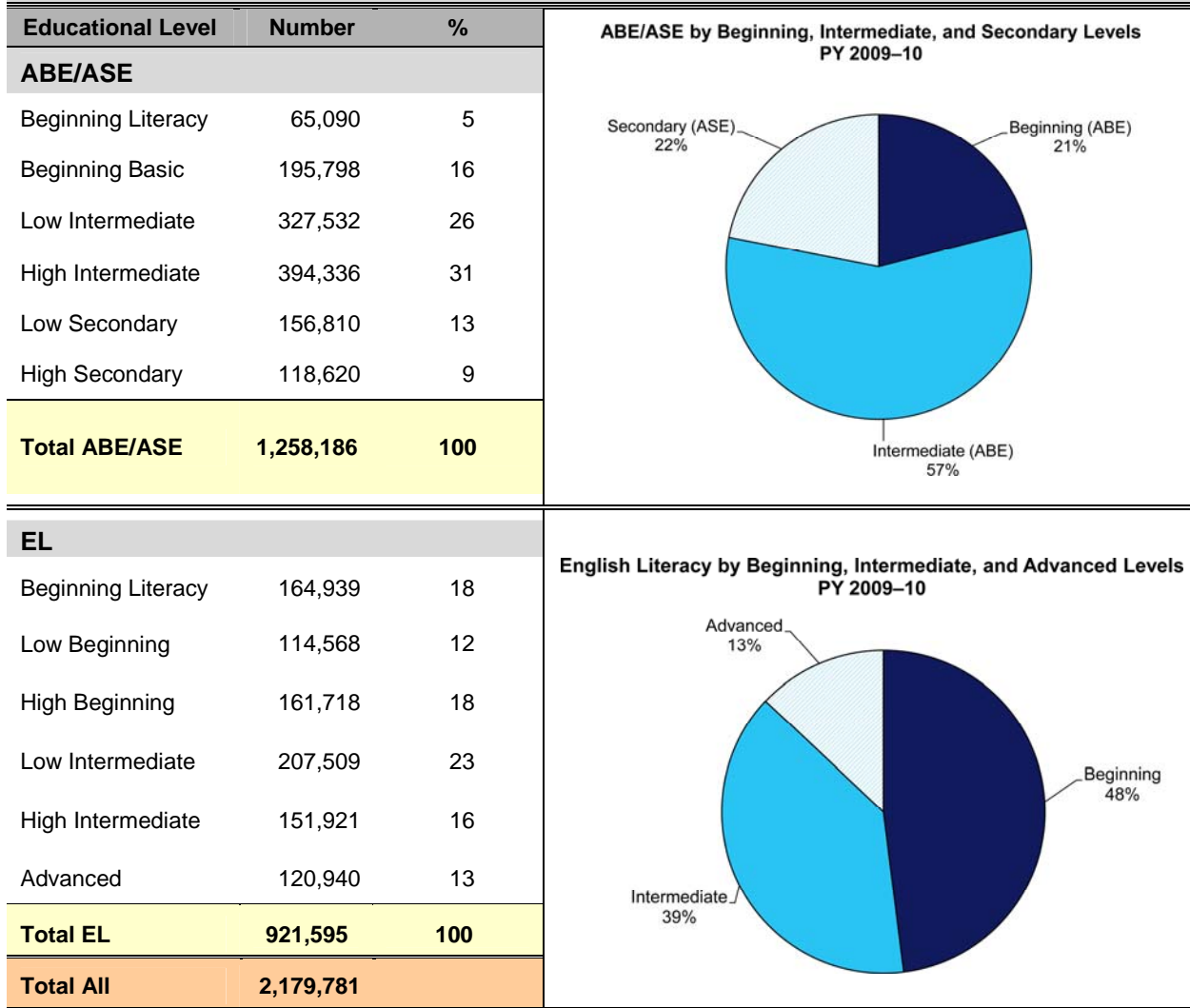
For the NRS, each state must establish standardized assessment procedures that local programs must use first at enrollment to identify an adult learner's educational functioning level, and then after a period of instruction to measure educational gain (level advancement). Although states must use standardized assessments, states are free to use the assessments that best address the needs of their students and delivery system. Consequently, each state assesses students somewhat differently, using different assessments and administering posttests of students at different times. The most frequently used assessments are the TABE, CASAS, and the Basic English Skills Test (BEST or BEST Plus¹⁹), the latter used exclusively with EL learners.

ABE/ASE²⁰ and EL programs each have six educational levels: four levels in ABE, two levels in ASE, and six levels in EL, as indicated in figure 1. Figure 1 presents PY 2009–10 adult education enrollment figures by educational level as determined by a standardized pretest administered to each student upon program entrance. The majority of students were enrolled in the programs of ABE and ASE. Within ABE and ASE, the largest percentage of student enrollment was 31 percent in the ABE high intermediate level, and the smallest percentage of student enrollment was 5 percent in the ABE beginning literacy level. The majority of students within ABE and ASE, 57 percent, were enrolled in the combined ABE intermediate levels. In EL, the largest percentage of student enrollment was 23 percent in the EL low intermediate level, and the smallest percentage was 12 percent in the ESL low beginning level. The plurality of EL students, 48 percent, was enrolled in the combined beginning levels.

¹⁹ The Basic English Skills Test Plus is used exclusively with English language learners.

²⁰ ABE/ASE means adult basic education/adult secondary education. ABE/ASE consists of six educational levels with four levels in ABE—beginning literacy, beginning basic, low intermediate, and high intermediate; and two levels in ASE—low secondary and high secondary.

Figure 1.
Number and Percentage of Students Enrolled by Educational Functioning Level,
Program Year 2009–10



Notes: ABE/ASE means adult basic education/adult secondary education. ABE/ASE consists of six educational levels with four levels in ABE—beginning literacy, beginning basic, low intermediate, and high intermediate; and two levels in ASE—low secondary and high secondary. EL means English literacy. The percentages are rounded figures.

Source: U.S. Department of Education, Office of Vocational and Adult Education, National Reporting System Annual Performance and Annual Status Reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, Program Year 2009–10 (OMB Number 1830-0027).

Measuring Other Outcomes

Setting and measuring goals for four of the five outcome measures²¹, as discussed in the NRS section of this report, allows adult education students to specify what they want to accomplish and provides a benchmark for both individual goals and program performance measures. There is no requirement in the NRS for students to set any of these goals related to the performance measures, but, once set, adult education programs are held accountable for determining whether students who chose these goals related to the program measures, attained the goals during the program year. States may collect data on these measures by matching administrative records or through follow-up surveys. The use of administrative records is clearly preferred because of the greater accuracy and lower cost, and such record use is possible in most states for the high school completion measure.

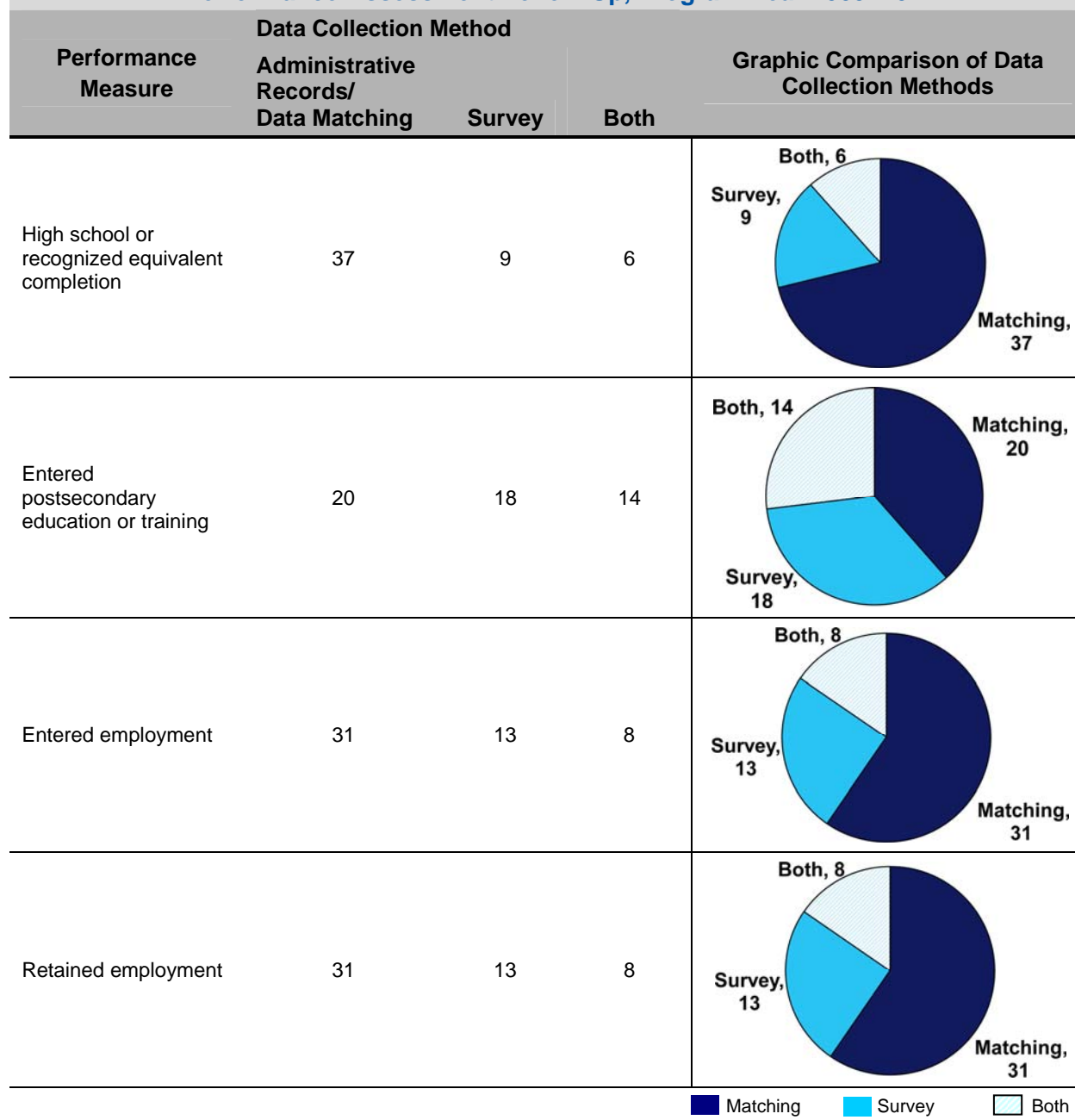
Figure 2 identifies the methods by which states, including the District of Columbia and the Commonwealth of Puerto Rico, currently collect data for the four measures that require programs to follow up with each student who leaves the adult education program. In PY 2009–10, 37 states used administrative records to determine student outcomes for high school completion, nine states used surveys, and six additional states used a combination of administrative records and surveys. Consulting state unemployment insurance (UI) wage records (an example of an administrative record used) is the most efficient, accurate, and cost-effective approach to determining the post-program employment outcomes. However, not all states have the capability to use the UI system due to state data privacy or technical issues. In PY 2009–10, 31 states used this UI system method solely, the same number of states as in PY 2007–08 and PY 2008–09; 13 states used surveys; and an additional eight states used this UI system method in combination with surveys. For entrance to postsecondary education, few comprehensive databases are available to states for measuring postsecondary enrollment. Nevertheless, PY 2007–08 was the first year that more states used administrative records rather than individual student surveys to collect data on these follow-up measures. To assist states in addressing challenges associated with data matching for the postsecondary follow-up measure, the Statewide Longitudinal Data Systems (SLDS) Grants program²² was designed to aid state educational agencies (SEAs) in the development and implementation of SLDSs through a competitive discretionary grant process. These data systems

²¹ Educational gain is not a follow-up measure, but is a required outcome measure and a goal that is set for all adult education learners. Adult learners only set goals for follow-up measures.

²² 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.

securely follow students from early education through the workforce and facilitate the disaggregation, reporting, and analyses of longitudinal data.

Figure 2.
Number of States* Using Data Collection Methods for
Performance Assessment Follow-Up, Program Year 2009–10



* 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*.

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

Source: U.S. Department of Education, Office of Vocational and Adult Education, National Reporting System Annual Performance and Annual Status Reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, Program Year 2009–10 (OMB Number 1830-0027).

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

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

Federal Implementation Assistance in PY 2009–10

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

I can’t wait to implement [these] exercises at [the] local level! — Diving Deep Into the Local NRS Pool training participant

quality. In PY 2009–10, OVAE built on earlier data quality development activities and assisted state and local programs in using the data for their own

reporting, program management, and program improvement. In the summer of 2010, OVAE sponsored three, three-day regional training sessions entitled “Diving Deep Into the Local NRS Pool: Attendance, Transition Outcomes, and Educational Gain.” A total of 107 attendees from 44 states and outlying areas participated. This training focused on ways to analyze the core NRS outcome measure of educational gain, the four follow-up measures²³, and student attendance and suggested areas to examine in order to plan program improvement efforts. Teams of state and local staff “dove deep” into the data, reviewed and analyzed those data, and produced a modified tool for use in their state-specific plans to continue their state-local collaboration.

In addition to the three regional training sessions, OVAE sponsored the Adult Education Leadership Institute during PY 2009–10, using a blended format of online and face-to-face learning events. State directors and their staff from 11 states participated in the institute. The initial online component began with the topic of collaborative leadership and lasted seven weeks, followed by an

²³ The four follow-up measures are Entered Employment, Retained Employment, High School Completion, and Entered Postsecondary Education or Training.

initial three-day face-to-face meeting to continue training on two additional dimensions of leadership— strategic and instructional leadership. Following the initial face-to-face meeting, participants developed their state-specific vision for adult education with their staff and shared their vision statement online with other institute participants. The final session of the Leadership Institute was a second face-to-face meeting that addressed the dimensions of operational and transformational leadership. Participants reported in their evaluations of the institute’s online courses that they highly appreciated the opportunities for self-reflection in order to think through the challenges in their current leadership position and the opportunities for in-person interaction during the face-to-face meetings.

OVAE supports technical assistance, which includes in-person workshops, hands-on experiences, and training in the use of the NRSWeb (<http://www.nrsweb.org>). NRSWeb is the adult education practitioner’s source for NRS policies and procedures, changes to the federal accountability requirements and guidelines, publications and related information, direct online training, materials from face-to-face training, webinars, and a calendar of events. Webinars, short seminars delivered through the combined use of the Internet and conference calls, were used to convey important information to practitioners. Online training is a flexible, low-cost method to assist adult educators and administrators with NRS-related topics. In PY 2009–10, NRSWeb offered six self-guided online training opportunities that include 31 courses. Each course is designed specifically for adult education program administrators. These courses cover NRS basics, data quality, and data use. In PY 2009–10, users of NRSWeb completed over 1,600 courses.

This served as a great catalyst to go home and revisit our vision/mission. [The training] equipped us with good tools and resources to aid the process. — Adult Education Leadership Institute training participant

OVAE sponsored one facilitated online course in PY 2009–10. The course, “NRS Basics,” designed for state staff with little knowledge of the NRS, provided information regarding the conceptual framework of the NRS and an overview of its basic requirements.

NRS Implementation by States

Many states now can rely on real-time data to set performance standards, monitor local performance, and implement performance-based funding because the state data systems have become more sophisticated. The data are being used more meaningfully by administrators, teachers, and support staff to make decisions that help them design more effective programs to meet

students' needs. States also use the data-based information to improve standard- and goal-setting for program participants.

Training supported by OVAE has prepared local staff in many states to access and use their data on a regular basis. Staff has increased their abilities to use data as part of their research to identify effective practices for classroom instruction, professional development, and goal setting, and to determine which support mechanisms will help learners persist long enough to reach their education, training, and employment goals. Staff members can now become more directly involved in using data, begin to trust the data, and participate more effectively in the program improvement process. As a result of the training, some states reported that teachers are using these data for their classes and posting graphs of these data outside their classrooms for their students and other teachers to see.

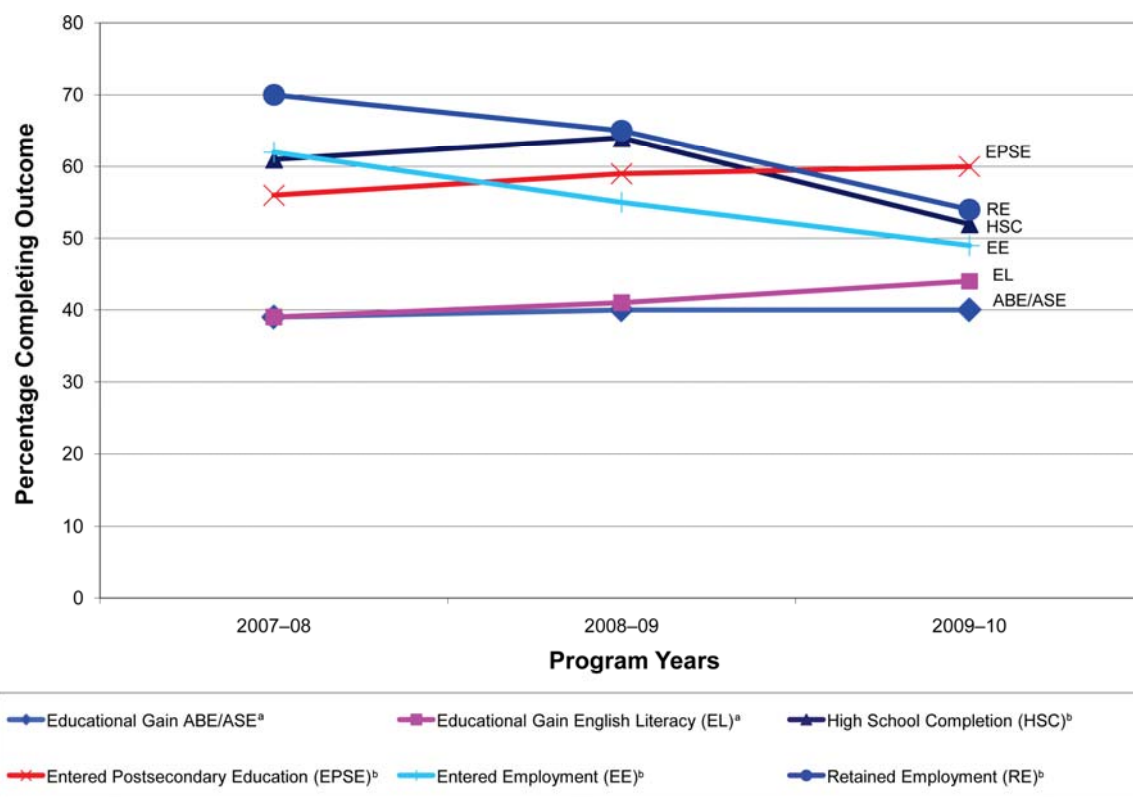
States also are addressing larger programmatic questions using their data. For example, some states are examining whether managed or open enrollment²⁴ would be better for the students. In addition, states are developing ways to account for program efficiencies and outcomes in per-cost units. States are also using longitudinal data to track the continued progress of adult education students along the path toward college and career readiness.

²⁴ 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 2009–10 marked the tenth 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. The percentage of adults achieving educational outcomes in ABE/ASE remained stable, and the percentage of adults achieving educational outcomes in EL showed a slight increase. The percentage of adults entering postsecondary education or training showed a modest 4 percent increase over the three years. The percentage of adults entering employment showed a modest 4 percent increase over the three years. The percentage of adults entering postsecondary education or training showed a modest 4 percent increase over the three years. The percentage of adults entering employment showed a modest 4 percent increase over the three years. The percentage of adults entering employment showed a modest 4 percent increase over the three years. The percentage of adults entering employment showed a modest 4 percent increase over the three years. The rate of high school completion and the percentage of adults retaining employment both decreased by 9 and 6 percent, respectively. More information on student performance as indicated by each of these measures is in figures 4 through 9.

Figure 3.
Percentage of Students Completing Educational Outcomes, From Program Year 2007–08 to Program Year 2009–10



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

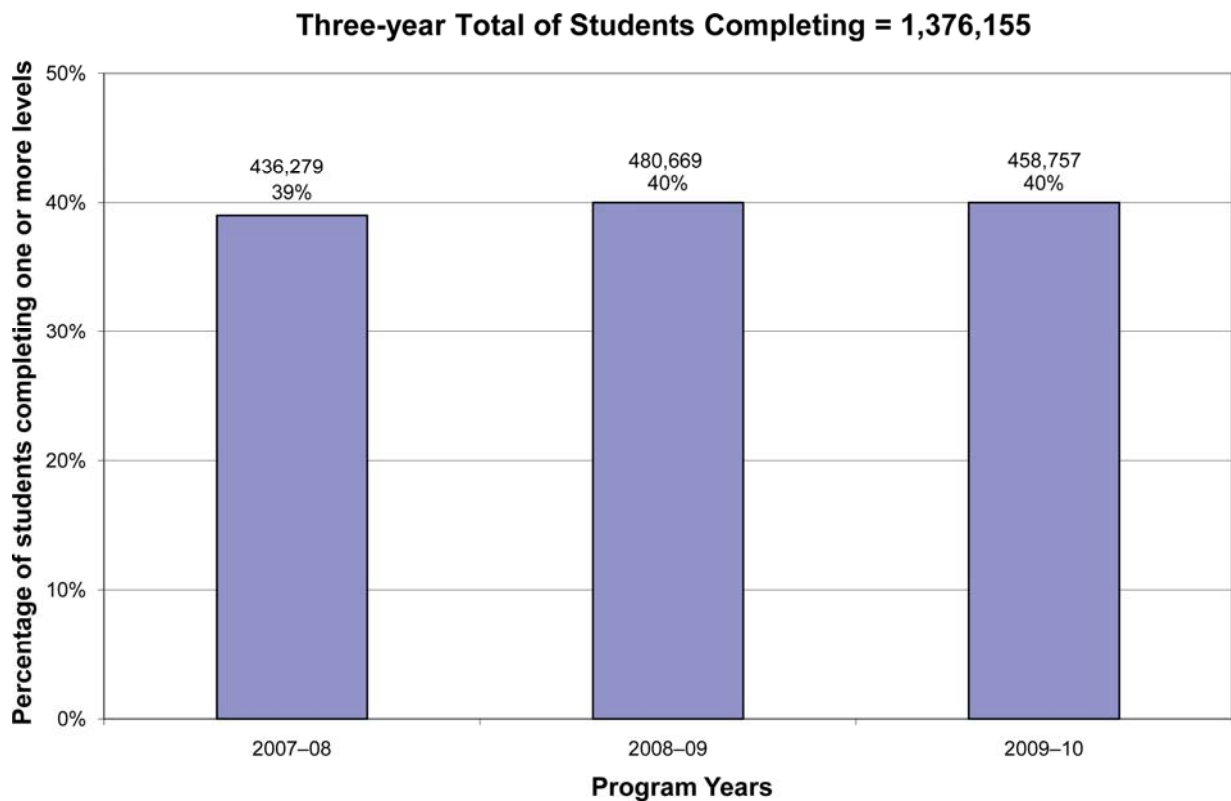
^b Percentage of adults enrolled who achieved this outcome.

Note: ABE means adult basic education. ASE means adult secondary education.

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 2009–10 (OMB Number 1830-0027).

Figure 4 shows the percentage and number of enrolled adults who acquired the basic literacy skills needed to complete at least one ABE/ASE educational level.²⁵ The percentage of students advancing one or more educational levels increased slightly from 39 percent to 40 percent between PY 2007–08 and PY 2009–10, and the number of these students also slightly increased over this same time period. A total of 1,376,155 adults advanced at least one educational level over the three years.

Figure 4.
Percentage and Number of Students Completing One or More Educational Functioning Levels in Adult Basic and Secondary Education, From Program Year 2007–08 to Program Year 2009–10



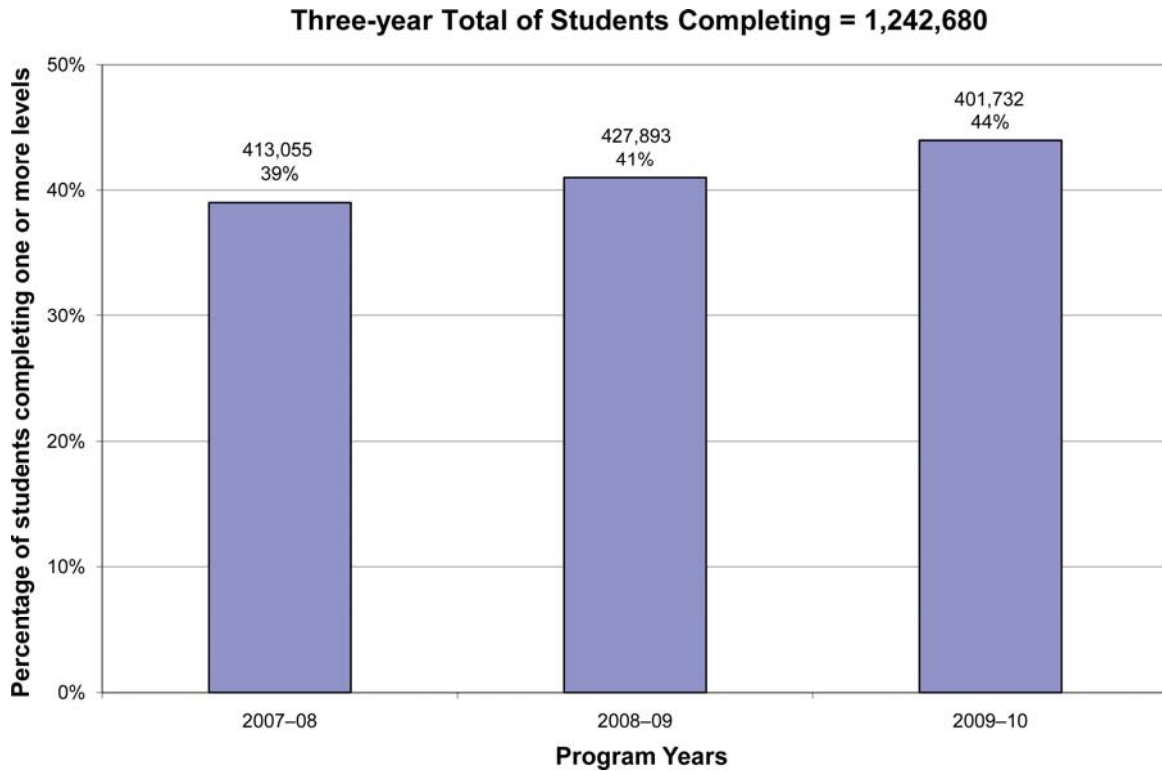
Notes: Percentage totals reflect rounded figures. Number and calculations do not include the number of students that completed high adult secondary education levels. This is not standardized, and, thus, not comparable across all states and, as such, it is not reported in the raw numbers. The educational functioning levels for adult basic and secondary education are beginning literacy, beginning basic, low intermediate, high intermediate, low secondary and high secondary.

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 2009–10 (OMB Number 1830-0027).

²⁵ See subsection “Measuring Educational Gain” and figure 1 in this report for the meaning of educational level.

Figure 5 shows the percentage and number of enrolled adults acquiring the basic English literacy skills needed to complete at least one educational functioning level. The number and percentage of students acquiring English literacy skills showed an increase from PY 2007–08 to PY 2009–10. The total number of students advancing one or more levels over the three years was 1,242,680.

Figure 5.
Percentage and Number of Students Completing One or More Educational Functioning Levels in English Literacy, From Program Year 2007–08 to Program Year 2009–10

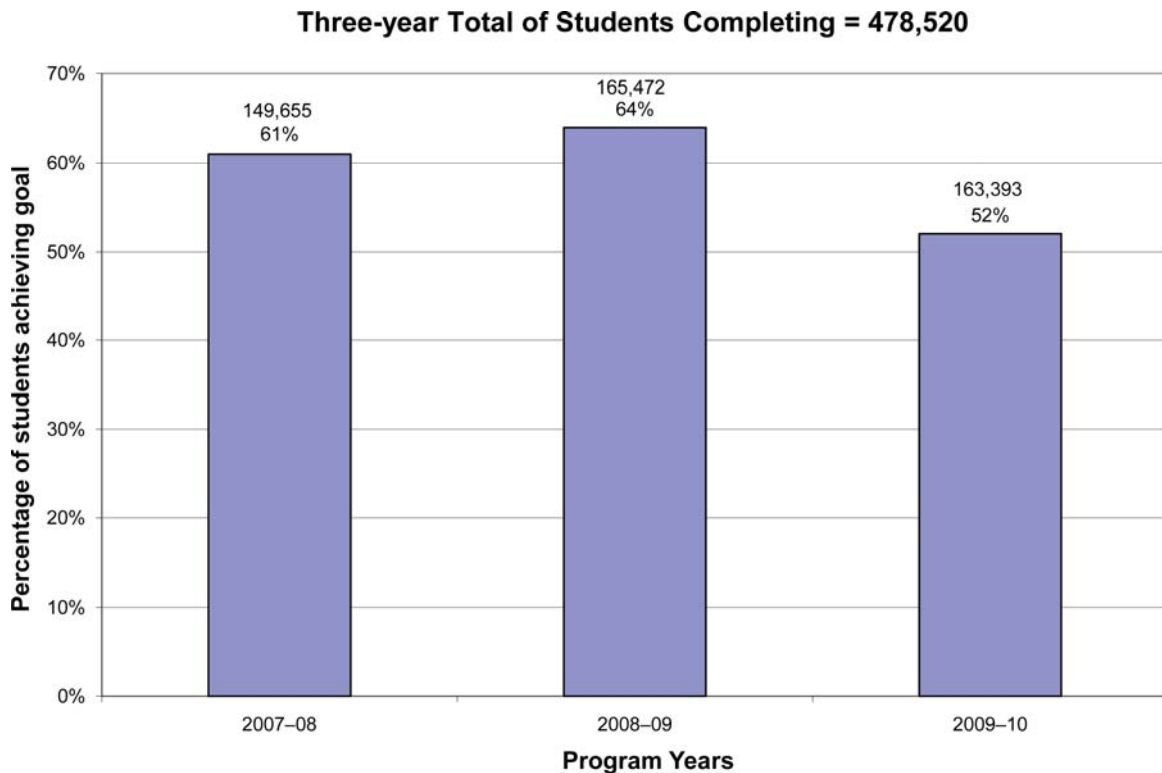


Notes: Percentage totals reflect rounded figures. The educational functional levels for English literacy are beginning literacy, low beginning, high beginning, low intermediate, high intermediate, and advanced.

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 2009–10 (OMB Number 1830-0027).

Earning a high school diploma or a GED 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 percentage of students achieving this goal decreased over the three-year period from 61 percent to 52 percent. The total number of students achieving this goal over the three years was 478,520.

Figure 6.
Percentage and Number of Students Achieving High School Completion or Recognized Equivalent, From Program Year 2007–08 to Program Year 2009–10

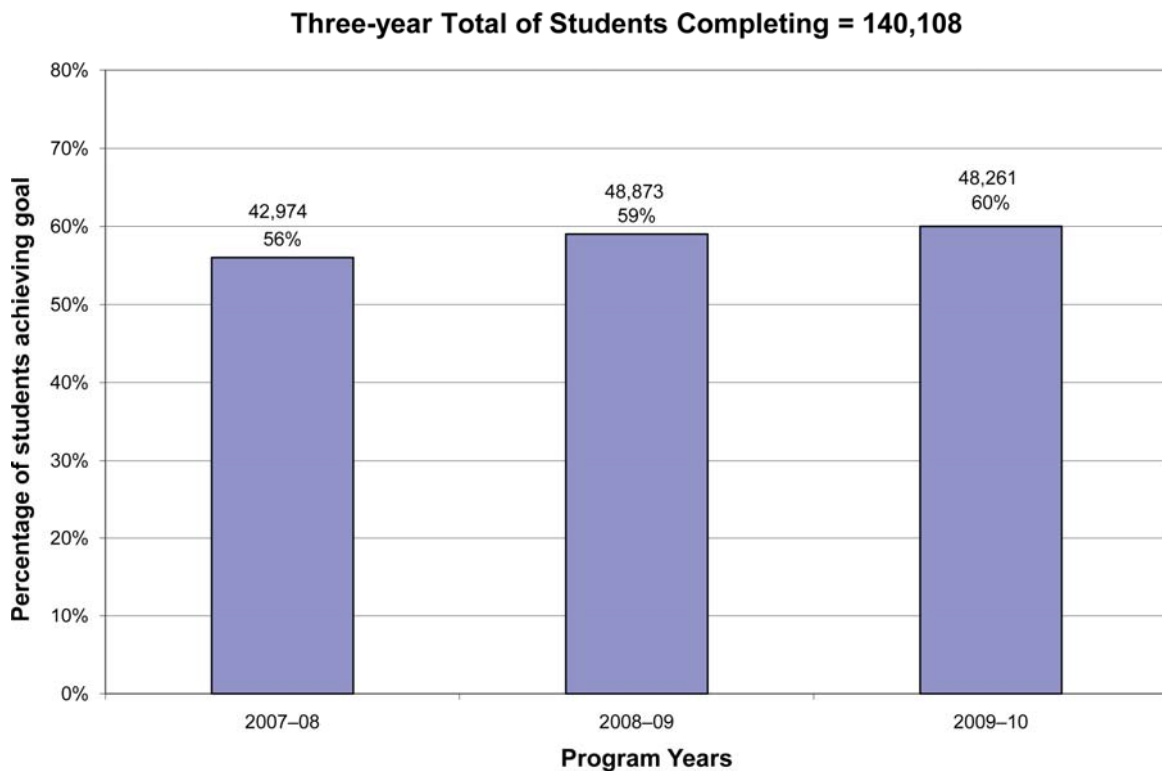


Note: Percentage totals reflect rounded figures.

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 2009–10 (OMB Number 1830-0027).

Figure 7 shows the percentage and number of students who set and achieved the goal of entering postsecondary education or training. The percentage of students who set and achieved this goal increased from 56 percent in PY 2007–08 to 60 percent in 2009–10. The number of students achieving this goal increased slightly, totaling 140,108 over the same period.

Figure 7.
Percentage and Number of Students Who Set and Achieved Entering Postsecondary Education or Training Goal, From Program Year 2007–08 to Program Year 2009–10

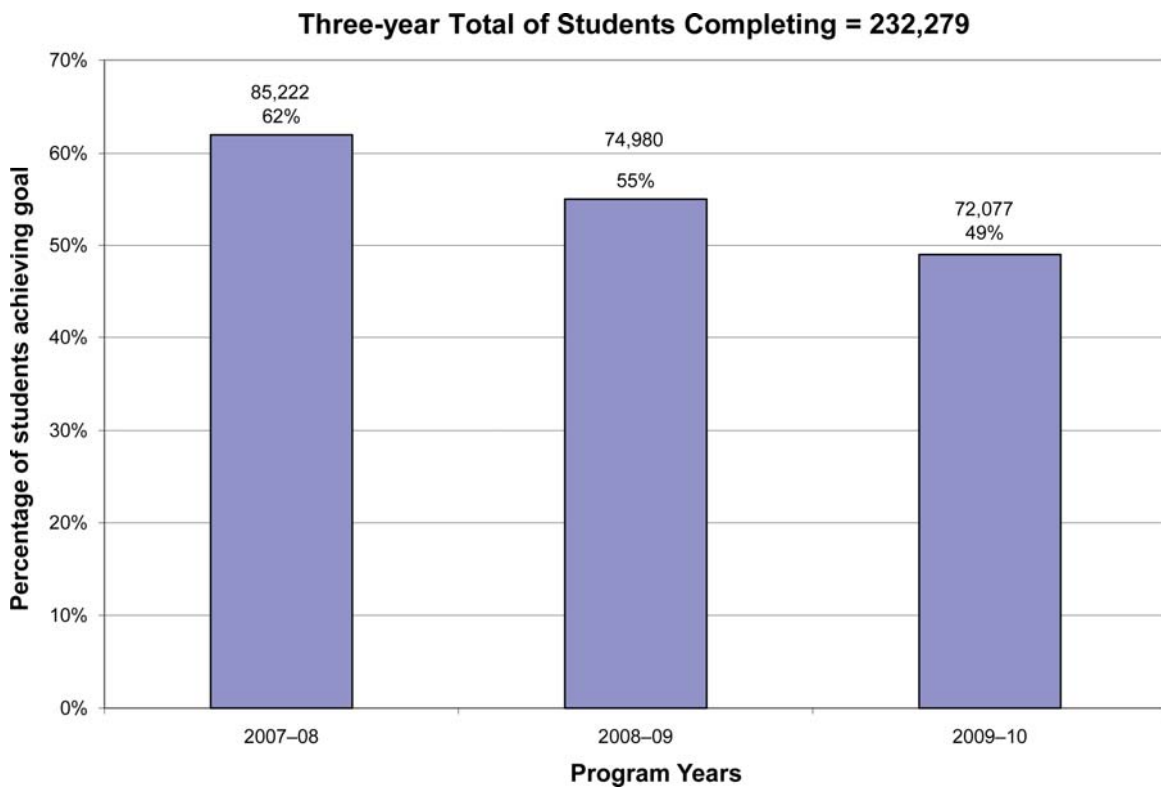


Note: Percentage totals reflect rounded figures.

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 2009–10 (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 2007–08 to PY 2009–10, the percentage of students achieving this goal decreased from 62 percent to 49 percent, accompanied by a decrease in the number of students. Note that this decrease should be carefully interpreted because setting and achieving this goal is partially dependent on fluctuations in the general employment rate. The three-year total of students achieving this goal was 232,279.

Figure 8.
Percentage and Number of Unemployed Students Who Set and Achieved the Goal of Entering Employment One Quarter After Exit, From Program Year 2007–08 to Program Year 2009–10

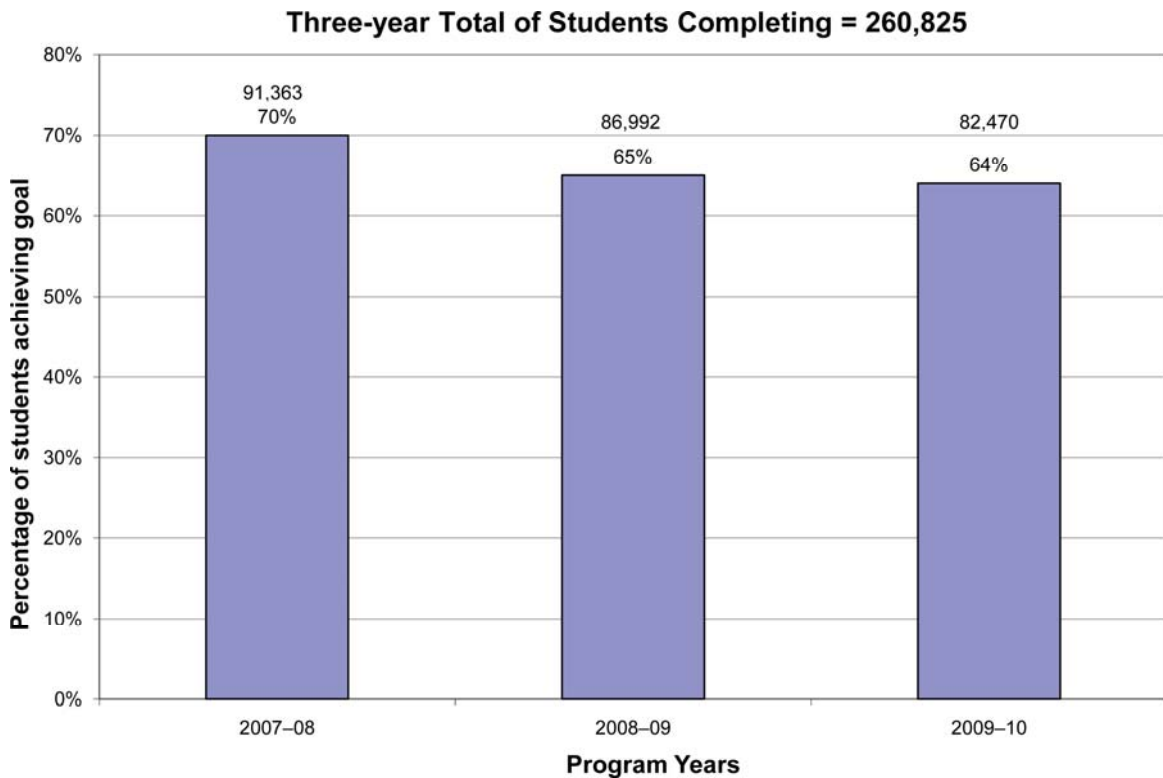


Note: Percentage totals reflect rounded figures. “One quarter” means one-quarter of a year.

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 2009–10 (OMB Number 1830-0027).

Figure 9 shows the percentage and number of students who set a goal to retain or enter employment and ultimately retained employment. From PY 2007–08 to PY 2009–10 both the percentage and number of students achieving this goal decreased. Again, this decrease should be interpreted carefully because setting and achieving this goal is partially dependent on fluctuations in the general employment rate. A total of 260,825 students achieved the goal over the three years.

Figure 9.
Percentage and Number of Students With a Goal of Retained Employment or Employment, From Program Year 2007–08 to Program Year 2009–10



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

Source: U.S. Department of Education, Office of Vocational and Adult Education, National Reporting System Annual Performance and Annual Status Reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, Program Year 2009–10 (OMB Number 1830-0027).

APPENDIX A. NATIONAL AND STATE PROFILES OF SELECTED ADULT EDUCATION PROGRAM AND STUDENT INFORMATION, FROM PROGRAM YEAR 2007–08 TO PROGRAM YEAR 2009–10

The following pages provide selected program and student information at the national level and for each of the 50 states, the District of Columbia, and Puerto Rico for program year (PY) 2007–08, PY 2008–09 and PY 2009–10 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, or unemployed, or in a correctional setting, or on public assistance, or other institutional setting for PY 2007–08, PY 2008–09 and PY 2009–10. The fiscal year (FY) 2009 Federal Allocations to States funding figure displays the total Adult Education—Basic Grants to States program allocation for FY 2009 and the supplemental amount appropriated under the *Supplemental Appropriations Act of 2009* (P.L. 111-32), which made additional funding available to states whose PY 2009 grants were at least 9.9 percent less than the funds those states received for PY 2008. In each of the state profiles, these are shown relative to each state’s basic grant and English literacy (EL)/civics²⁶ allocations. The Enrollment by Race/Ethnicity figure displays PY 2009–10 adult basic education (ABE), adult secondary education (ASE), and EL enrollment numbers and percentages categorized by race/ethnicity enrollment, and includes the percentage change from PY 2007–08. The Retention and Completion figure shows, for PY 2007–08, PY 2008–09 and PY 2009–10, a side-by-side graph of the number of participants who advanced to the next educational functional level, remained in the same level, completed a level and separated from the program, or separated from the program without advancing based on posttest results and enrollment data. Lastly, 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 measures²⁷ in PY 2007–08, PY 2008–09 and PY 2009–10, 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. While

²⁶ EL/civics is integrated English literacy and civics education services to immigrants and other limited English proficient populations.

²⁷ The performance measures are discussed in the accountability system section of this report.

percentages are listed for PY 2007–08 and PY 2008–09, the total number of participants completing at least one level or one outcome for each performance measure is included in addition to the percentages for PY 2009–10.

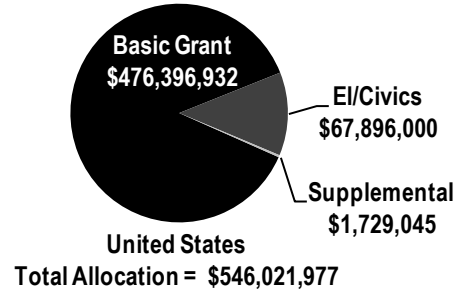
Selected Adult Education Program & Student Information United States

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	911,353	853,338	683,298
Unemployed	883,027	980,444	901,198
Correctional Setting	265,775	261,252	219,560
On Public Assistance	218,051	281,047	337,421
Other Institutionalized	10,873	22,689	22,361

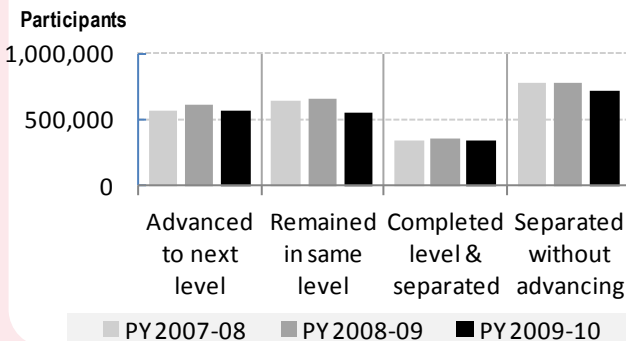
FY 2009 Federal Allocation to State in thousands of dollars



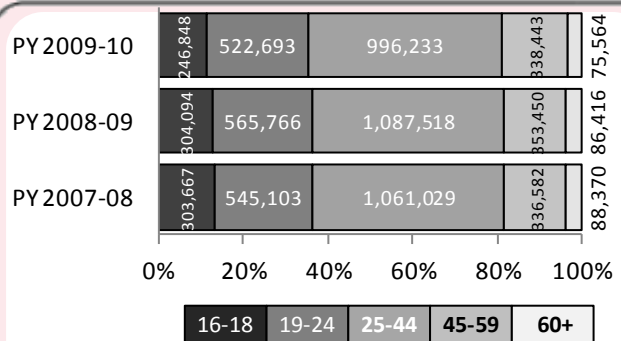
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	32,570	2%	22,975	4,729	4,866	-2%
Asian	169,627	8%	21,908	5,946	141,773	-8%
Black or African-American	473,551	22%	348,742	54,445	70,364	4%
Hispanic or Latino	877,398	41%	191,533	66,811	619,054	-15%
Native Hawaiian or Other Pacific Islander	17,605	1%	10,309	3,342	3,954	-8%
White	578,782	27%	367,543	134,358	76,881	-5%
Total	2,149,533	100%	963,010	269,631	916,892	-8%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information United States

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	39	40	40	458,757	1,376,345
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	39	41	44	401,732	1,242,663
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	61	64	52	163,393	478,378
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	56	58	60	48,261	139,631
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	62	55	49	72,077	232,417
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	70	65	64	82,470	262,825

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

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

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

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

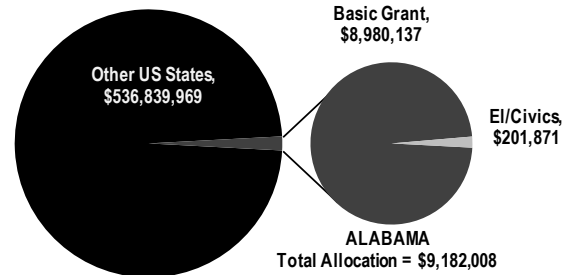
Selected Adult Education Program & Student Information Alabama

Program Year 2007–08 to Program Year 2009–10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	7,278	7,352	6,830
Unemployed	10,228	13,806	15,522
Correctional Setting	1,954	1,878	2,260
On Public Assistance	1,956	2,557	3,094
Other Institutionalized	329	301	250

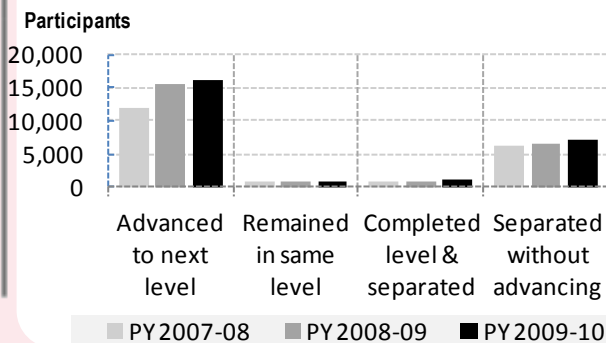
FY 2009 Federal Allocation to State in thousands of dollars



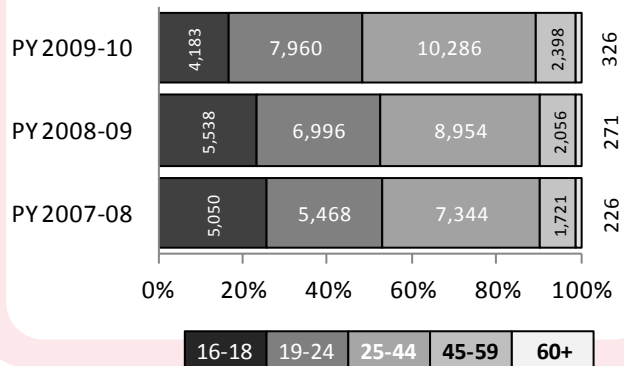
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009–10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	208	1%	138	54	16	1%
Asian	410	2%	118	33	259	24%
Black or African American	10,559	42%	9,117	1,395	47	35%
Hispanic or Latino	2,459	10%	493	150	1,816	16%
Native Hawaiian or Other Pacific Islander	38	0%	23	7	8	0%
White	11,479	46%	8,078	3,313	88	23%
Total	25,153	100%	17,967	4,952	2,234	27%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Alabama

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		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.	66	70	69	14,851	40,148
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	62	65	71	1,584	4,178
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	85	83	4,333	11,635
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	67	73	77	2,183	5,085
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	81	86	86	1,663	6,716
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	87	80	79	2,964	10,974

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

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

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

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

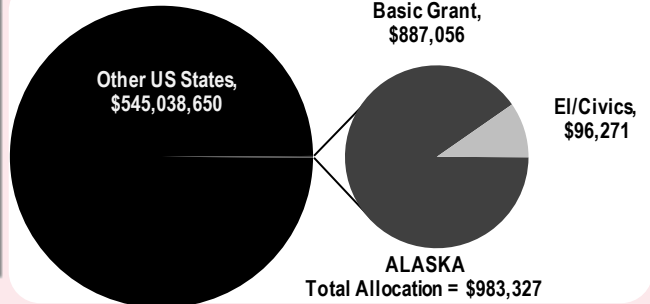
Selected Adult Education Program & Student Information Alaska

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	899	868	863
Unemployed	1,671	1,895	2,115
Correctional Setting	344	426	453
On Public Assistance	285	105	225
Other Institutionalized	34	40	39

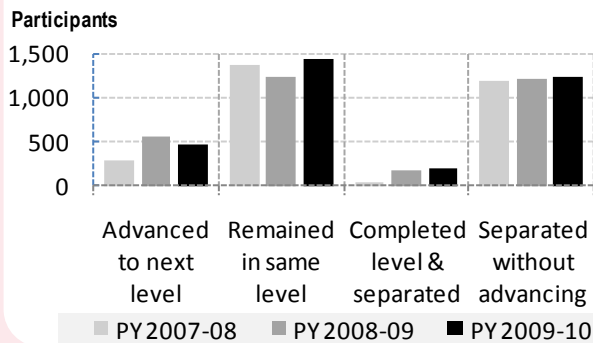
FY 2009 Federal Allocation to State in thousands of dollars



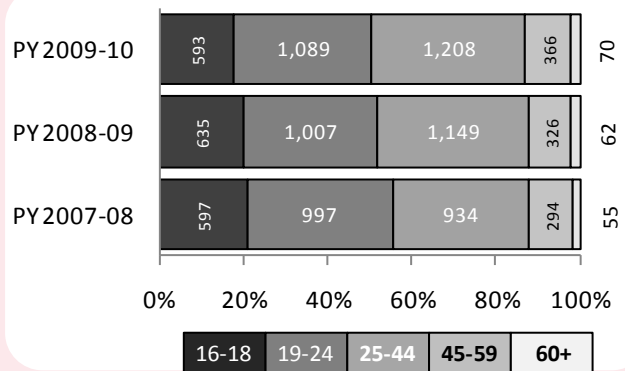
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	1,141	34%	954	183	4	10%
Asian	456	14%	109	21	326	32%
Black or African-American	290	9%	165	31	94	92%
Hispanic or Latino	404	12%	158	23	223	13%
Native Hawaiian or Other Pacific Islander	89	3%	66	8	15	35%
White	946	28%	677	210	59	3%
Total	3,326	100%	2,129	476	721	16%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Alaska

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		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.	10	20	16	399	1,094
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.	19	25	20	143	409
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	62	60	520	1,573
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	27	25	29	41	112
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	35	38	182	465
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	63	51	91	51	103

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

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

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

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

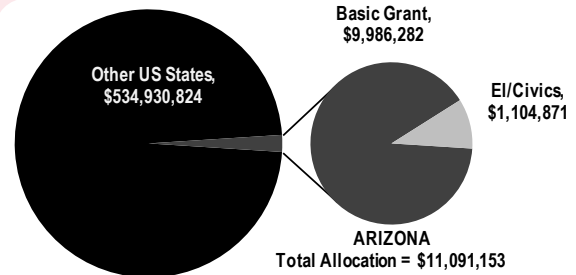
Selected Adult Education Program & Student Information Arizona

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	9,234	7,660	7,660
Unemployed	5,141	8,409	8,409
Correctional Setting	637	737	737
On Public Assistance	1,444	2,279	2,279
Other Institutionalized	95	55	55

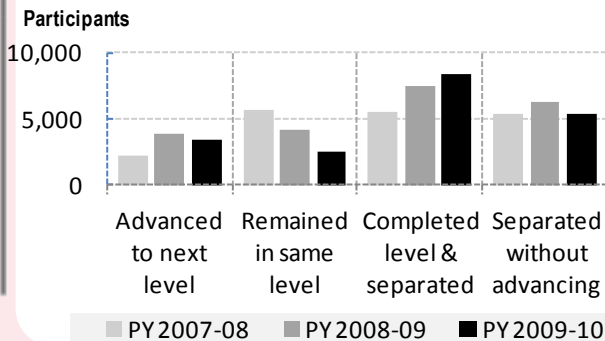
FY 2009 Federal Allocation to State in thousands of dollars



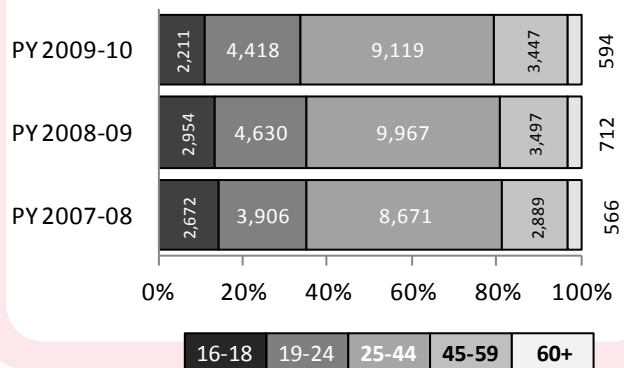
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	1,297	7%	1,120	106	71	18%
Asian	969	5%	286	22	661	1%
Black or African American	1,604	8%	1,067	76	461	27%
Hispanic or Latino	8,802	44%	4,881	465	3,456	-22%
Native Hawaiian or Other Pacific Islander	114	1%	85	12	17	78%
White	7,003	35%	4,352	825	1,826	72%
Total	19,789	100%	11,791	1,506	6,492	6%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Arizona

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	39	50	57	7,104	18,329
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	43	54	63	4,087	11,018
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	59	77	2,480	5,556
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	94	56	79	1,036	3,067
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	78	84	82	1,383	4,319
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	70	88	2,648	8,919

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

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

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

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

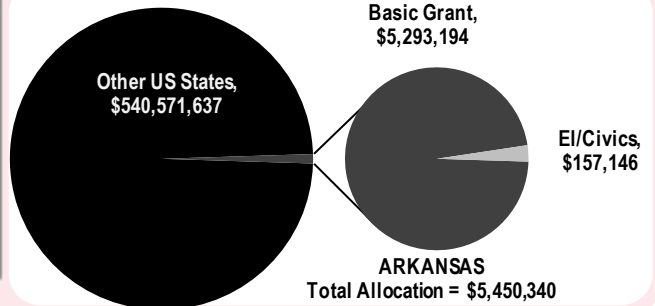
Selected Adult Education Program & Student Information Arkansas

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	10,475	9,971	8,382
Unemployed	12,948	16,074	17,124
Correctional Setting	4,631	5,360	4,968
On Public Assistance	2,956	3,074	3,349
Other Institutionalized	833	1,128	832

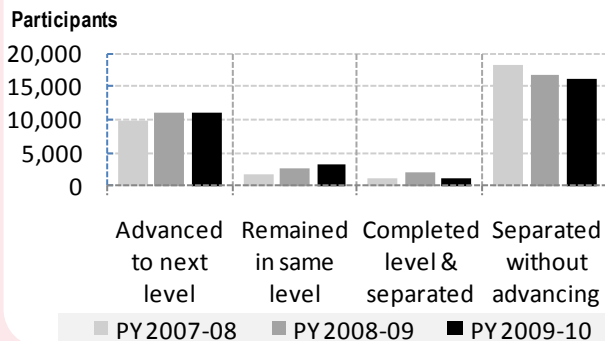
FY 2009 Federal Allocation to State in thousands of dollars



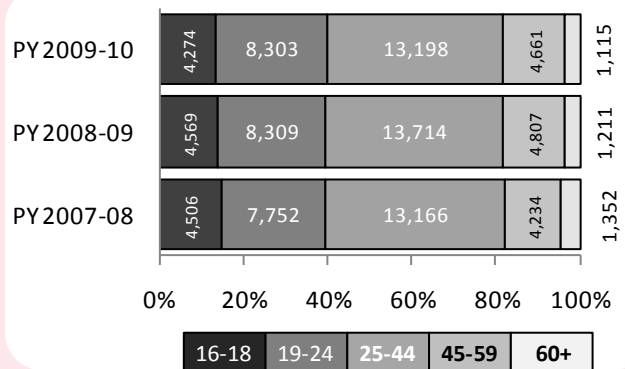
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10						
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08	
American Indian or Alaskan Native	208	1%	138	54	16	1%	
Asian	410	2%	118	33	259	24%	
Black or African-American	10,559	42%	9,117	1,395	47	35%	
Hispanic or Latino	2,459	10%	493	150	1,816	16%	
Native Hawaiian or Other Pacific Islander	38	0%	23	7	8	0%	
White	11,479	46%	8,078	3,313	88	23%	
Total	25,153	100%	17,967	4,952	2,234	27%	

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Arkansas

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		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	41	9,880	29,385
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	36	33	1,631	4,990
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	63	72	80	5,157	14,952
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	33	38	1,040	3,073
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	48	39	1,826	6,106
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	67	67	62	3,981	11,441

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

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

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

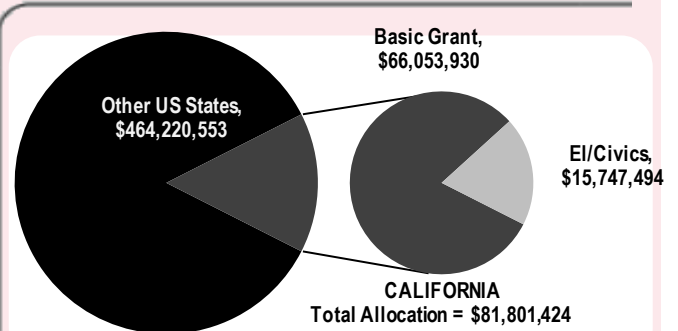
Selected Adult Education Program & Student Information California

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	219,808	200,806	125,727
Unemployed	220,851	241,946	179,031
Correctional Setting	71,538	72,208	40,460
On Public Assistance	29,491	35,901	27,680
Other Institutionalized	0	0	0

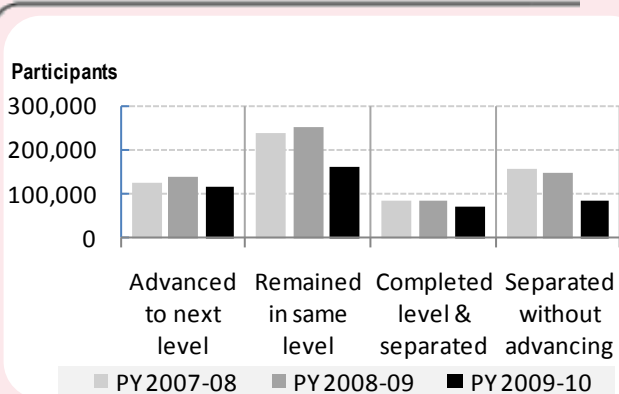
FY 2009 Federal Allocation to State in thousands of dollars



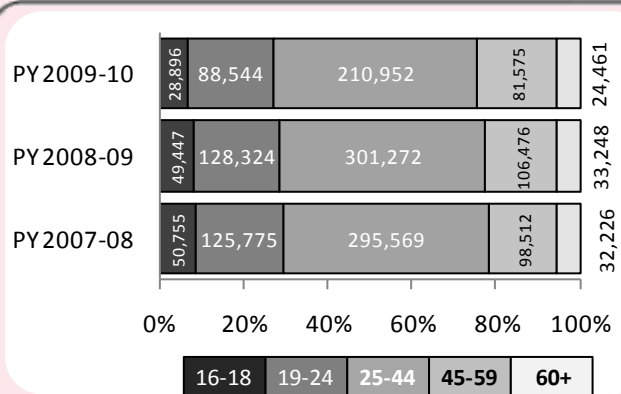
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	6,830	2%	2,305	866	3,659	-29%
Asian	60,947	14%	4,215	1,637	55,095	-24%
Black or African-American	25,794	6%	18,688	4,672	2,434	-32%
Hispanic or Latino	291,288	67%	53,579	19,581	218,128	-28%
Native Hawaiian or Other Pacific Islander	4,755	1%	2,526	982	1,247	-30%
White	44,814	10%	16,663	9,454	18,697	-31%
Total	434,428	100%	97,976	37,192	299,260	-28%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information California

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	26	28	35	42,998	140,207
Sub-Measure 2: English Literacy ^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	39	40	47	141,441	463,275
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	36	39	39	8,396	32,961
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	42*	42*	43*	688	1,771
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*	53*	44*	1,031	2,590
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	93*	92*	91*	916	2,925

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

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

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

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

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

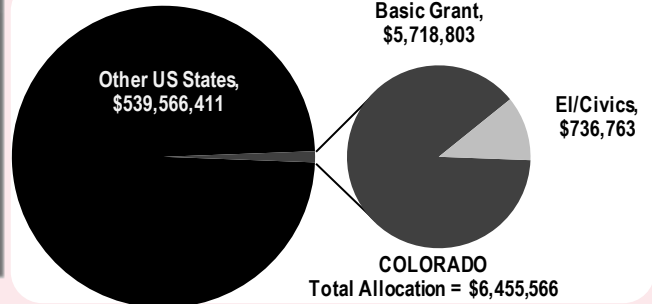
Selected Adult Education Program & Student Information Colorado

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	7,865	6,833	6,520
Unemployed	4,042	4,633	5,534
Correctional Setting	722	584	566
On Public Assistance	1,135	1,443	1,756
Other Institutionalized	8	3	0

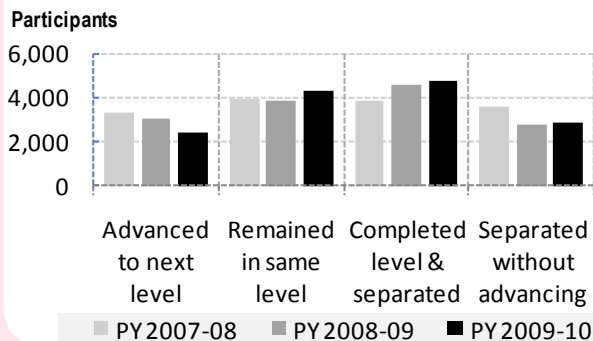
FY 2009 Federal Allocation to State in thousands of dollars



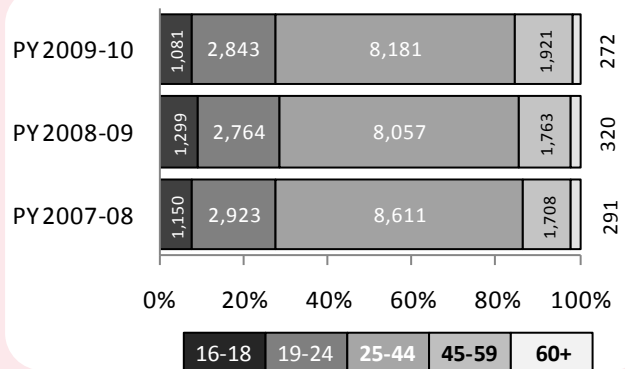
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	291	2%	203	84	4	25%
Asian	924	6%	159	22	743	-6%
Black or African-American	1,183	8%	365	77	741	36%
Hispanic or Latino	9,602	67%	2,013	484	7,105	-7%
Native Hawaiian or Other Pacific Islander	25	0%	10	8	7	-11%
White	2,273	16%	1,179	656	438	2%
Total	14,298	100%	3,929	1,331	9,038	-3%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Colorado

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		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.	53	54	48	2,221	6,894
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	52	51	4,581	13,856
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	49	42	879	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.	36	40	44	166	452
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.	26	40	47	182	292
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	26	34	49	215	375

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

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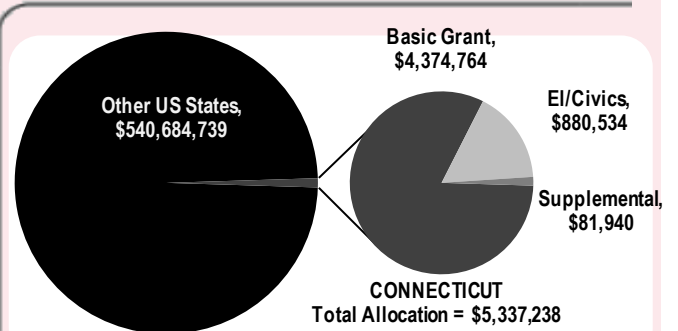
Selected Adult Education Program & Student Information Connecticut

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	12,309	11,662	10,895
Unemployed	8,587	9,894	11,270
Correctional Setting	2,468	2,342	2,086
On Public Assistance	1,302	1,390	1,491
Other Institutionalized	23	40	49

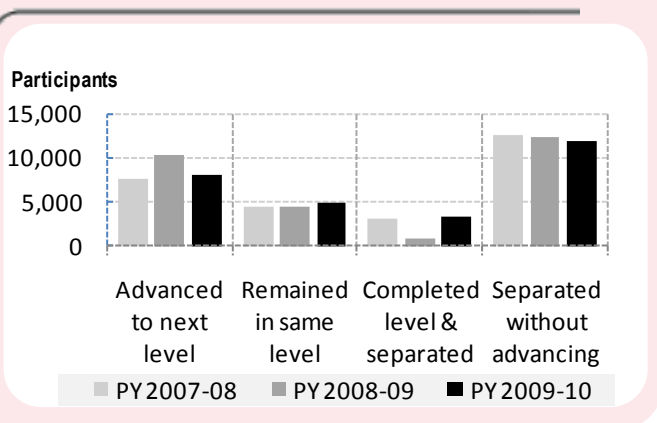
FY 2009 Federal Allocation to State in thousands of dollars



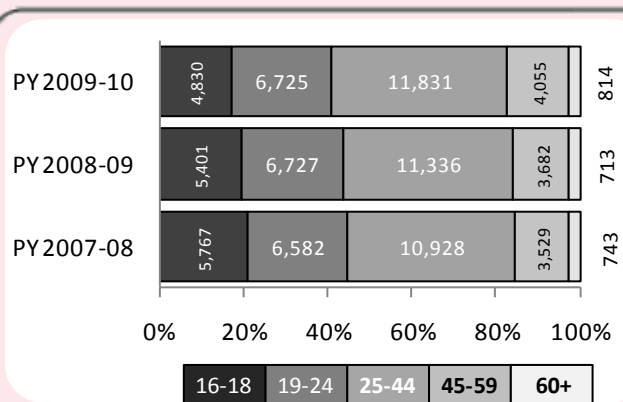
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	113	0%	61	47	5	0%
Asian	1,910	7%	158	124	1,628	3%
Black or African-American	6,063	21%	2,957	1,974	1,132	5%
Hispanic or Latino	13,377	47%	2,512	2,533	8,332	7%
Native Hawaiian or Other Pacific Islander	39	0%	15	12	12	-22%
White	6,753	24%	1,769	2,812	2,172	-6%
Total	28,255	100%	7,472	7,502	13,281	3%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Connecticut

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	36	38	39	3,193	9,330
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	44	5,908	17,099
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	57	54	2,388	7,167
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	55	57	152	383
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	57	57	34	621	2,384
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.	70	67	67	2,061	6,643

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

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

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

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

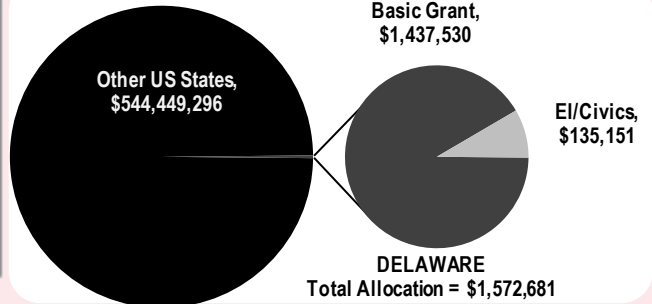
Selected Adult Education Program & Student Information Delaware

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	1,933	2,007	1,786
Unemployed	1,700	2,258	2,526
Correctional Setting	772	1,053	1,000
On Public Assistance	331	421	451
Other Institutionalized	0	0	9

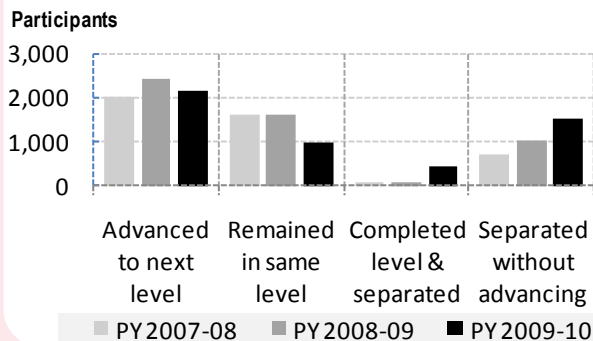
FY 2009 Federal Allocation to State in thousands of dollars



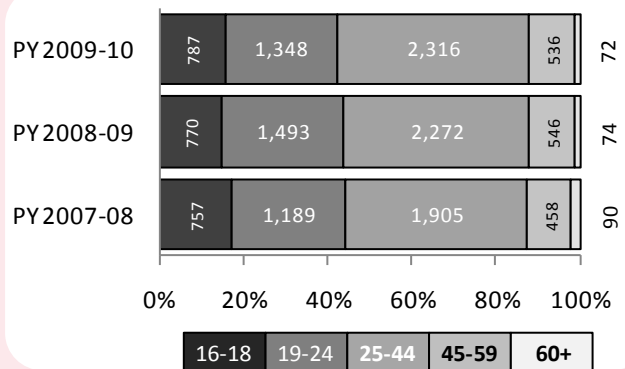
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	30	1%	23	7	0	15%
Asian	128	3%	31	4	93	-10%
Black or African-American	2,086	41%	1,745	242	99	21%
Hispanic or Latino	1,483	29%	339	63	1,081	13%
Native Hawaiian or Other Pacific Islander	14	0%	10	4	0	8%
White	1,318	26%	1,003	268	47	12%
Total	5,059	100%	3,151	588	1,320	15%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Delaware

Program Year 2007–08 to Program Year 2009–10

Adults Completing at Least One Level or One Outcome ^b

NRS Performance Measures ^a	PY 2007-08		PY 2008-09		PY 2009-10		Total	
	Percent		Percent		Percent		Number	
	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	51	53	1,886	5,244			
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	45	592	1,815			
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	91	83	453	1,148			
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	76	88	151	277			
Performance Measure IV: Entered Employment								
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	71	49	56	464	687			
Performance Measure V: Retained Employment								
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	77	67	85	1,107	1,729			

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

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

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

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

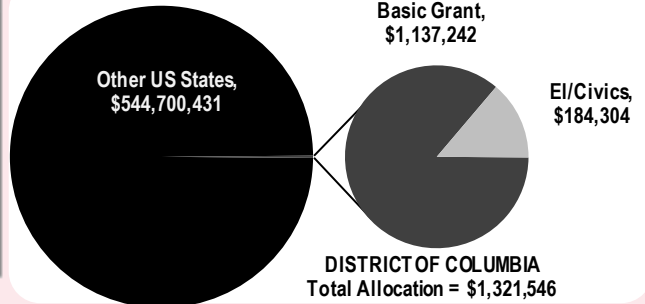
Selected Adult Education Program & Student Information District of Columbia

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	1,506	1,730	1,440
Unemployed	2,024	2,027	2,597
Correctional Setting	204	363	497
On Public Assistance	178	153	263
Other Institutionalized	0	0	0

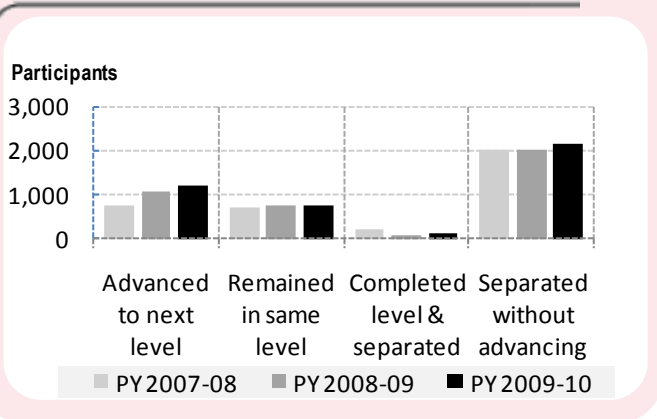
FY 2009 Federal Allocation to State in thousands of dollars



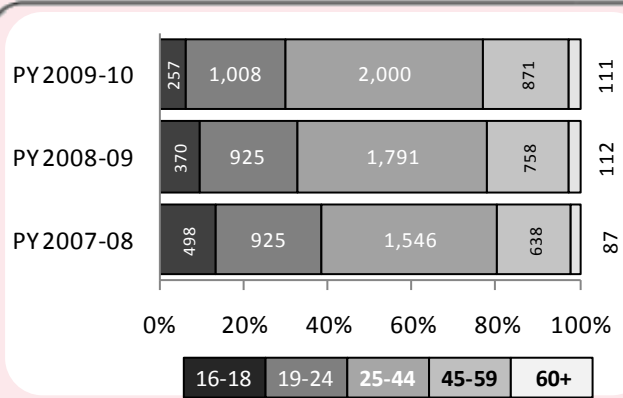
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	4	0%	2	1	1	n/a
Asian	122	3%	14	4	104	49%
Black or African-American	2,708	64%	2,241	205	262	11%
Hispanic or Latino	1,308	31%	86	5	1,217	17%
Native Hawaiian or Other Pacific Islander	0	0%	0	0	0	n/a
White	105	2%	19	8	78	98%
Total	4,247	100%	2,362	223	1,662	15%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information District of Columbia

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		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.	17	20	24	608	1,454
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	45	45	745	2,019
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	94*	91*	50	98	309
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.	78*	87*	57	88	240
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	76	78	54	533	1,218
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.	16	52	33	123	205

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

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

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

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

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

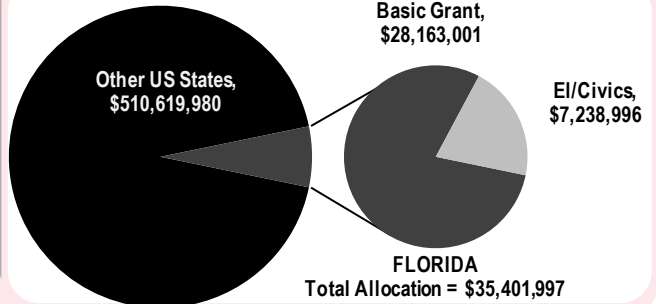
Selected Adult Education Program & Student Information Florida

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	93,972	93,595	72,038
Unemployed	164,060	154,163	112,112
Correctional Setting	29,991	18,366	27,479
On Public Assistance	30,697	46,789	59,184
Other Institutionalized	5	12,292	14,473

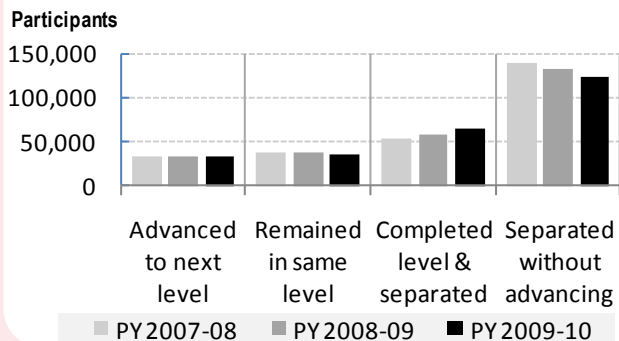
FY 2009 Federal Allocation to State in thousands of dollars



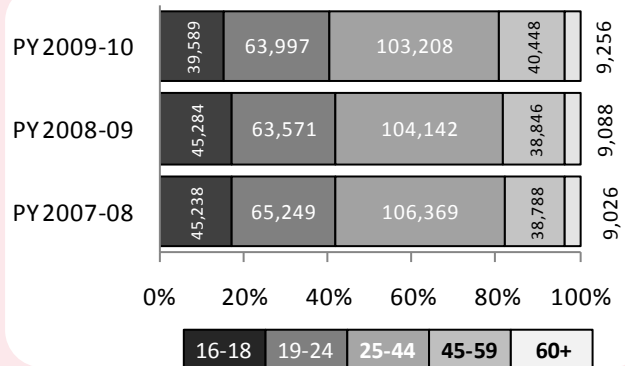
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	980	0%	641	157	182	30%
Asian	6,709	3%	1,530	370	4,809	5%
Black or African-American	77,209	30%	47,043	7,795	22,371	8%
Hispanic or Latino	106,696	42%	23,172	7,341	76,183	-11%
Native Hawaiian or Other Pacific Islander	5,256	2%	2,873	888	1,495	17%
White	59,648	23%	38,171	13,737	7,740	-4%
Total	256,498	100%	113,430	30,288	112,780	-3%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Florida

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	35	37	41	53,381	144,004
Sub-Measure 2: English Literacy ^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	29	29	32	36,179	106,132
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	70	52	18	14,945	26,404
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.	50	46	49	2,244	7,524
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	49	43	38	1,833	8,587
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	52	55	440	3,631

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

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

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

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

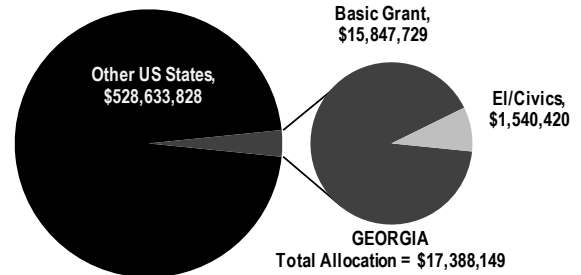
Selected Adult Education Program & Student Information Georgia

Program Year 2007–08 to Program Year 2009–10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	32,011	29,226	23,647
Unemployed	31,985	36,977	38,314
Correctional Setting	6,073	5,078	4,275
On Public Assistance	4,592	11,333	15,877
Other Institutionalized	121	111	257

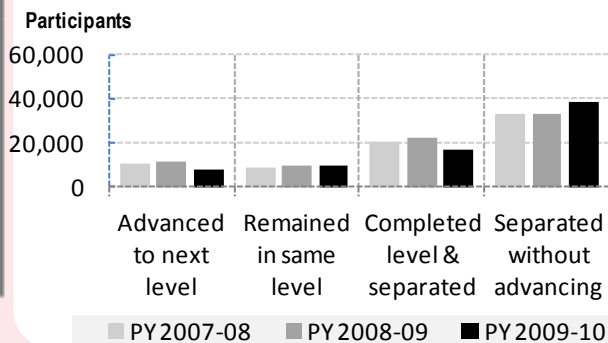
FY 2009 Federal Allocation to State in thousands of dollars



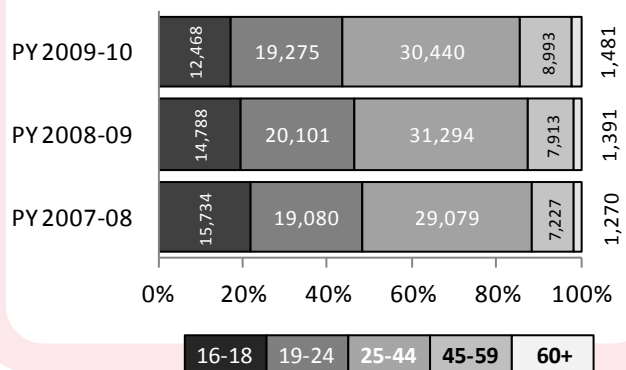
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009–10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	469	1%	389	35	45	34%
Asian	4,789	7%	769	101	3,919	25%
Black or African American	30,424	42%	26,764	1,862	1,798	11%
Hispanic or Latino	15,206	21%	3,462	384	11,360	-17%
Native Hawaiian or Other Pacific Islander	167	0%	128	22	17	-5%
White	21,602	30%	17,072	3,731	799	-2%
Total	72,657	100%	48,584	6,135	17,938	0%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Georgia

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		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	44	33	17,430	60,510
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	41	33	5,862	23,463
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	70	67	6,823	21,077
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	56	57	47	1,662	4,948
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	63	68	50	1,919	4,053
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.	64	68	54	1,898	4,457

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

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

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

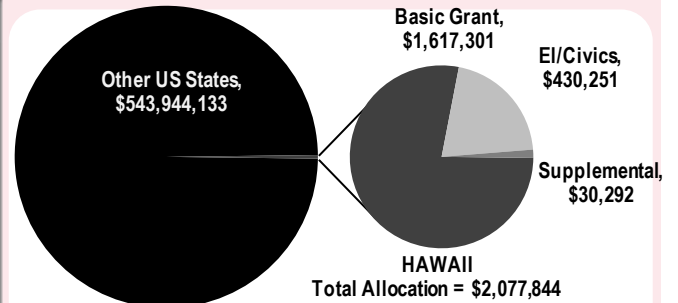
Selected Adult Education Program & Student Information Hawaii

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	3,372	3,242	3,165
Unemployed	2,771	2,872	3,127
Correctional Setting	171	402	362
On Public Assistance	371	457	403
Other Institutionalized	123	79	77

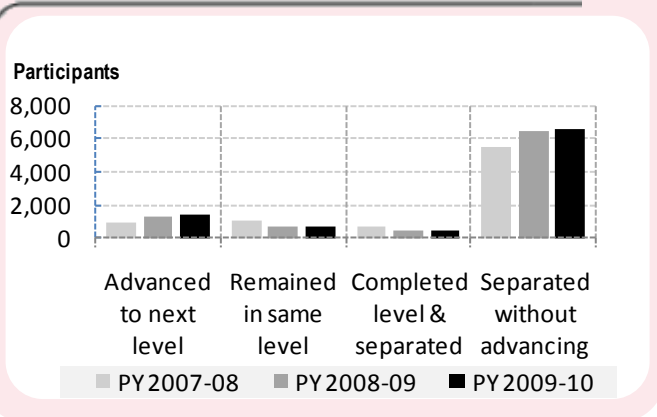
FY 2009 Federal Allocation to State in thousands of dollars



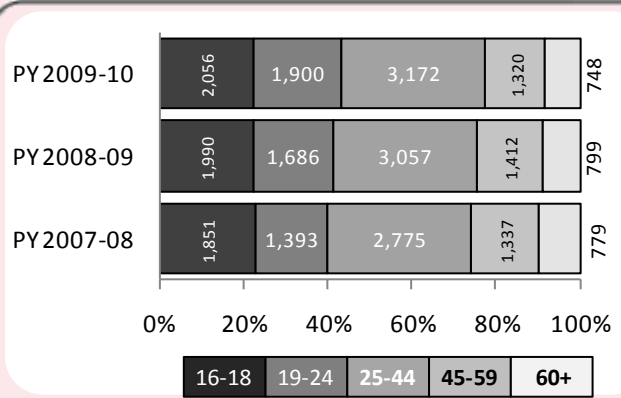
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	62	1%	41	20	1	2%
Asian	4,327	47%	1,108	681	2,538	-1%
Black or African-American	333	4%	213	112	8	36%
Hispanic or Latino	772	8%	308	203	261	10%
Native Hawaiian or Other Pacific Islander	2,720	30%	1,709	700	311	42%
White	982	11%	488	433	61	20%
Total	9,196	100%	3,867	2,149	3,180	13%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Hawaii

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		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.	17	18	17	922	2,596
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.	19	21	22	695	1,929
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	96*	86*	79*	1,171	3,130
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	89*	76*	89*	24	97
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.	75*	36*	58*	182	367
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	45*	65*	58	162	240

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

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

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

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

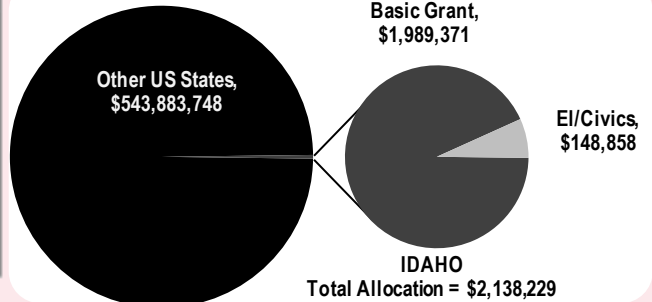
Selected Adult Education Program & Student Information Idaho

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	3,322	3,160	2,711
Unemployed	2,093	2,423	2,107
Correctional Setting	1,052	836	1,008
On Public Assistance	296	466	675
Other Institutionalized	70	17	3

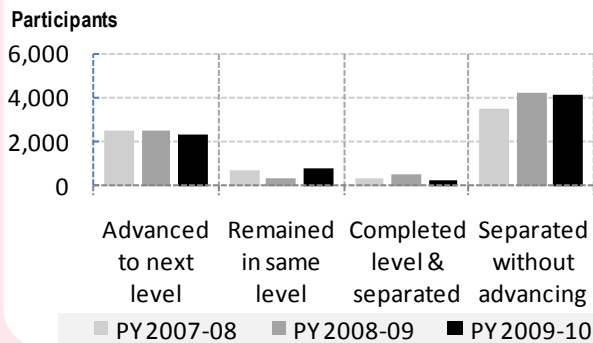
FY 2009 Federal Allocation to State in thousands of dollars



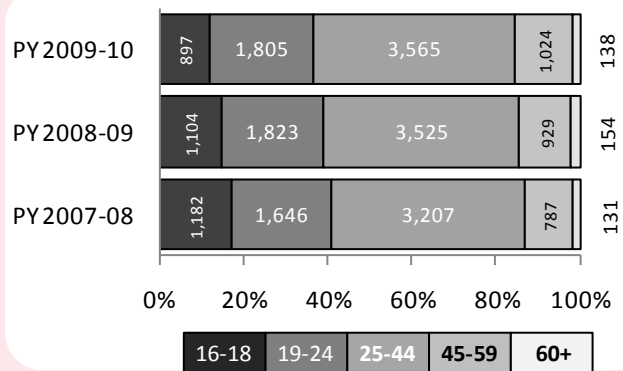
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	224	3%	204	20	0	10%
Asian	427	6%	143	9	275	24%
Black or African-American	279	4%	119	4	156	14%
Hispanic or Latino	2,842	38%	1,124	76	1,642	0%
Native Hawaiian or Other Pacific Islander	36	0%	28	5	3	44%
White	3,621	49%	2,923	432	266	10%
Total	7,429	100%	4,541	546	2,342	7%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Idaho

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	44	40	34	1,670	5,323
Sub-Measure 2: English Literacy ^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	37	39	35	817	2,868
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	67	66	927	2,859
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	37	41	51	170	475
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	36	34	644	1,404
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	44	958	2,465

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

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

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

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

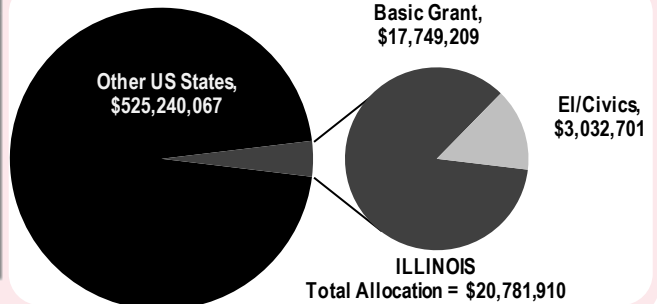
Selected Adult Education Program & Student Information Illinois

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	53,626	50,206	44,081
Unemployed	40,491	44,578	50,434
Correctional Setting	3,964	3,719	3,681
On Public Assistance	14,853	17,425	19,251
Other Institutionalized	677	713	602

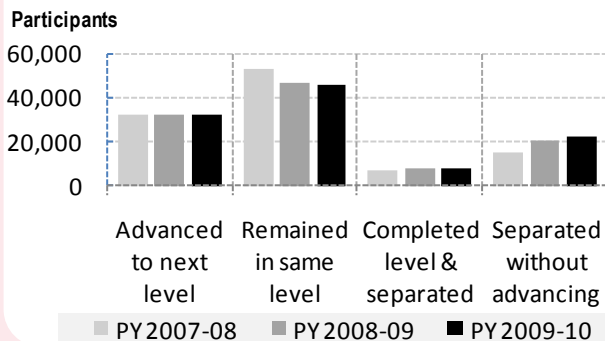
FY 2009 Federal Allocation to State in thousands of dollars



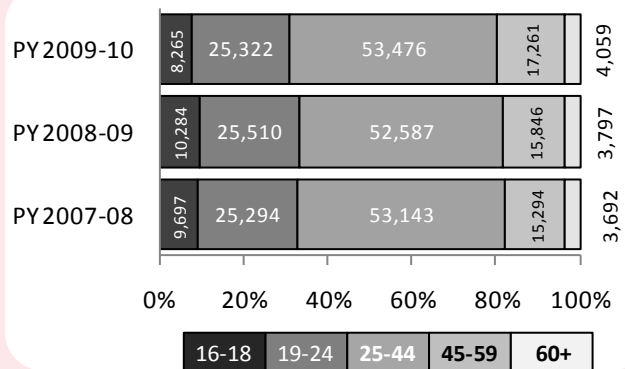
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	293	0%	143	82	68	-22%
Asian	8,168	8%	741	157	7,270	-1%
Black or African-American	21,208	20%	14,192	5,260	1,756	14%
Hispanic or Latino	55,119	51%	7,090	3,268	44,761	-1%
Native Hawaiian or Other Pacific Islander	154	0%	39	27	88	108%
White	23,441	22%	7,717	7,041	8,683	-2%
Total	108,383	100%	29,922	15,835	62,626	1%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Illinois

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	35	38	38	14,632	40,385
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	37	38	23,886	72,979
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	33	35	34	2,930	8,400
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	24	22	26	1,559	4,105
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	47	46	40	8,865	31,430
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	82	79	79	7,002	25,222

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

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

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

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

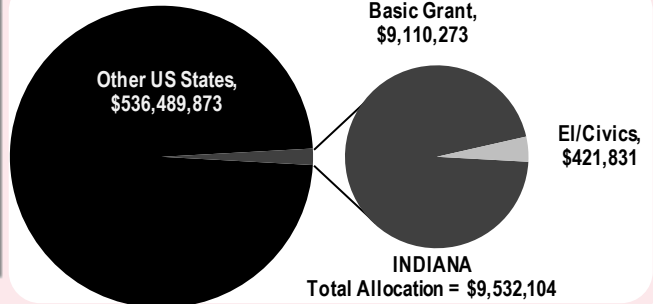
Selected Adult Education Program & Student Information Indiana

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	12,633	11,357	8,931
Unemployed	11,804	12,911	12,809
Correctional Setting	8,677	9,708	8,824
On Public Assistance	4,555	5,097	5,657
Other Institutionalized	322	146	19

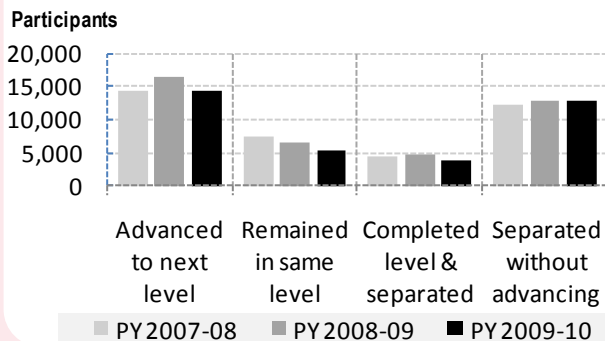
FY 2009 Federal Allocation to State in thousands of dollars



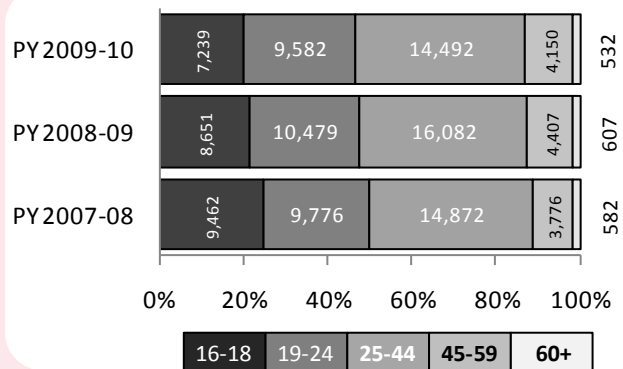
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	384	1%	196	52	136	45%
Asian	1,425	4%	188	118	1,119	-4%
Black or African-American	8,492	24%	6,657	1,494	341	-14%
Hispanic or Latino	6,947	19%	2,028	629	4,290	-6%
Native Hawaiian or Other Pacific Islander	37	0%	25	9	3	32%
White	18,710	52%	13,845	4,489	376	-4%
Total	35,995	100%	22,939	6,791	6,265	-6%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Indiana

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	48	51	49	12,776	40,141
Sub-Measure 2: English Literacy ^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	53	57	54	3,380	11,142
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	93	88	5,411	17,791
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	87	92	95	1,849	4,887
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	87	85	83	2,487	7,785
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	78	100	67	975	4,465

^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.

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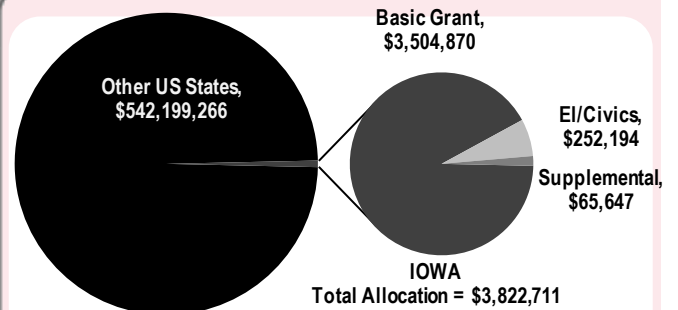
Selected Adult Education Program & Student Information Iowa

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	3,838	3,908	3,392
Unemployed	4,247	4,617	5,740
Correctional Setting	635	600	955
On Public Assistance	684	673	890
Other Institutionalized	139	0	4

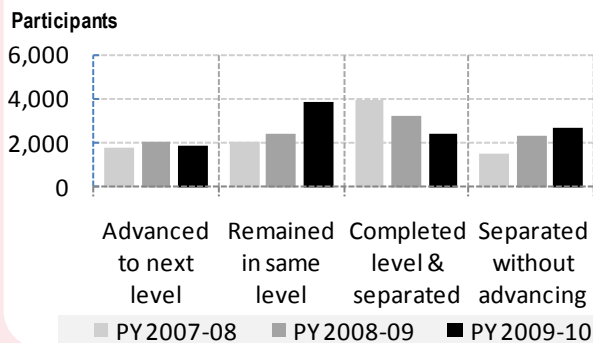
FY 2009 Federal Allocation to State in thousands of dollars



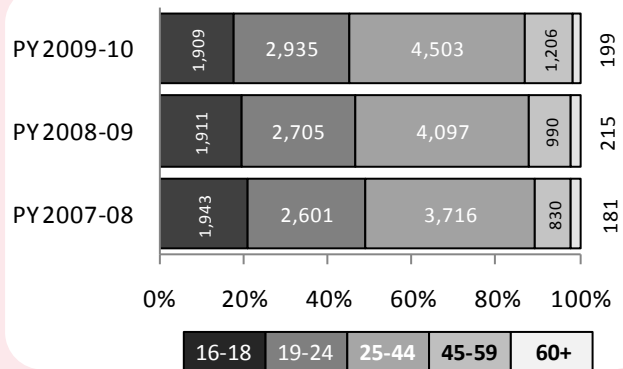
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	195	2%	137	46	12	17%
Asian	870	8%	72	33	765	25%
Black or African-American	1,713	16%	1,057	175	481	53%
Hispanic or Latino	2,901	27%	630	167	2,104	13%
Native Hawaiian or Other Pacific Islander	56	1%	28	13	15	-3%
White	5,017	47%	3,171	1,627	219	7%
Total	10,752	100%	5,095	2,061	3,596	16%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Iowa

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		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.	69	52	33	2,097	8,747
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	49	42	1,515	4,809
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	91	94	86	1,906	6,714
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.	72	54	49	311	894
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	80	85	313	904
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	82	81	87	744	1,952

^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.

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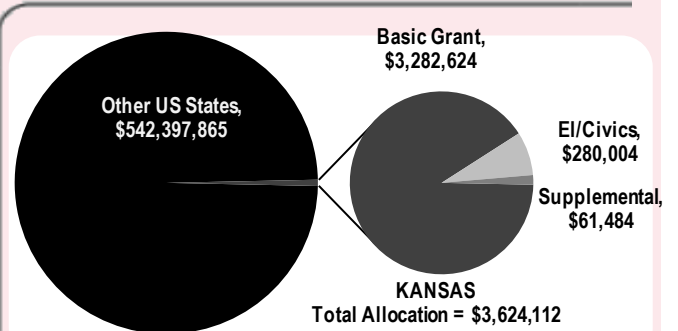
Selected Adult Education Program & Student Information Kansas

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	4,415	4,257	4,090
Unemployed	2,668	3,007	3,505
Correctional Setting	513	532	395
On Public Assistance	896	953	1,185
Other Institutionalized	41	33	48

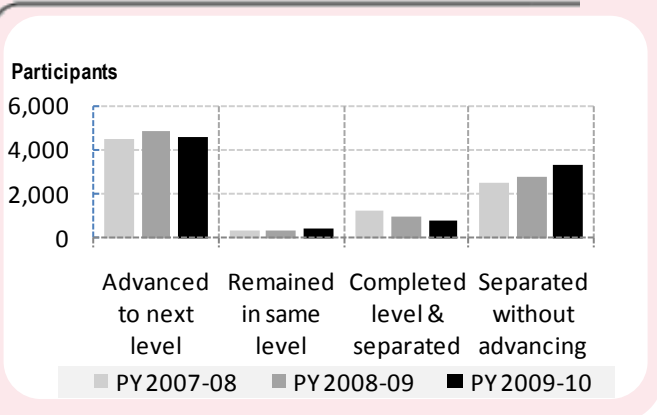
FY 2009 Federal Allocation to State in thousands of dollars



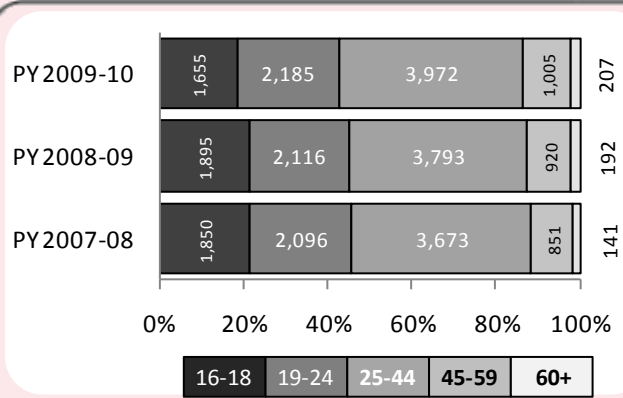
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	190	2%	153	26	11	-15%
Asian	910	10%	157	25	728	21%
Black or African-American	1,043	12%	737	81	225	20%
Hispanic or Latino	3,674	41%	854	154	2,666	4%
Native Hawaiian or Other Pacific Islander	15	0%	12	3	0	-25%
White	3,192	35%	2,468	613	111	0%
Total	9,024	100%	4,381	902	3,741	5%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Kansas

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		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.	62	62	55	2,633	8,318
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	70	65	61	2,266	7,066
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.	80	83	77	1,311	4,676
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	77	74	767	2,112
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.	77	47	45	472	1,792
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	58	79	1,929	6,395

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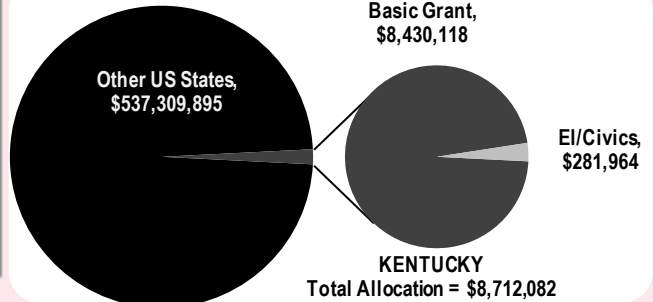
Selected Adult Education Program & Student Information Kentucky

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	8,975	12,052	9,172
Unemployed	14,022	25,387	21,751
Correctional Setting	4,636	5,102	5,476
On Public Assistance	1,087	2,174	3,669
Other Institutionalized	0	18	18

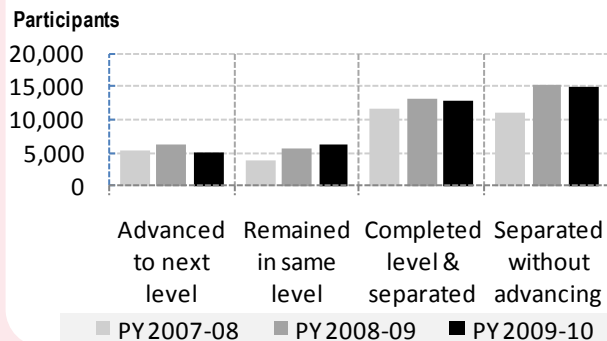
FY 2009 Federal Allocation to State in thousands of dollars



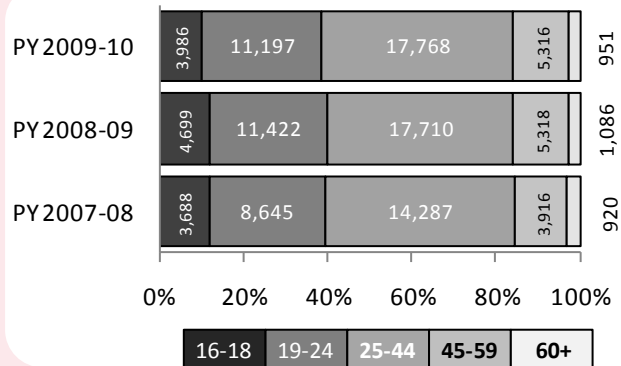
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	257	1%	207	41	9	15%
Asian	1,275	3%	177	51	1,047	38%
Black or African-American	6,305	16%	5,091	660	554	15%
Hispanic or Latino	2,780	7%	671	131	1,978	6%
Native Hawaiian or Other Pacific Islander	90	0%	60	23	7	5%
White	28,511	73%	20,766	7,301	444	29%
Total	39,218	100%	26,972	8,207	4,039	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 & Student Information Kentucky

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		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.	57	53	51	16,181	48,484
Sub-Measure 2: English Literacy ^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	55	49	47	1,917	5,731
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	84	83	5,550	16,028
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	71	71	2,178	4,333
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	61	55	893	2,254
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	65	64	403	1,237

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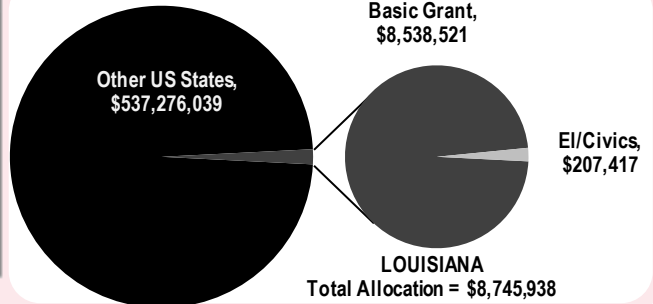
Selected Adult Education Program & Student Information Louisiana

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	7,988	7,675	8,050
Unemployed	11,107	11,768	14,643
Correctional Setting	3,633	6,727	7,143
On Public Assistance	2,073	1,994	2,611
Other Institutionalized	125	516	391

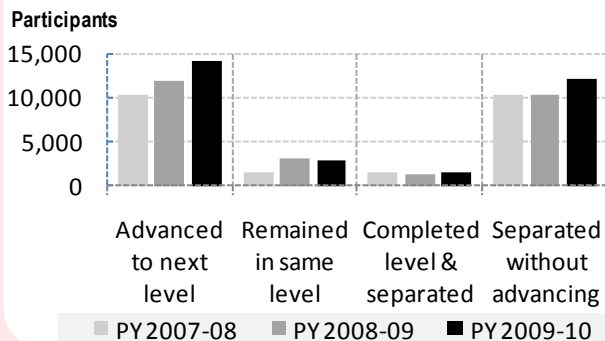
FY 2009 Federal Allocation to State in thousands of dollars



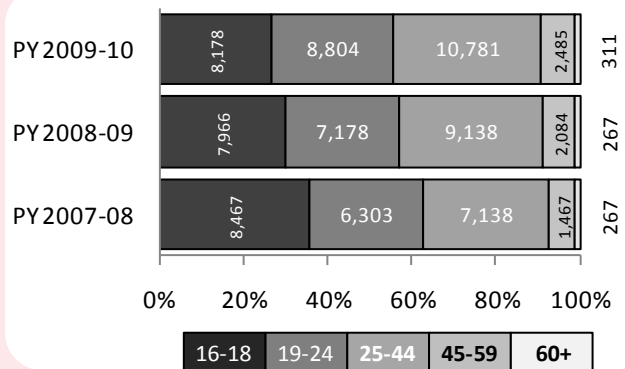
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	287	1%	222	40	25	49%
Asian	528	2%	205	43	280	10%
Black or African-American	16,512	54%	15,284	1,157	71	48%
Hispanic or Latino	2,661	9%	741	114	1,806	15%
Native Hawaiian or Other Pacific Islander	63	0%	47	13	3	66%
White	10,508	34%	8,089	2,329	90	11%
Total	30,559	100%	24,588	3,696	2,275	29%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Louisiana

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	49	50	51	13,566	34,842
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	40	44	990	2,756
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	64	70	69	4,460	11,861
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	21	23	36	662	1,009
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	71	66	58	1,776	5,686
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	45	41	56	1,277	2,121

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

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

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

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

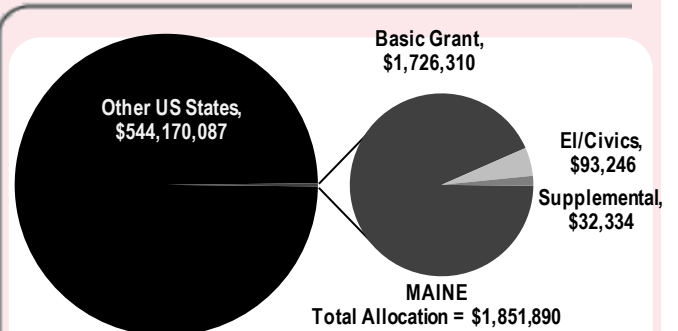
Selected Adult Education Program & Student Information Maine

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	2,717	2,547	2,101
Unemployed	3,502	4,564	4,736
Correctional Setting	645	1,047	776
On Public Assistance	2,051	2,398	2,294
Other Institutionalized	5	15	60

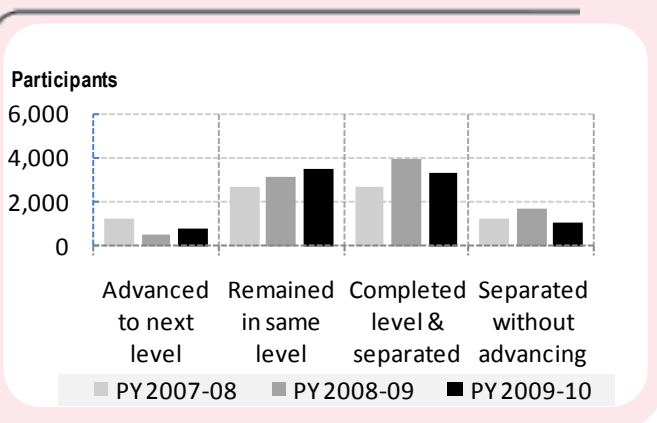
FY 2009 Federal Allocation to State in thousands of dollars



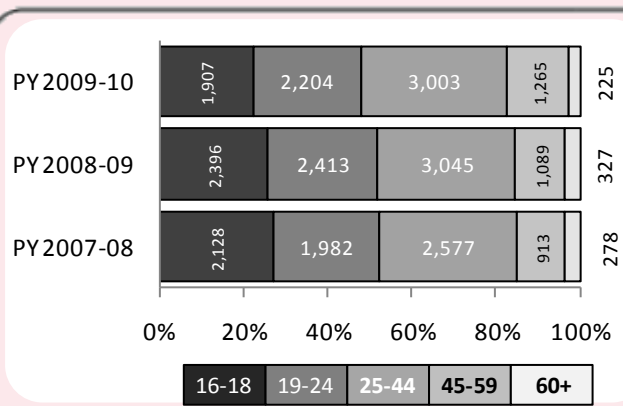
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	136	2%	100	36	0	11%
Asian	386	4%	51	21	314	-2%
Black or African-American	1,336	16%	266	52	1,018	11%
Hispanic or Latino	349	4%	134	42	173	-1%
Native Hawaiian or Other Pacific Islander	12	0%	9	0	3	20%
White	6,385	74%	3,888	2,249	248	10%
Total	8,604	100%	4,448	2,400	1,756	9%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Maine

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	52	49	50	2,967	8,971
Sub-Measure 2: English Literacy ^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	43	39	40	702	1,967
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	96	91	88	1,826	6,684
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.	72	58	60	283	1,327
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	62	70	60	292	897
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	66	56	75	87	339

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

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

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

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

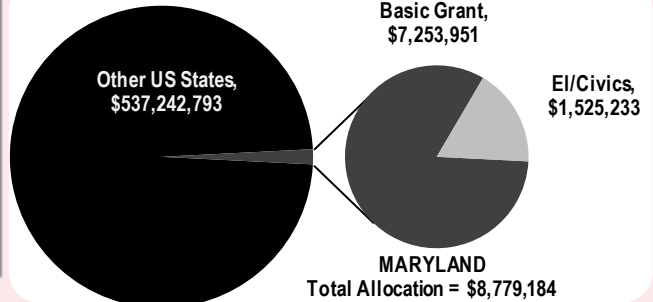
Selected Adult Education Program & Student Information Maryland

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	15,217	15,270	13,924
Unemployed	8,048	10,275	11,332
Correctional Setting	4,537	5,528	4,157
On Public Assistance	1,313	1,559	1,680
Other Institutionalized	66	95	48

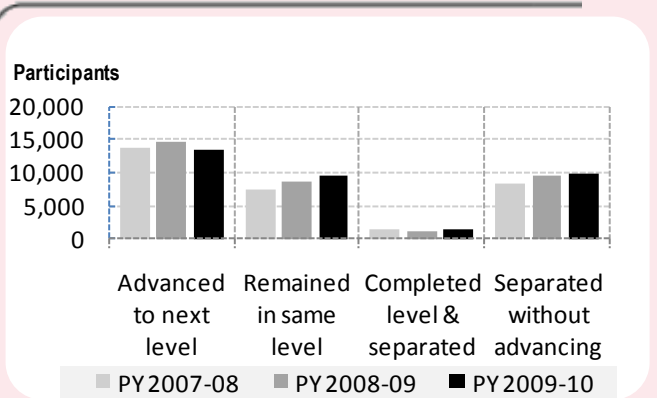
FY 2009 Federal Allocation to State in thousands of dollars



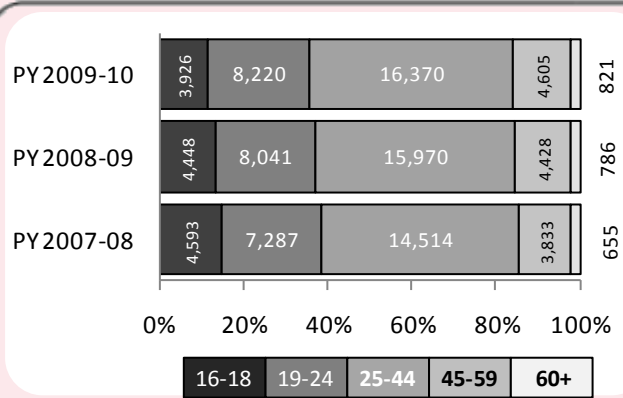
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	262	1%	200	48	14	-15%
Asian	2,449	7%	228	68	2,153	17%
Black or African-American	13,753	41%	10,282	1,930	1,541	17%
Hispanic or Latino	11,348	33%	1,188	207	9,953	7%
Native Hawaiian or Other Pacific Islander	53	0%	37	5	11	-20%
White	6,077	18%	3,930	1,409	738	0%
Total	33,942	100%	15,865	3,667	14,410	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 & Student Information Maryland

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	48	44	41	7,599	23,871
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	48	48	47	6,812	19,982
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	86	74	71	2,692	8,372
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	36	36	31	265	736
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	38	34	604	1,750
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	60	72	1,692	5,438

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

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

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

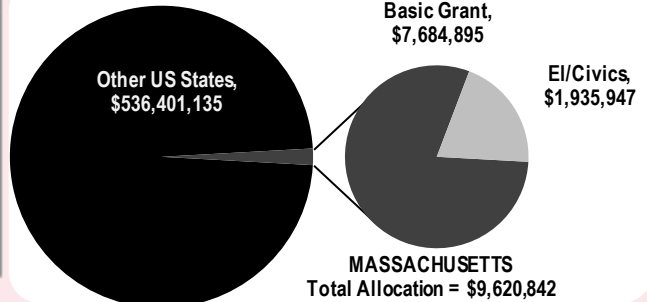
Selected Adult Education Program & Student Information Massachusetts

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	11,436	10,634	9,337
Unemployed	4,608	5,331	5,583
Correctional Setting	1,426	1,314	1,427
On Public Assistance	5,665	2,921	6,216
Other Institutionalized	0	0	0

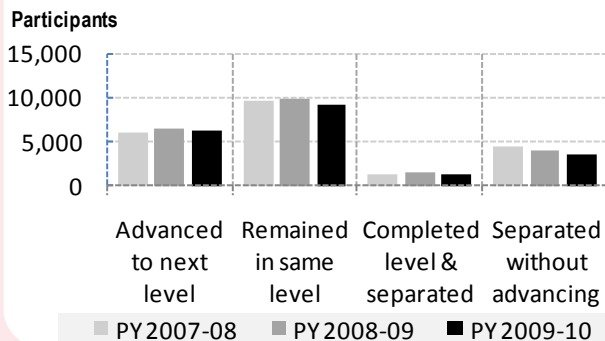
FY 2009 Federal Allocation to State in thousands of dollars



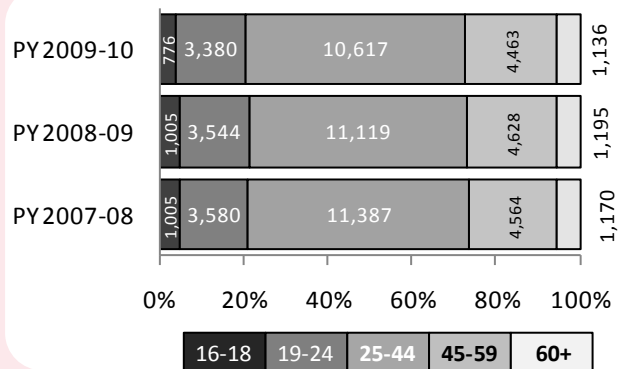
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	279	1%	38	25	216	200%
Asian	2,599	13%	253	141	2,205	-4%
Black or African-American	4,354	21%	1,681	732	1,941	-5%
Hispanic or Latino	5,652	28%	1,052	598	4,002	-26%
Native Hawaiian or Other Pacific Islander	73	0%	21	10	42	135%
White	7,415	36%	1,768	1,789	3,858	12%
Total	20,372	100%	4,813	3,295	12,264	-6%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Massachusetts

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	21	23	25	1,755	4,924
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	42	44	5,356	16,158
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	68	74	1,275	3,591
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	54	58	181	593
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	25	19	343	1,395
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.	57	65	47	139	690

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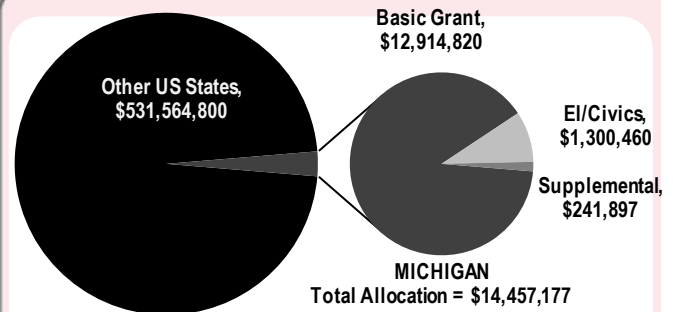
Selected Adult Education Program & Student Information Michigan

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	9,314	8,507	7,452
Unemployed	13,450	13,407	14,060
Correctional Setting	4,918	1,416	4,139
On Public Assistance	4,769	5,706	6,945
Other Institutionalized	1,815	1,253	1,154

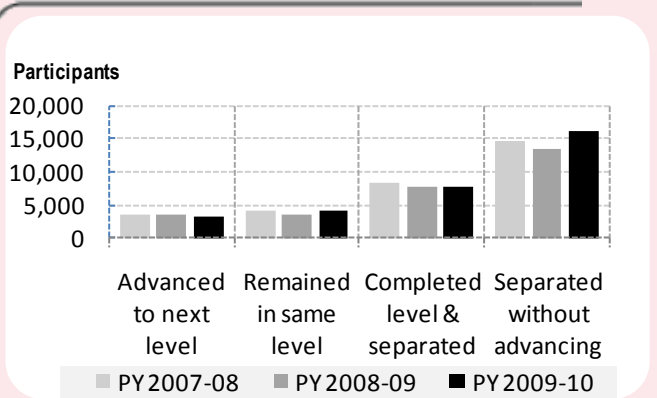
FY 2009 Federal Allocation to State in thousands of dollars



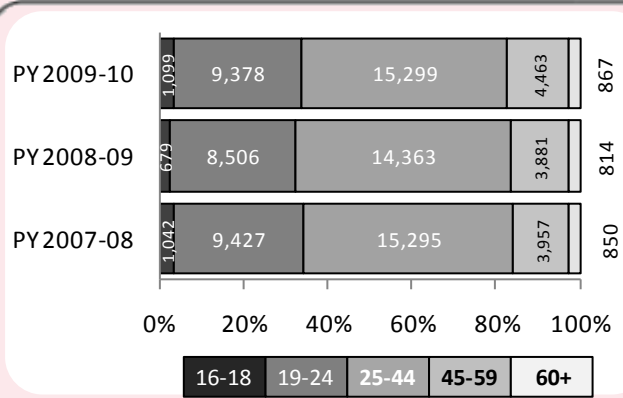
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	386	1%	303	61	22	7%
Asian	2,296	7%	200	21	2,075	2%
Black or African-American	10,154	33%	8,534	1,255	365	3%
Hispanic or Latino	4,170	13%	996	254	2,920	-8%
Native Hawaiian or Other Pacific Islander	65	0%	46	7	12	8%
White	14,035	45%	8,312	2,188	3,535	4%
Total	31,106	100%	18,391	3,786	8,929	2%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Michigan

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	33	34	29	6,074	18,657
Sub-Measure 2: English Literacy ^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	58	57	56	5,002	15,550
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	47	51*	3,131	9,069
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*	60*	41*	185	557
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	27*	10	16*	584	1,031
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	35*	54*	63*	338	541

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

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

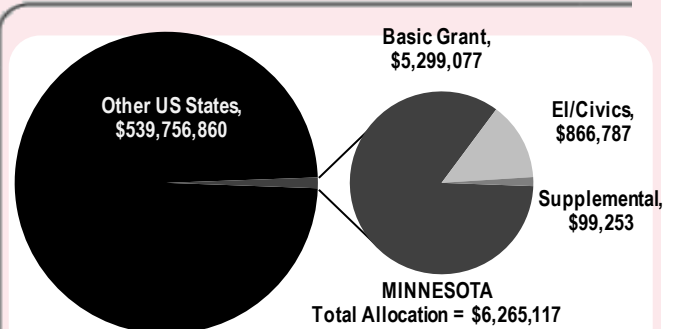
Selected Adult Education Program & Student Information Minnesota

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	15,521	15,638	14,704
Unemployed	14,246	15,418	18,990
Correctional Setting	9,139	7,599	7,391
On Public Assistance	8,647	7,928	8,327
Other Institutionalized	346	386	382

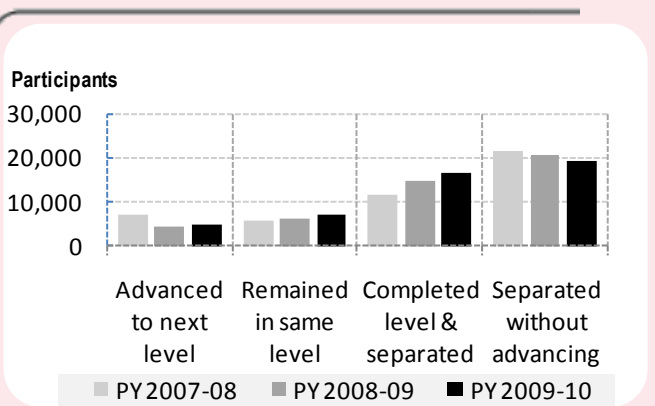
FY 2009 Federal Allocation to State in thousands of dollars



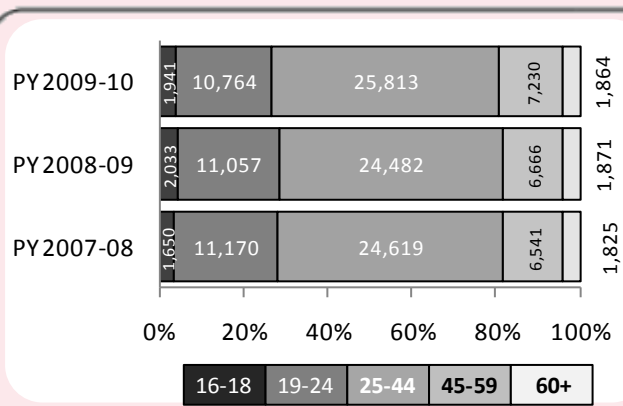
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	1,457	3%	1,159	283	15	-3%
Asian	7,373	15%	1,326	386	5,661	9%
Black or African-American	16,436	35%	6,749	1,160	8,527	4%
Hispanic or Latino	11,381	24%	2,184	677	8,520	44%
Native Hawaiian or Other Pacific Islander	112	0%	62	24	26	-72%
White	10,853	23%	6,178	3,418	1,257	-19%
Total	47,612	100%	17,658	5,948	24,006	4%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Minnesota

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	40	41	45	9,259	24,629
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	48	11,521	33,072
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	61	68	2,548	7,390
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	65	65	917	2,416
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	57	42	762	3,403
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	71	68	1,269	4,935

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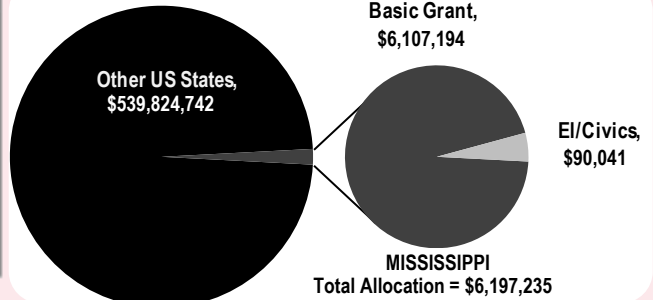
Selected Adult Education Program & Student Information Mississippi

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	6,207	5,182	3,786
Unemployed	10,322	11,362	10,626
Correctional Setting	1,003	1,022	1,366
On Public Assistance	1,428	1,721	1,694
Other Institutionalized	1	1	5

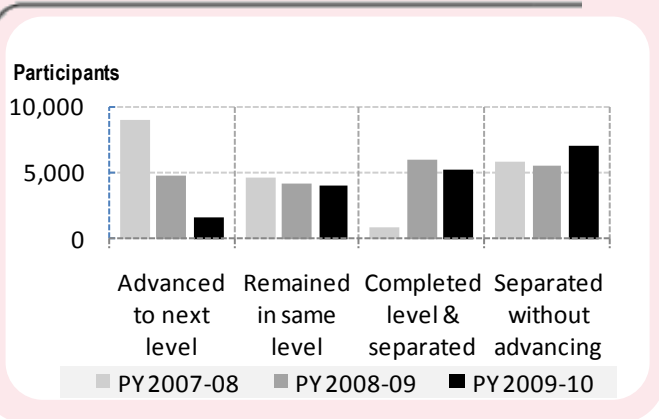
FY 2009 Federal Allocation to State in thousands of dollars



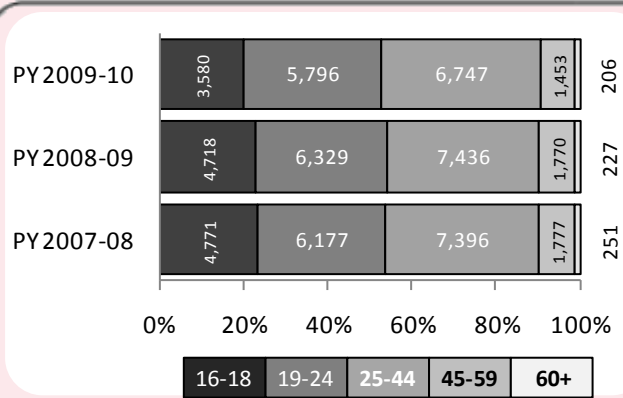
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	80	0%	64	15	1	-28%
Asian	132	1%	65	7	60	-20%
Black or African-American	9,896	56%	9,119	775	2	-7%
Hispanic or Latino	484	3%	221	38	225	-35%
Native Hawaiian or Other Pacific Islander	12	0%	9	3	0	-14%
White	7,178	40%	4,932	2,229	17	-18%
Total	17,782	100%	14,410	3,067	305	-13%

Retention and Completion



Enrollment by Age



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Selected Adult Education Program & Student Information Mississippi

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	47	51	33	4,997	23,499
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.	42	44	34	105	504
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	3,808	12,364
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	80	82	774	2,907
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	65	86	293	1,090
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.	57	73	88	176	863

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

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

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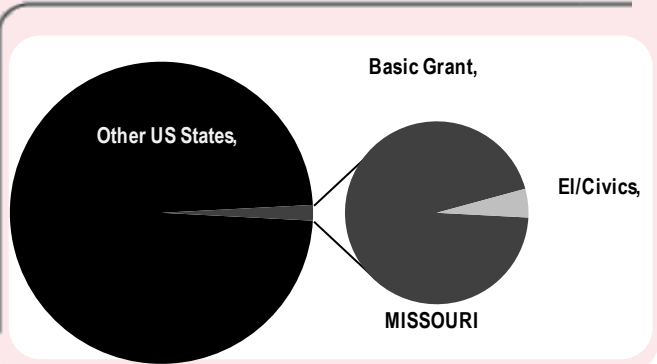
Selected Adult Education Program & Student Information Missouri

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	10,151	9,866	9,209
Unemployed	13,940	17,506	18,006
Correctional Setting	8,047	14,788	6,993
On Public Assistance	1,246	1,617	1,679
Other Institutionalized	136	764	152

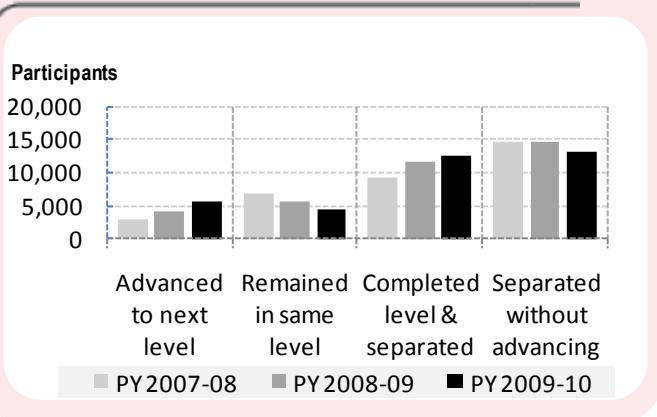
FY 2009 Federal Allocation to State in thousands of dollars



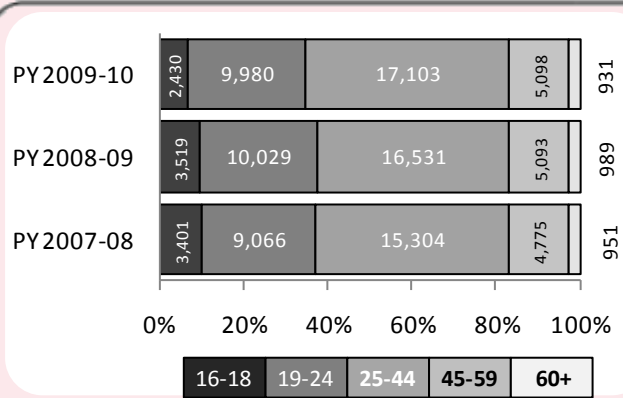
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	323	1%	273	44	6	-6%
Asian	2,302	6%	228	44	2,030	20%
Black or African-American	10,421	29%	8,884	582	955	4%
Hispanic or Latino	4,066	11%	908	120	3,038	1%
Native Hawaiian or Other Pacific Islander	134	0%	104	23	7	-18%
White	18,296	51%	13,820	3,431	1,045	7%
Total	35,542	100%	24,217	4,244	7,081	6%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Missouri

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	36	44	52	14,167	35,262
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	44	3,109	8,435
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	31	49	66	3,761	10,100
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	37	46	1,651	4,898
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	57	54	3,860	9,817
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	71	69	63	3,737	10,216

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

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

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

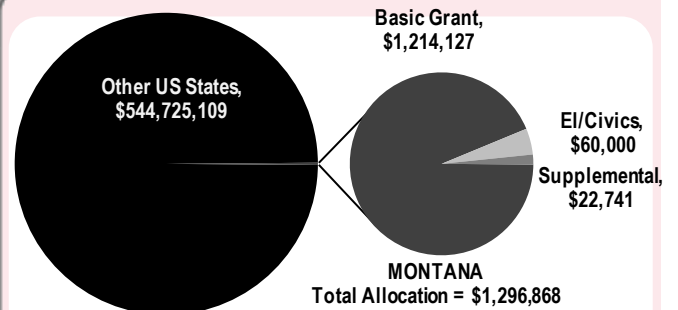
Selected Adult Education Program & Student Information Montana

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	1,080	1,116	1,085
Unemployed	1,300	1,471	1,599
Correctional Setting	417	343	402
On Public Assistance	360	435	675
Other Institutionalized	45	51	51

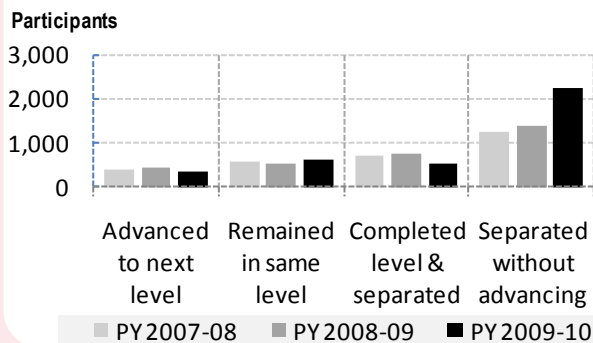
FY 2009 Federal Allocation to State in thousands of dollars



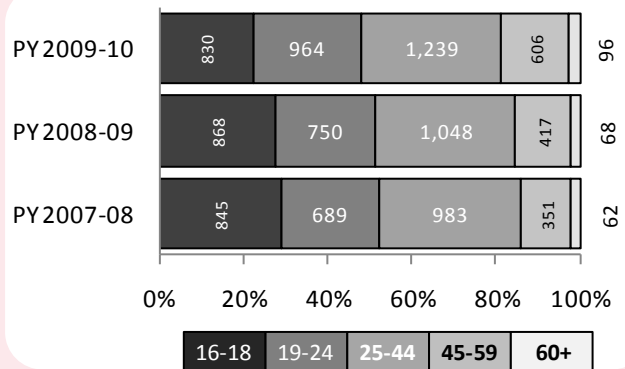
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	699	19%	604	95	0	17%
Asian	154	4%	54	8	92	7%
Black or African-American	65	2%	56	8	1	44%
Hispanic or Latino	296	8%	183	28	85	31%
Native Hawaiian or Other Pacific Islander	21	1%	17	3	1	0%
White	2,500	67%	1,839	630	31	32%
Total	3,735	100%	2,753	772	210	27%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Montana

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	37	38	22	696	2,632
Sub-Measure 2: English Literacy ^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	43	52	38	80	283
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	61	62	60	789	2,064
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	62	57	61	424	882
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	37	46	253	599
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	41	80	65	371	725

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

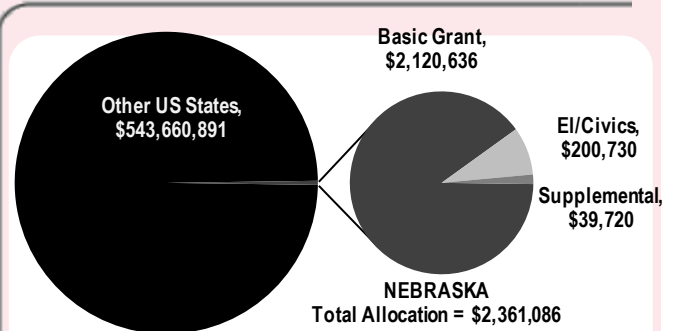
Selected Adult Education Program & Student Information Nebraska

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	3,331	2,843	2,792
Unemployed	1,766	2,128	2,492
Correctional Setting	1,225	1,569	1,493
On Public Assistance	575	522	569
Other Institutionalized	20	17	23

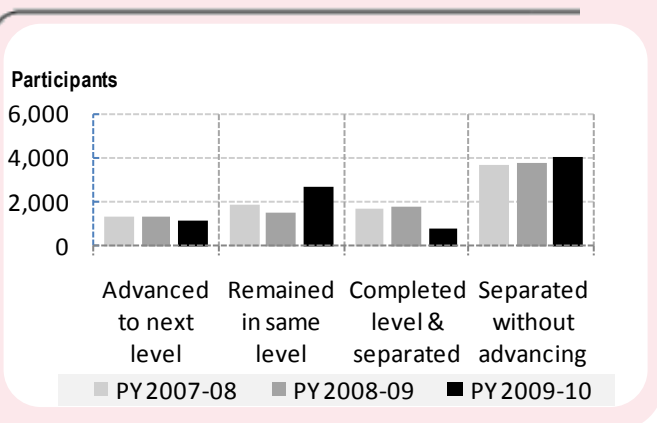
FY 2009 Federal Allocation to State in thousands of dollars



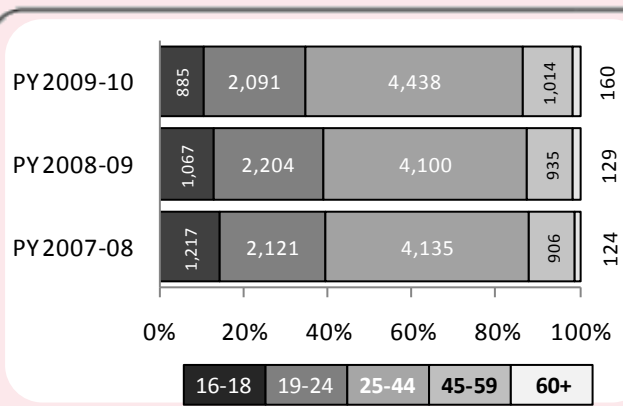
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	313	4%	276	31	6	-1%
Asian	534	6%	95	10	429	44%
Black or African-American	1,656	19%	1,087	100	469	15%
Hispanic or Latino	3,561	41%	1,008	133	2,420	-3%
Native Hawaiian or Other Pacific Islander	20	0%	16	2	2	54%
White	2,504	29%	1,731	630	143	-7%
Total	8,588	100%	4,213	906	3,469	1%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Nebraska

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		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.	30	34	22	1,038	3,978
Sub-Measure 2: English Literacy ^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	46	46	25	883	4,101
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	56	57	50	712	2,586
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	40	40	49	189
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	37	45	45	231	401
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	48	65	541	786

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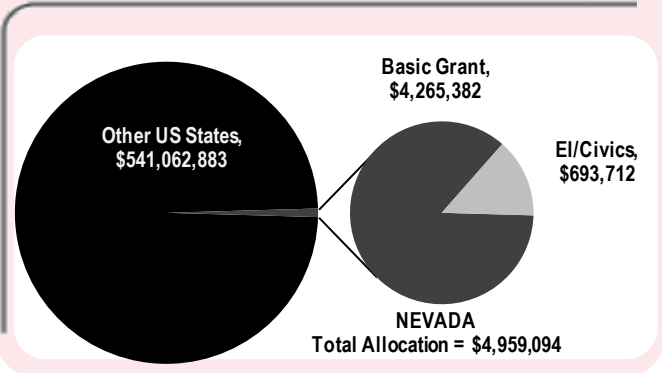
Selected Adult Education Program & Student Information Nevada

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	5,560	4,330	3,591
Unemployed	3,007	3,495	4,620
Correctional Setting	261	165	120
On Public Assistance	30	41	50
Other Institutionalized	0	0	0

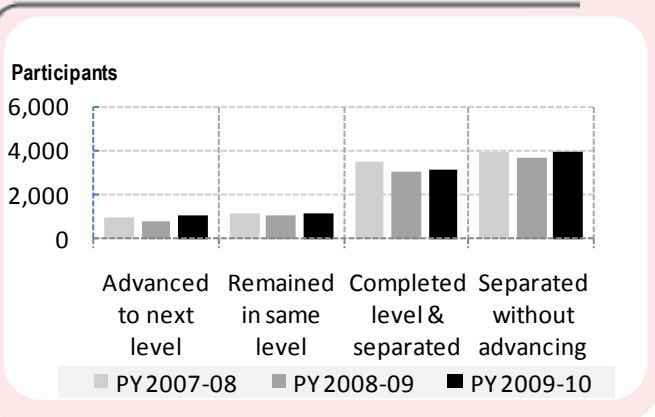
FY 2009 Federal Allocation to State in thousands of dollars



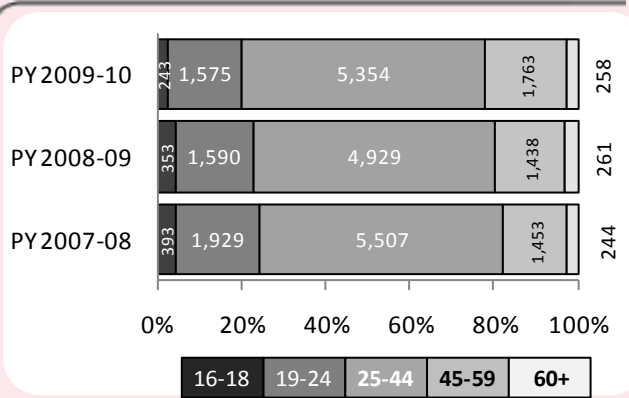
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	44	0%	23	15	6	-19%
Asian	729	8%	44	19	666	-9%
Black or African-American	565	6%	189	22	354	29%
Hispanic or Latino	6,967	76%	608	229	6,130	-6%
Native Hawaiian or Other Pacific Islander	74	1%	37	8	29	6%
White	814	9%	294	209	311	6%
Total	9,193	100%	1,195	502	7,496	-3%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Nevada

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	33	33	33	509	1,443
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.	48	47	48	3,594	10,717
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	57	45	53	327	972
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	37	30	18	46	204
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	76	68	54	411	1,283
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	77	83	625	1,909

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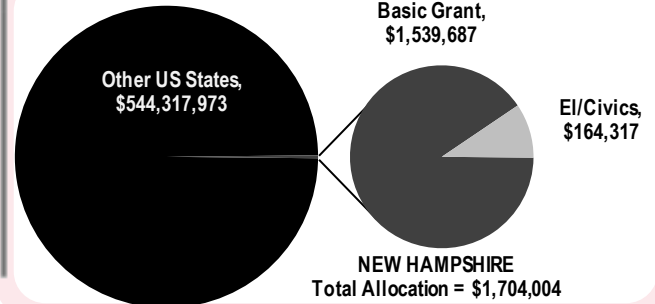
Selected Adult Education Program & Student Information New Hampshire

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	2,921	2,614	2,267
Unemployed	2,185	2,669	2,748
Correctional Setting	219	261	241
On Public Assistance	0	0	0
Other Institutionalized	22	7	0

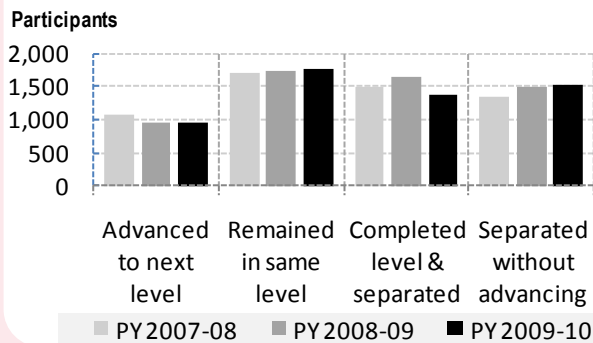
FY 2009 Federal Allocation to State in thousands of dollars



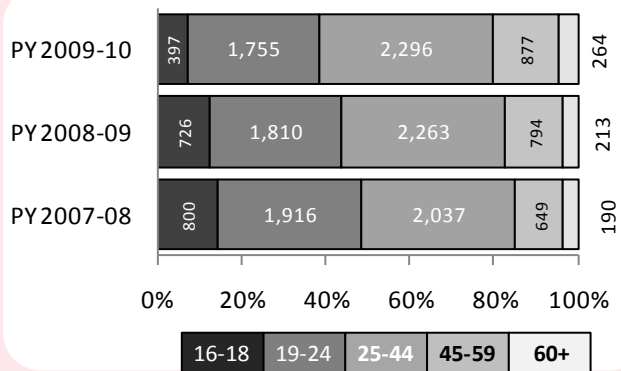
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	28	1%	16	10	2	27%
Asian	1,018	18%	75	25	918	87%
Black or African-American	382	7%	112	43	227	1%
Hispanic or Latino	985	18%	195	75	715	-4%
Native Hawaiian or Other Pacific Islander	10	0%	3	4	3	-29%
White	3,166	57%	1,369	1,514	283	-12%
Total	5,589	100%	1,770	1,671	2,148	0%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information New Hampshire

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	41	42	38	1,016	3,412
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	32	33	711	1,996
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	73	85	84	1,022	3,373
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	83	86	94	197	512
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	49	56	163	356
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	50	59	75	56	117

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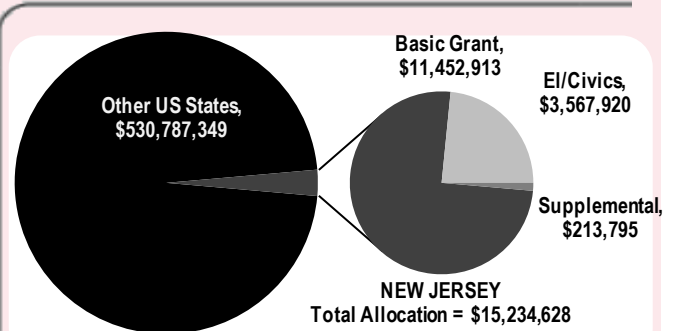
Selected Adult Education Program & Student Information New Jersey

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	18,611	14,665	13,664
Unemployed	9,271	12,819	15,133
Correctional Setting	3,900	2,763	2,986
On Public Assistance	1,436	1,668	1,971
Other Institutionalized	103	3	0

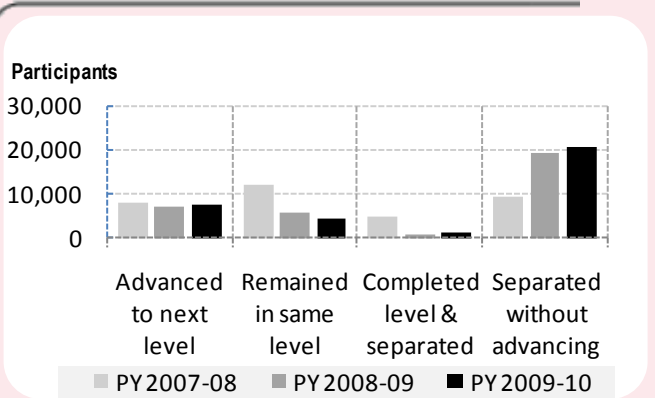
FY 2009 Federal Allocation to State in thousands of dollars



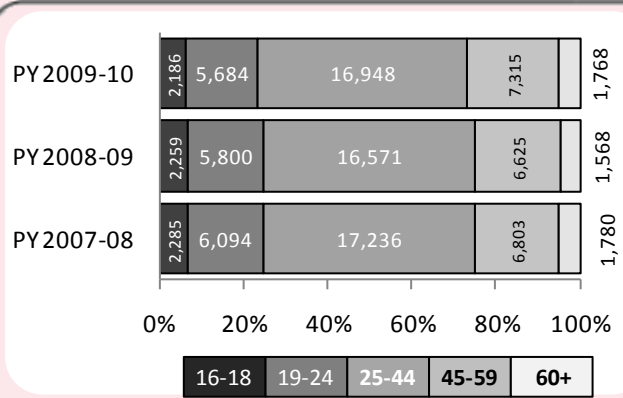
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	70	0%	43	2	25	27%
Asian	2,284	7%	325	31	1,928	-2%
Black or African-American	8,005	24%	5,773	518	1,714	-5%
Hispanic or Latino	19,171	57%	3,464	365	15,342	2%
Native Hawaiian or Other Pacific Islander	48	0%	23	3	22	66%
White	4,323	13%	1,998	481	1,844	-7%
Total	33,901	100%	11,626	1,400	20,875	-1%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information New Jersey

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	34	20	23	2,848	10,048
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	28	27	5,692	18,959
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	33	60	79*	1,071	3,146
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	23	30	84*	412	1,280
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	61	91*	74*	755	2,149
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	74	50*	40*	140	2,815

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

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

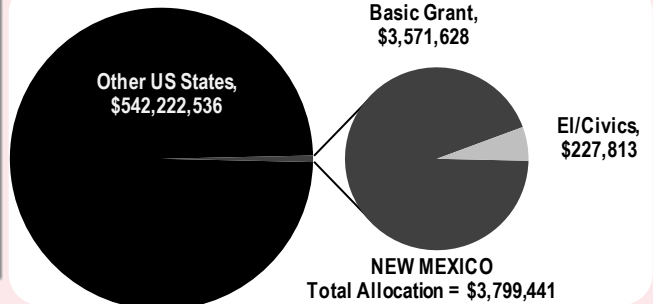
Selected Adult Education Program & Student Information New Mexico

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	7,446	7,889	7,324
Unemployed	6,668	8,231	9,195
Correctional Setting	2,878	2,988	2,547
On Public Assistance	3,494	4,796	6,257
Other Institutionalized	22	12	15

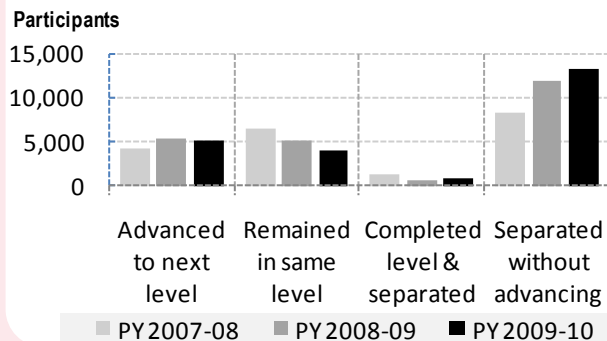
FY 2009 Federal Allocation to State in thousands of dollars



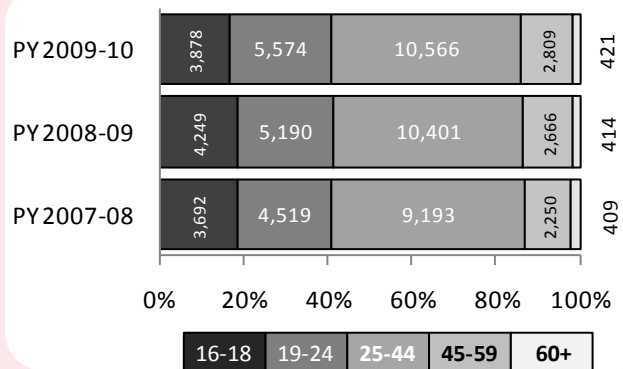
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	2,768	12%	2,522	233	13	20%
Asian	678	3%	109	34	535	0%
Black or African-American	578	2%	402	66	110	21%
Hispanic or Latino	16,173	70%	7,778	1,030	7,365	17%
Native Hawaiian or Other Pacific Islander	23	0%	16	4	3	-32%
White	3,028	13%	2,114	702	212	12%
Total	23,248	100%	12,941	2,069	8,238	16%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information New Mexico

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	25	25	23	3,280	9,731
Sub-Measure 2: English Literacy ^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	29	29	29	2,430	7,006
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	35	51	58	1,394	4,466
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	34	51	61	750	2,658
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	27	55	54*	1,278	3,157
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	29	32	36	1,029	1,789

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

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

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

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

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

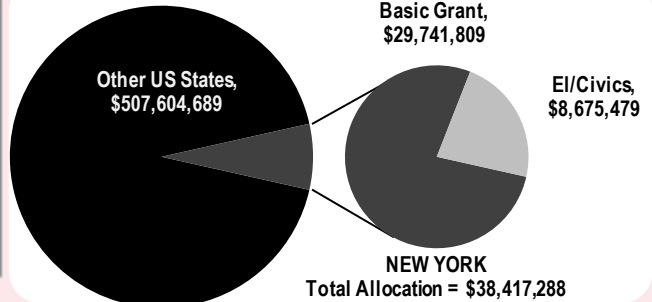
Selected Adult Education Program & Student Information New York

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	66,574	61,972	57,154
Unemployed	27,414	25,673	22,764
Correctional Setting	7,592	11,858	6,064
On Public Assistance	4,620	24,148	45,223
Other Institutionalized	2,434	2,620	2,395

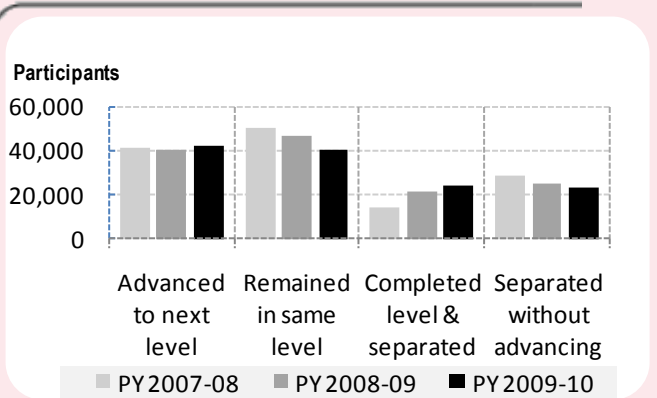
FY 2009 Federal Allocation to State in thousands of dollars



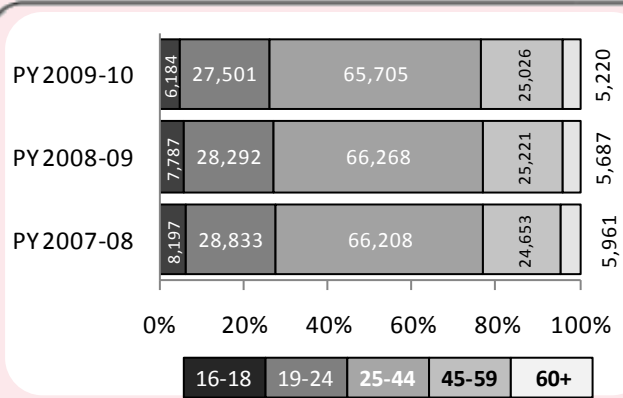
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	1,038	1%	805	142	91	0%
Asian	14,971	12%	2,187	344	12,440	3%
Black or African-American	32,177	25%	22,472	2,255	7,450	1%
Hispanic or Latino	56,737	44%	10,514	1,347	44,876	-6%
Native Hawaiian or Other Pacific Islander	284	0%	178	21	85	0%
White	24,429	19%	14,105	3,759	6,565	-5%
Total	129,636	100%	50,261	7,868	71,507	-3%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information New York

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	38	44	48	26,733	73,361
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	48	53	38,068	104,943
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	95	97	97	6,258	17,285
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	97	97	8,129	22,098
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.	95	87	90	6,967	25,773
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	78	93	88	2,179	9,947

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

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

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

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

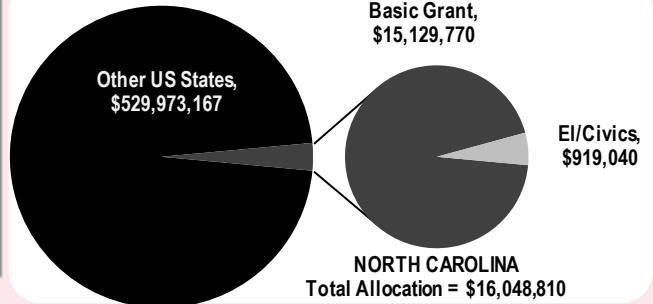
Selected Adult Education Program & Student Information North Carolina

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	45,760	45,588	38,018
Unemployed	32,467	40,267	46,914
Correctional Setting	14,797	15,843	16,829
On Public Assistance	5,579	5,360	5,726
Other Institutionalized	13	9	2

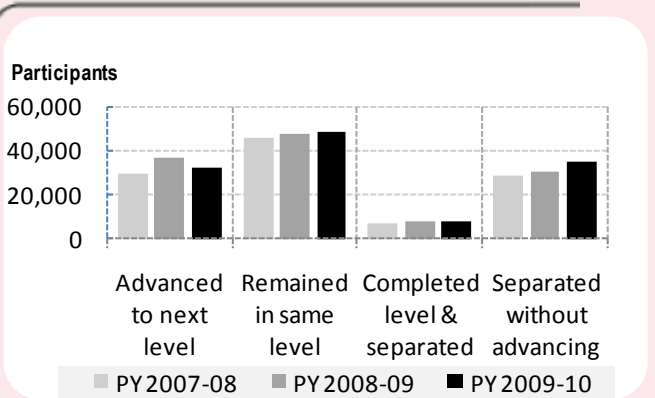
FY 2009 Federal Allocation to State in thousands of dollars



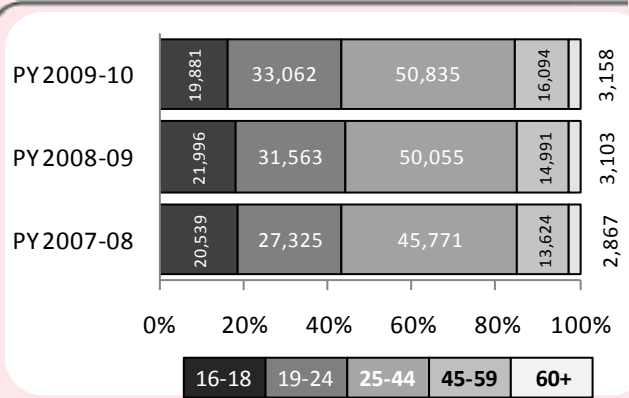
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	2,385	2%	1,820	536	29	17%
Asian	4,827	4%	797	272	3,758	-1%
Black or African-American	44,127	36%	34,281	8,154	1,692	26%
Hispanic or Latino	27,983	23%	4,485	1,714	21,784	-2%
Native Hawaiian or Other Pacific Islander	5	0%	4	0	1	-100%
White	43,703	36%	28,085	13,720	1,898	17%
Total	123,030	100%	69,472	24,396	29,162	12%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information North Carolina

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	33	37	33	27,629	81,517
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	29	32	29	8,390	27,417
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.	66	73	82	9,585	25,456
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	37	42	43	1,200	3,613
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	44	31	30	483	1,613
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	10	38	1,559	3,452

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

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

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

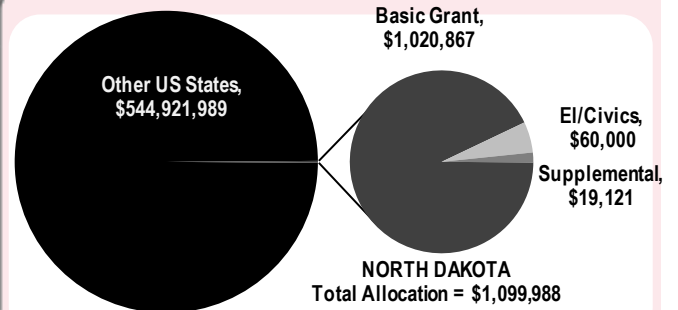
Selected Adult Education Program & Student Information North Dakota

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	582	551	536
Unemployed	847	923	1,030
Correctional Setting	261	286	280
On Public Assistance	419	552	587
Other Institutionalized	18	9	13

FY 2009 Federal Allocation to State in thousands of dollars

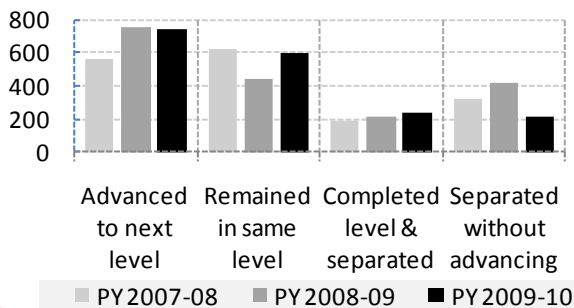


Enrollment by Race/Ethnicity

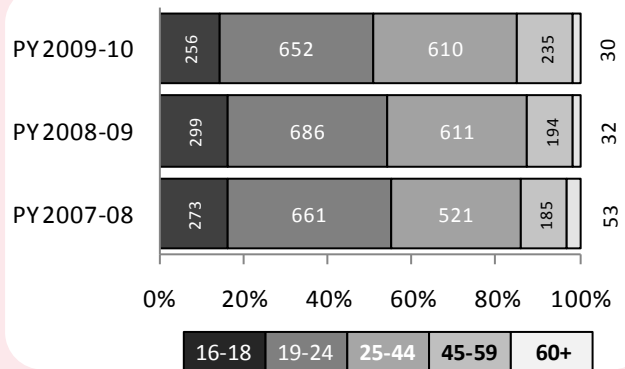
Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	386	22%	304	81	1	2%
Asian	229	13%	46	2	181	218%
Black or African-American	234	13%	70	9	155	13%
Hispanic or Latino	97	5%	60	19	18	9%
Native Hawaiian or Other Pacific Islander	8	0%	5	3	0	33%
White	829	46%	488	295	46	-12%
Total	1,783	100%	973	409	401	5%

Retention and Completion

Participants



Enrollment by Age



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

Selected Adult Education Program & Student Information North Dakota

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	47	54	56	658	1,860
Sub-Measure 2: English Literacy ^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	62	70	71	286	716
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	72	797	2,171
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	68	66	70	198	379
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	84	65	475	1,080
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*	82	72	242	545

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

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

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

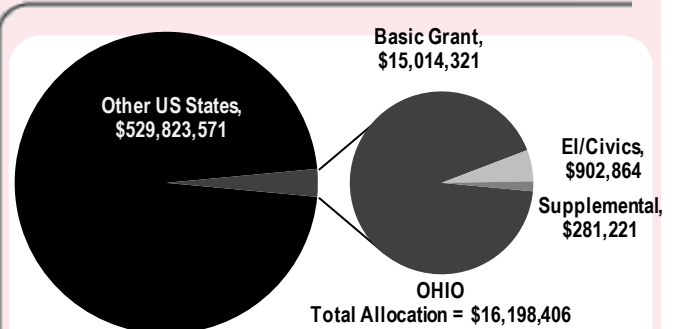
Selected Adult Education Program & Student Information Ohio

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	17,969	16,411	12,833
Unemployed	21,588	25,685	25,513
Correctional Setting	4,843	4,013	3,147
On Public Assistance	12,055	14,248	15,301
Other Institutionalized	89	64	12

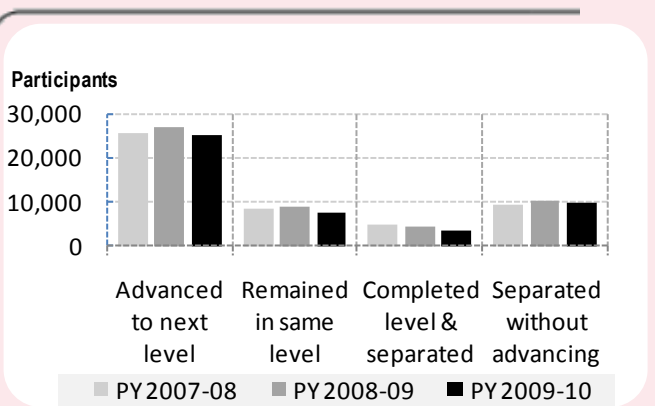
FY 2009 Federal Allocation to State in thousands of dollars



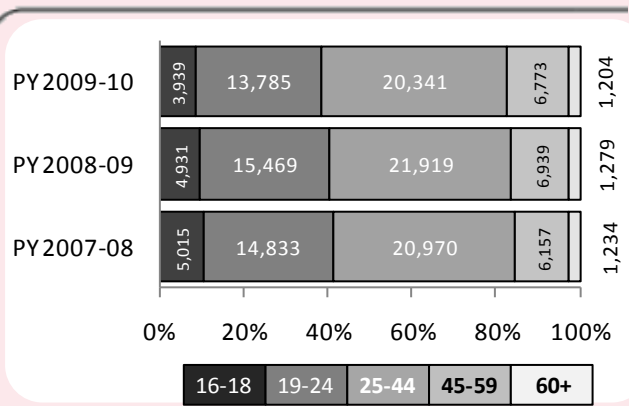
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	389	1%	334	49	6	-11%
Asian	2,012	4%	334	53	1,625	-12%
Black or African-American	13,455	29%	11,112	941	1,402	0%
Hispanic or Latino	3,967	9%	1,538	327	2,102	2%
Native Hawaiian or Other Pacific Islander	81	0%	62	13	6	9%
White	26,138	57%	19,208	5,346	1,584	-7%
Total	46,042	100%	32,588	6,729	6,725	-4%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Ohio

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	60	60	61	21,899	67,633
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.	66	61	65	4,386	13,595
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	90	7,106	26,325
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	93	92	97	3,325	9,794
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	87	93	93	8,114	26,332
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	54	6,851	22,986

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

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

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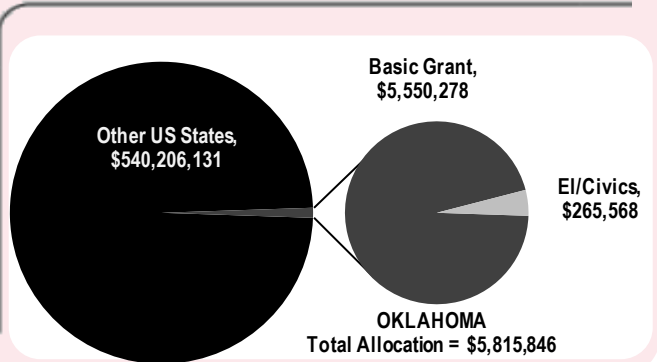
Selected Adult Education Program & Student Information Oklahoma

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	5,289	5,028	4,995
Unemployed	6,532	6,936	7,798
Correctional Setting	6,028	5,485	4,742
On Public Assistance	967	1,840	2,057
Other Institutionalized	481	192	87

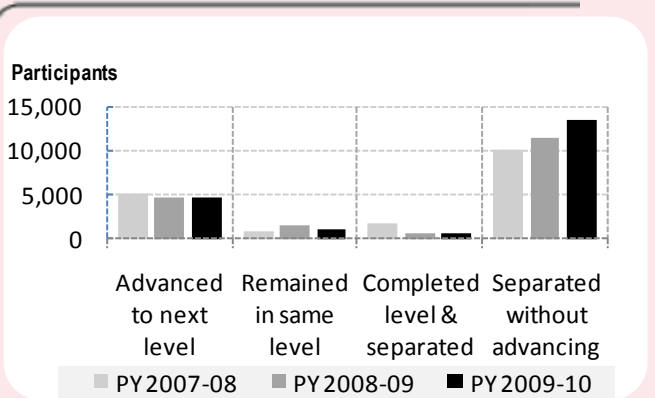
FY 2009 Federal Allocation to State in thousands of dollars



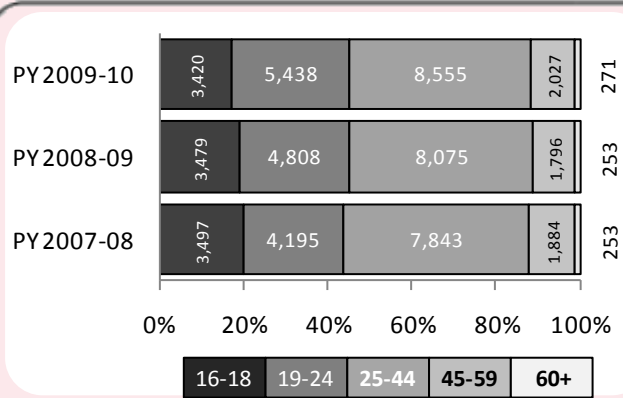
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10						
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08	
American Indian or Alaskan Native	2,180	11%	1,862	315	3	14%	
Asian	879	4%	127	18	734	40%	
Black or African-American	3,378	17%	3,076	243	59	15%	
Hispanic or Latino	4,816	24%	1,717	172	2,927	11%	
Native Hawaiian or Other Pacific Islander	90	0%	69	14	7	18%	
White	8,368	42%	6,783	1,402	183	7%	
Total	19,711	100%	13,634	2,164	3,913	12%	

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Oklahoma

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	40	28	26	3,924	13,336
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	27	27	1,070	3,002
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	57	53	2,731	7,368
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.	10	15	13	131	293
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	79	67	1,295	4,155
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	74	76	719	2,840

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

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

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

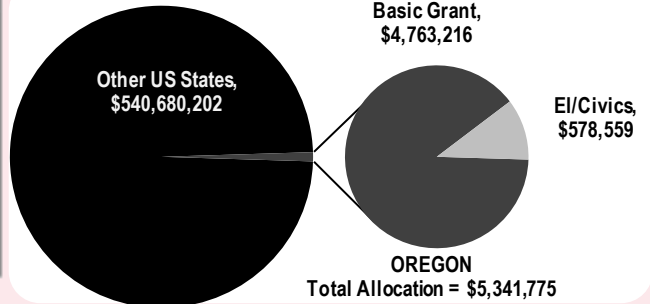
Selected Adult Education Program & Student Information Oregon

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	8,553	7,859	6,430
Unemployed	7,535	10,011	10,692
Correctional Setting	4,319	4,606	4,249
On Public Assistance	1,118	1,428	1,426
Other Institutionalized	0	0	0

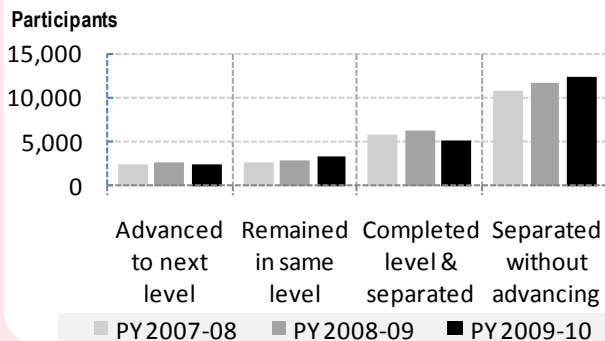
FY 2009 Federal Allocation to State in thousands of dollars



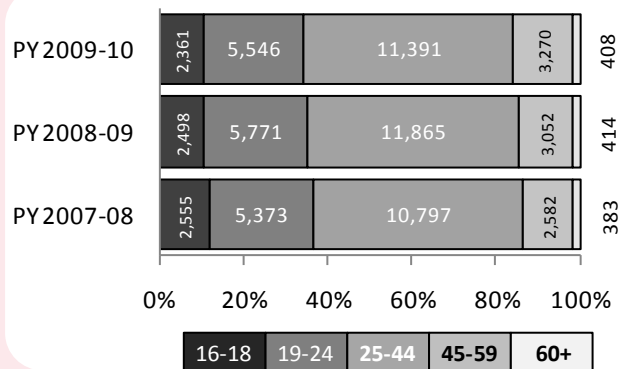
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	743	3%	593	141	9	14%
Asian	1,852	8%	287	76	1,489	11%
Black or African-American	1,293	6%	880	91	322	19%
Hispanic or Latino	9,601	42%	2,123	456	7,022	-3%
Native Hawaiian or Other Pacific Islander	222	1%	146	21	55	22%
White	9,265	40%	6,281	2,139	845	13%
Total	22,976	100%	10,310	2,924	9,742	6%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Oregon

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	34	33	29	3,508	11,290
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	42	36	3,500	12,308
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	45	44	44	2,663	7,241
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	42	43	46	1,252	3,060
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	38	29	771	2,018
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	45	42	37	1,396	3,613

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

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

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

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

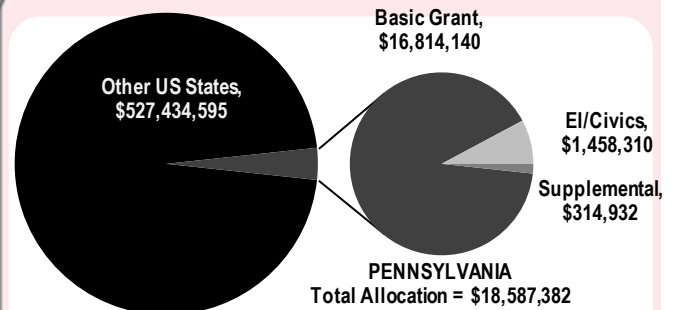
Selected Adult Education Program & Student Information Pennsylvania

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	16,372	15,778	8,920
Unemployed	24,237	27,026	20,163
Correctional Setting	5,842	5,581	3,468
On Public Assistance	13,673	13,851	11,023
Other Institutionalized	803	664	277

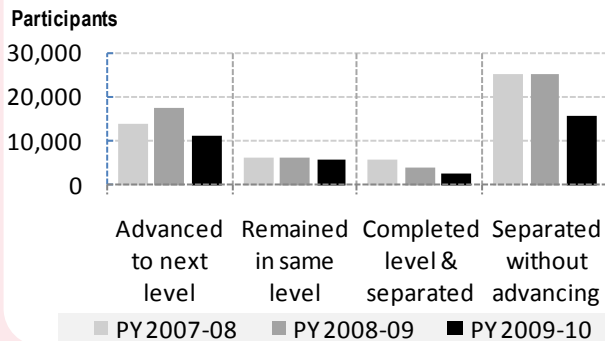
FY 2009 Federal Allocation to State in thousands of dollars



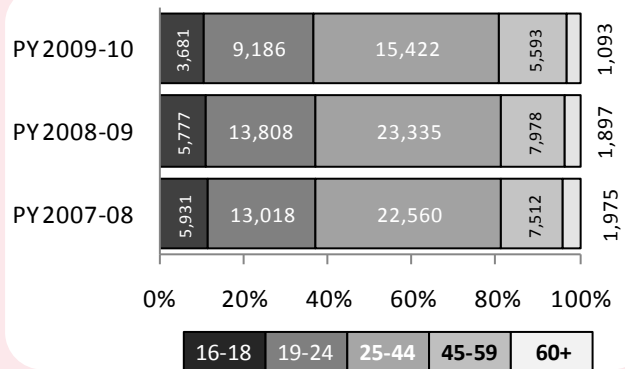
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	117	0%	96	19	2	-8%
Asian	3,005	9%	458	163	2,384	-32%
Black or African-American	10,610	30%	8,469	1,358	783	-25%
Hispanic or Latino	6,862	20%	2,825	394	3,643	-37%
Native Hawaiian or Other Pacific Islander	66	0%	44	8	14	8%
White	14,315	41%	9,515	3,315	1,485	-33%
Total	34,975	100%	21,407	5,257	8,311	-31%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Pennsylvania

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	38	41	40	9,701	35,190
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	37	41	3,376	13,613
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	84	86	62	3,237	12,654
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	36	43	899	2,656
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	43	24	41	2,918	6,539
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	64	69	6,922	13,828

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

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

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

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

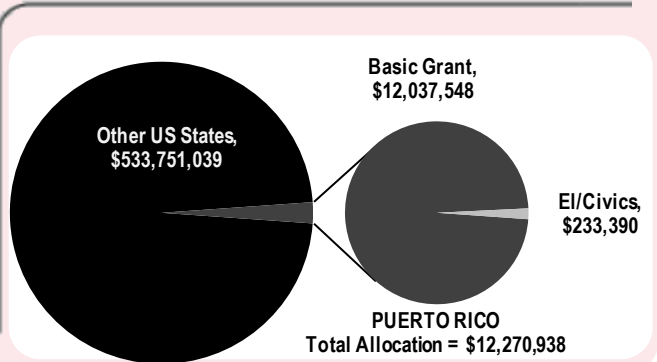
Selected Adult Education Program & Student Information Puerto Rico

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	4,898	4,781	1,099
Unemployed	14,820	18,344	6,786
Correctional Setting	2,210	1,337	1,459
On Public Assistance	12,924	11,844	19,318
Other Institutionalized	122	8	2

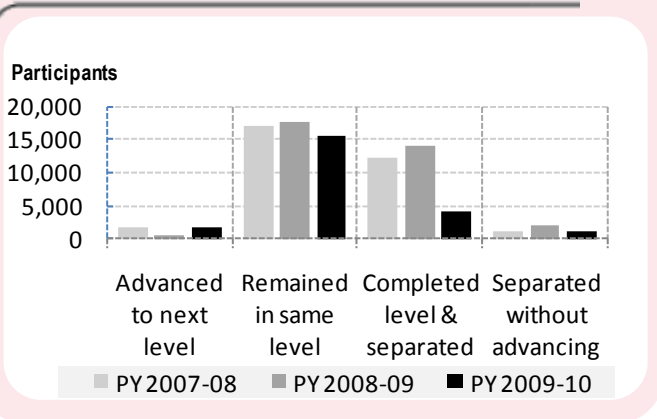
FY 2009 Federal Allocation to State in thousands of dollars



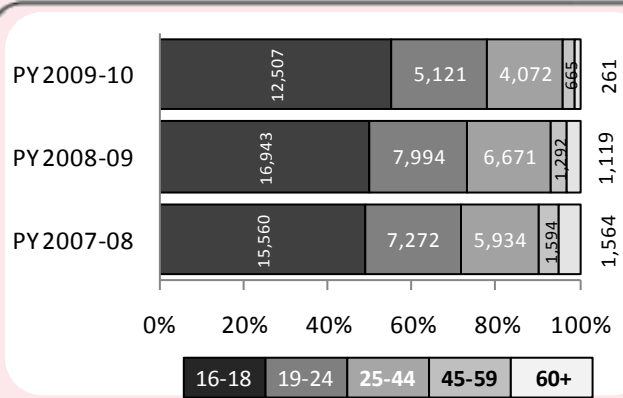
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	0	0%	0	0	0	n/a
Asian	0	0%	0	0	0	-100%
Black or African-American	3	0%	0	3	0	-67%
Hispanic or Latino	22,612	100%	3,151	19,094	367	-29%
Native Hawaiian or Other Pacific Islander	0	0%	0	0	0	-100%
White	11	0%	1	10	0	-71%
Total	22,626	100%	3,152	19,107	367	-29%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Puerto Rico

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	42	42	30	3,325	16,035
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.	8	48	33	121	302
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	48	66	81	1,764	6,213
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	58	70	436	1,075
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	56	69	290	841
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	50	61	81*	132	468

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

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

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

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

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

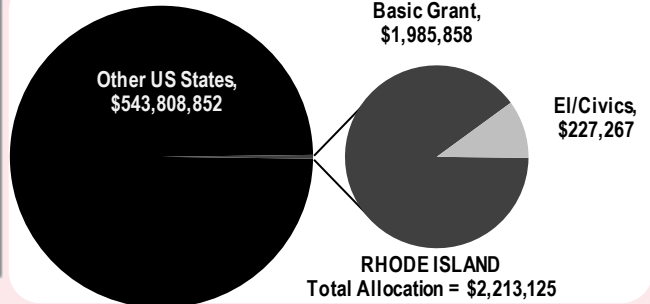
Selected Adult Education Program & Student Information Rhode Island

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	2,857	2,513	2,392
Unemployed	2,536	2,554	2,718
Correctional Setting	764	753	813
On Public Assistance	1,647	1,676	1,546
Other Institutionalized	0	0	0

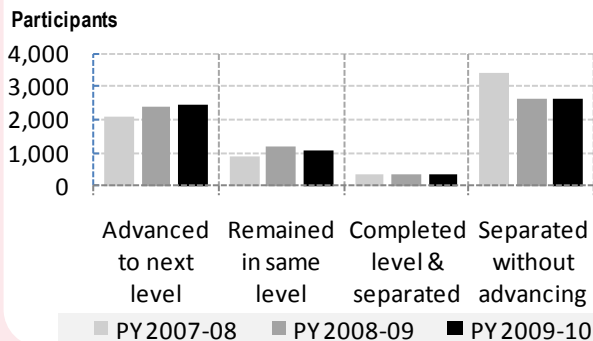
FY 2009 Federal Allocation to State in thousands of dollars



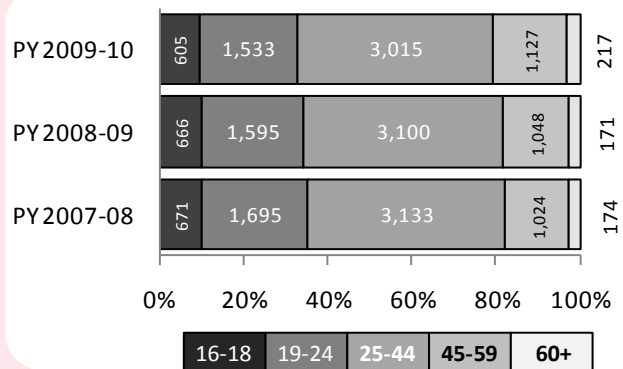
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	76	1%	63	12	1	12%
Asian	419	6%	95	28	296	15%
Black or African-American	1,209	19%	746	97	366	3%
Hispanic or Latino	3,154	49%	794	158	2,202	-3%
Native Hawaiian or Other Pacific Islander	20	0%	13	1	6	-5%
White	1,619	25%	1,037	389	193	-11%
Total	6,497	100%	2,748	685	3,064	-3%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Rhode Island

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	33	38	40	1,294	3,802
Sub-Measure 2: English Literacy ^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	43	47	46	1,420	4,036
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	48	53	75	690	1,917
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	14	36	35	181	503
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	78*	71*	40	392	1,017
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*	72*	35	334	865

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

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

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

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

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

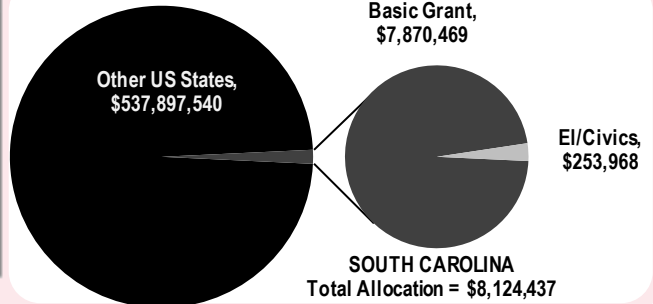
Selected Adult Education Program & Student Information South Carolina

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	21,002	17,086	13,879
Unemployed	24,427	25,743	28,684
Correctional Setting	9,230	7,699	7,588
On Public Assistance	2,465	2,813	3,719
Other Institutionalized	203	222	232

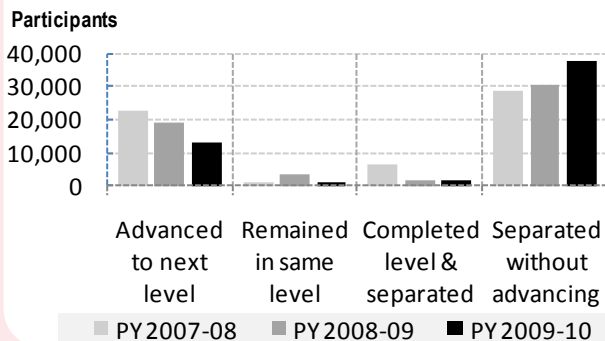
FY 2009 Federal Allocation to State in thousands of dollars



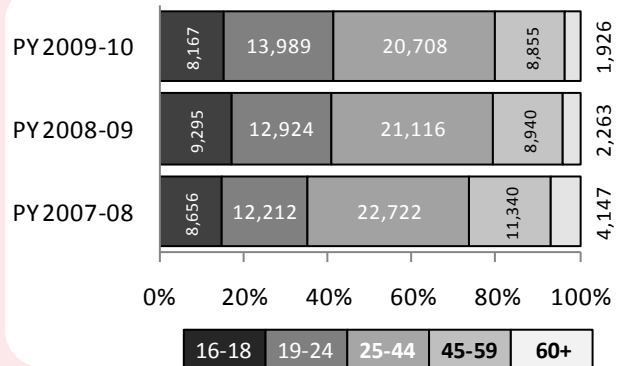
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	312	1%	248	58	6	-3%
Asian	886	2%	307	62	517	-5%
Black or African-American	28,502	53%	25,080	3,371	51	-4%
Hispanic or Latino	6,089	11%	1,485	216	4,388	-10%
Native Hawaiian or Other Pacific Islander	104	0%	71	23	10	0%
White	17,752	33%	13,119	4,289	344	-16%
Total	53,645	100%	40,310	8,019	5,316	-9%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information South Carolina

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	52	39	28	12,463	55,676
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	43	31	1,654	6,650
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	66	58	4,265	12,562
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	34	25	220	802
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	39	31	2,634	11,408
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	55	73	5,183	22,215

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

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

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

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

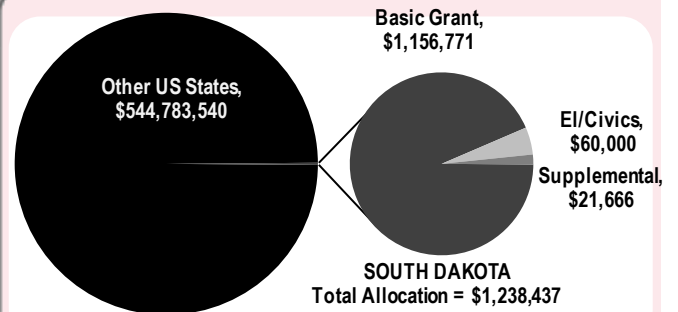
Selected Adult Education Program & Student Information South Dakota

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	1,055	1,103	974
Unemployed	527	612	652
Correctional Setting	469	562	470
On Public Assistance	465	473	527
Other Institutionalized	0	0	1

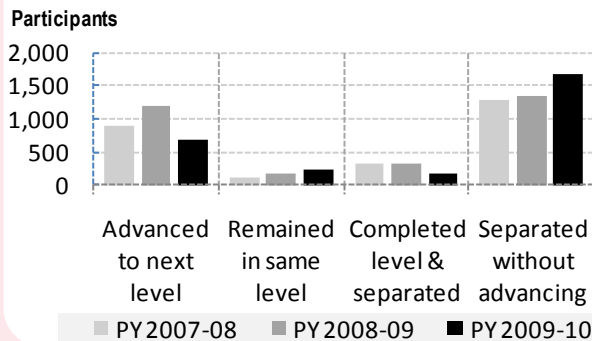
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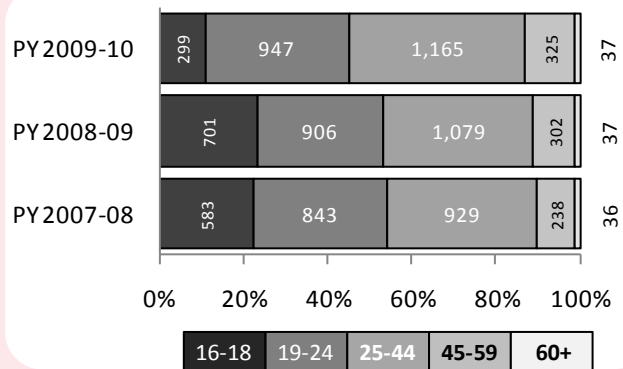
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	741	27%	655	86	0	7%
Asian	144	5%	34	8	102	21%
Black or African-American	406	15%	159	15	232	38%
Hispanic or Latino	216	8%	86	22	108	-15%
Native Hawaiian or Other Pacific Islander	8	0%	3	3	2	0%
White	1,258	45%	793	432	33	0%
Total	2,773	100%	1,730	566	477	5%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information South Dakota

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	44	48	29	608	2,618
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	31	148	464
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	92	93	311	1,865
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	76	83	79	72	210
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	67	66	56	155	559
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	59	58	100	229

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

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

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

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

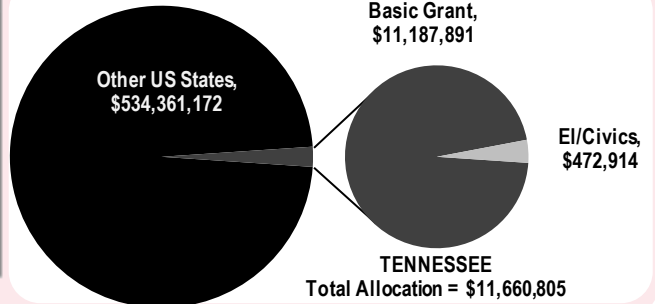
Selected Adult Education Program & Student Information Tennessee

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	16,796	12,024	9,160
Unemployed	14,188	15,663	15,470
Correctional Setting	2,140	2,183	1,595
On Public Assistance	8,507	9,330	10,677
Other Institutionalized	149	119	202

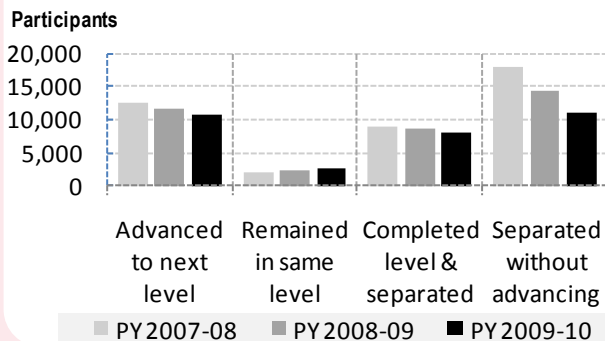
FY 2009 Federal Allocation to State in thousands of dollars



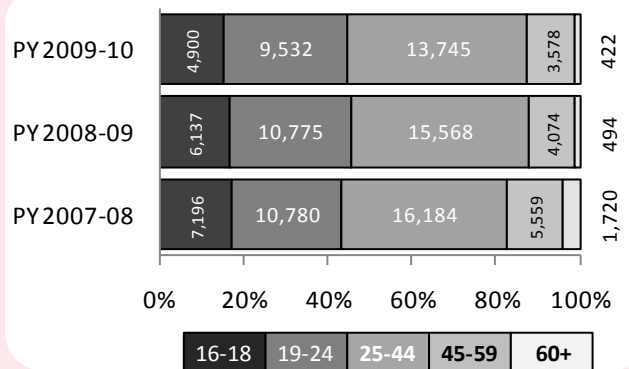
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	229	1%	168	28	33	-10%
Asian	813	3%	223	50	540	-35%
Black or African-American	8,299	26%	7,593	435	271	-14%
Hispanic or Latino	3,925	12%	864	117	2,944	-31%
Native Hawaiian or Other Pacific Islander	48	0%	34	5	9	-2%
White	18,863	59%	15,077	3,420	366	-23%
Total	32,177	100%	23,959	4,055	4,163	-22%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Tennessee

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		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.	53	55	58	15,449	49,865
Sub-Measure 2: English Literacy ^d The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	42	48	51	2,106	7,193
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	64	59	63	8,491	26,844
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	92	80	1,039	4,081
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	61	52	38	5,230	19,498
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	80	70	65	9,224	32,951

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

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

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

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

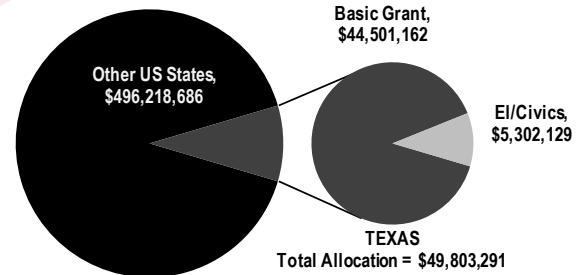
Selected Adult Education Program & Student Information Texas

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	34,936	30,845	32,064
Unemployed	14,025	14,236	18,199
Correctional Setting	6,182	4,678	4,432
On Public Assistance	6,935	6,541	7,891
Other Institutionalized	758	518	0

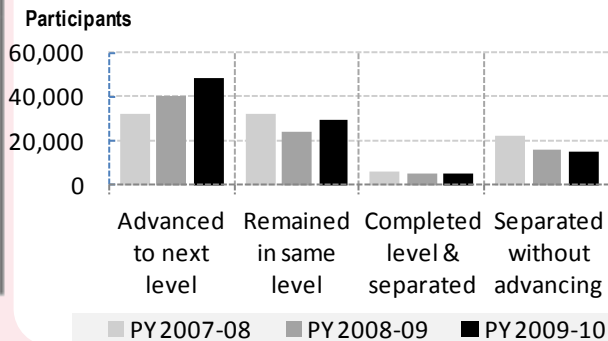
FY 2009 Federal Allocation to State in thousands of dollars



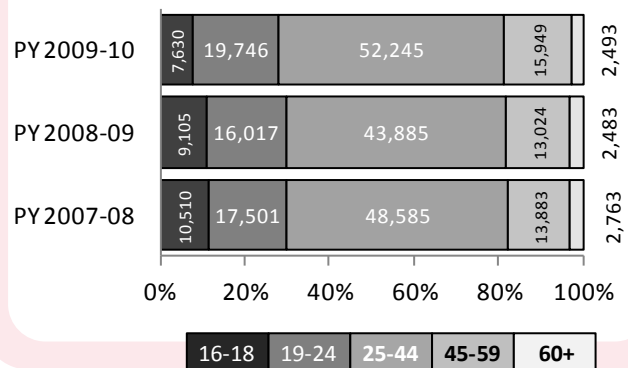
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	287	0%	233	22	32	-7%
Asian	3,593	4%	619	52	2,922	2%
Black or African American	12,914	13%	11,954	385	575	59%
Hispanic or Latino	69,548	71%	24,120	1,521	43,907	-2%
Native Hawaiian or Other Pacific Islander	123	0%	70	5	48	-15%
White	11,598	12%	9,431	1,606	561	15%
Total	98,063	100%	46,427	3,591	48,045	5%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Texas

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	39	49	52	25,439	57,882
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	43	56	57	27,233	76,461
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	89	89	78	5,244	15,745
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	45	38	252	731
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	66	67	60	799	2,556
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	68	66	3,360	10,106

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

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

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

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

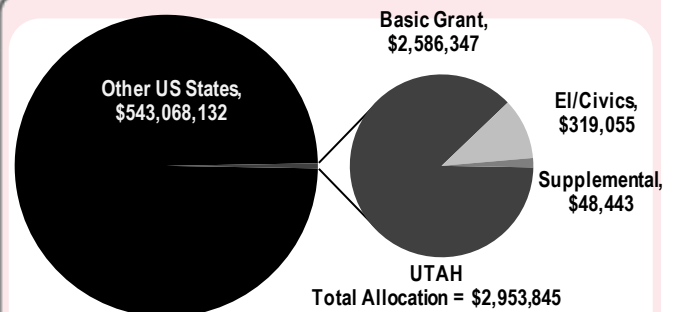
Selected Adult Education Program & Student Information Utah

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	9,463	10,823	9,399
Unemployed	6,749	8,344	10,292
Correctional Setting	4,638	5,099	4,773
On Public Assistance	967	1,850	2,770
Other Institutionalized	123	50	47

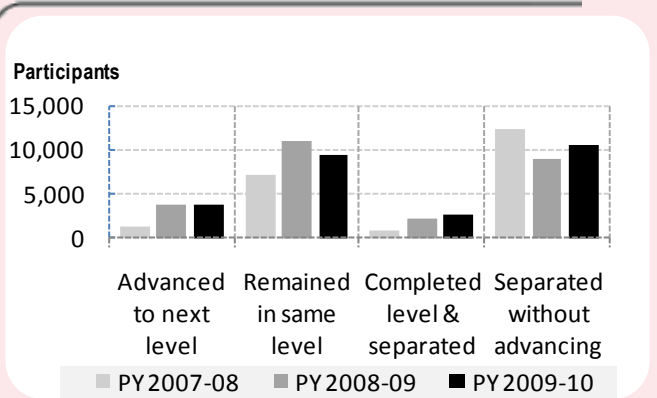
FY 2009 Federal Allocation to State in thousands of dollars



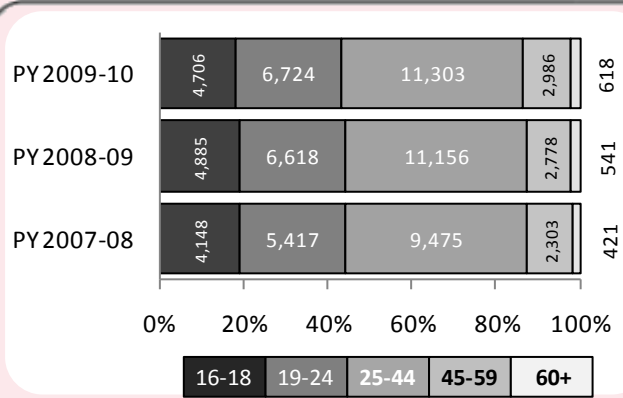
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	830	3%	754	68	8	54%
Asian	1,811	7%	452	35	1,324	47%
Black or African-American	1,382	5%	736	66	580	24%
Hispanic or Latino	11,272	43%	5,054	438	5,780	19%
Native Hawaiian or Other Pacific Islander	401	2%	318	51	32	18%
White	10,641	40%	8,069	2,151	421	18%
Total	26,337	100%	15,383	2,809	8,145	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 & Student Information Utah

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		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.	6	18	21	3,486	7,139
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.	11	27	29	2,392	5,600
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	36	89*	46	3,184	6,972
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	9	9	11	93	254
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	61*	50	54	264	443
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*	78*	74*	489	750

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

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

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

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

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

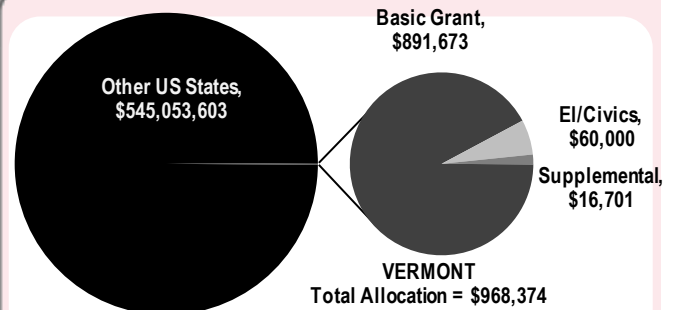
Selected Adult Education Program & Student Information Vermont

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	687	656	768
Unemployed	664	742	1,550
Correctional Setting	59	42	66
On Public Assistance	524	482	679
Other Institutionalized	3	7	9

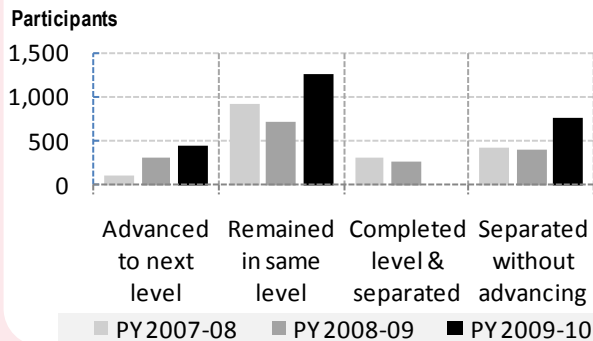
FY 2009 Federal Allocation to State in thousands of dollars



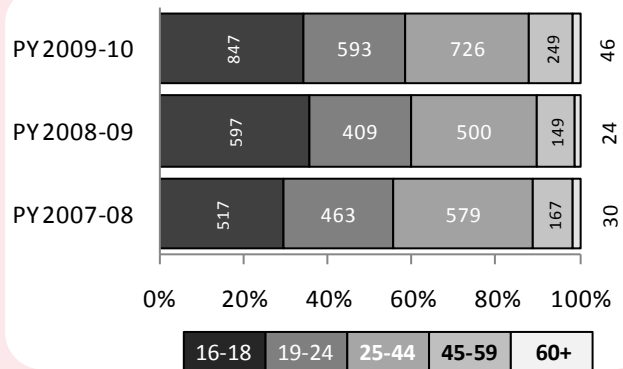
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	28	1%	23	5	0	-3%
Asian	153	6%	70	23	60	56%
Black or African-American	235	10%	108	18	109	69%
Hispanic or Latino	110	4%	70	14	26	21%
Native Hawaiian or Other Pacific Islander	5	0%	4	0	1	150%
White	1,930	78%	1,566	319	45	38%
Total	2,461	100%	1,841	379	241	40%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Vermont

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	21	34	19	394	1,197
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	25	18	43	96
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	82*	66*	187	455
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*	45*	63*	19	26
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	64	64	207	249
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.	14	78	87	194	229

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

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

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

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

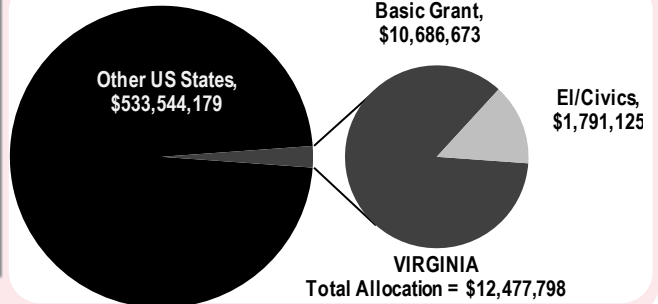
Selected Adult Education Program & Student Information Virginia

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	16,181	15,411	13,159
Unemployed	6,749	6,778	7,235
Correctional Setting	2,804	2,677	2,341
On Public Assistance	1,189	1,428	1,912
Other Institutionalized	74	74	43

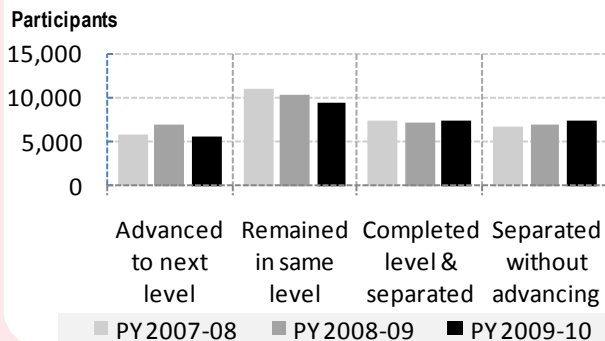
FY 2009 Federal Allocation to State in thousands of dollars



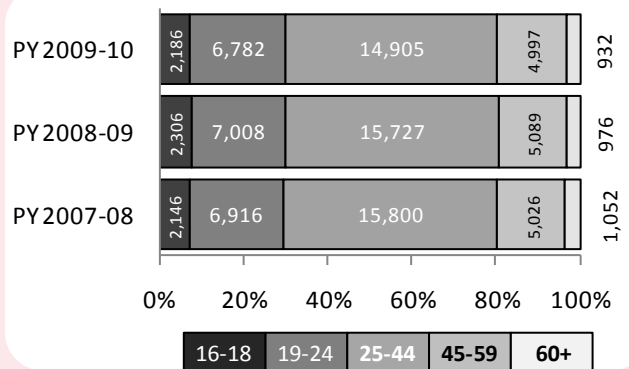
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	133	0%	70	46	17	24%
Asian	2,984	10%	360	93	2,531	-8%
Black or African-American	9,049	30%	6,662	1,445	942	8%
Hispanic or Latino	9,182	31%	1,226	292	7,664	-15%
Native Hawaiian or Other Pacific Islander	50	0%	29	13	8	22%
White	8,404	28%	4,165	2,743	1,496	0%
Total	29,802	100%	12,512	4,632	12,658	-4%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Virginia

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		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	43	41	6,016	17,983
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	42	42	5,370	17,305
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	92	97	92	3,929	11,577
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	43	45	39	224	616
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	64	56	459	1,316
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	67	75	73	1,568	3,711

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

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

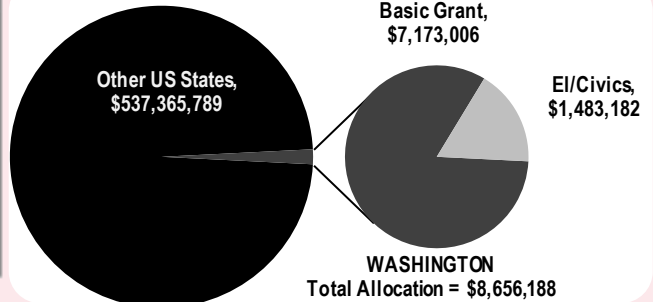
Selected Adult Education Program & Student Information Washington

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	21,921	22,119	19,443
Unemployed	20,538	27,579	30,810
Correctional Setting	7,212	6,554	6,092
On Public Assistance	8,712	12,257	13,179
Other Institutionalized	0	0	0

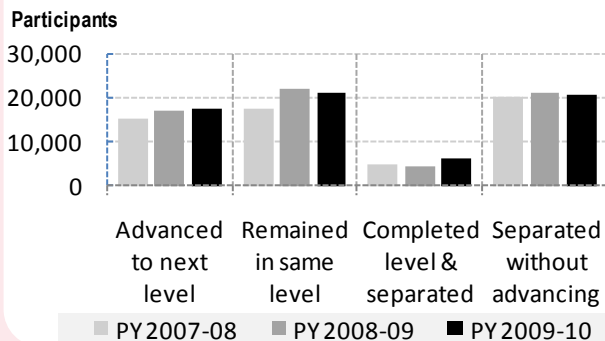
FY 2009 Federal Allocation to State in thousands of dollars



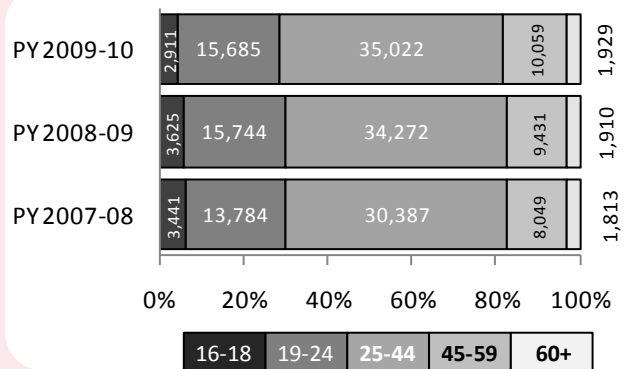
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	1,767	3%	1,531	194	42	1%
Asian	10,256	16%	1,353	226	8,677	16%
Black or African-American	10,219	16%	4,909	458	4,852	66%
Hispanic or Latino	21,548	33%	5,484	560	15,504	1%
Native Hawaiian or Other Pacific Islander	711	1%	459	42	210	47%
White	21,105	32%	13,384	3,066	4,655	11%
Total	65,606	100%	27,120	4,546	33,940	14%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Washington

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	27	25	28	8,568	22,944
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	41	45	15,118	42,382
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	47	42	41	3,845	10,906
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	92	90	76	4,752	16,964
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit.	48	46	36	2,796	7,379
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	68	66	1,701	4,688

^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.

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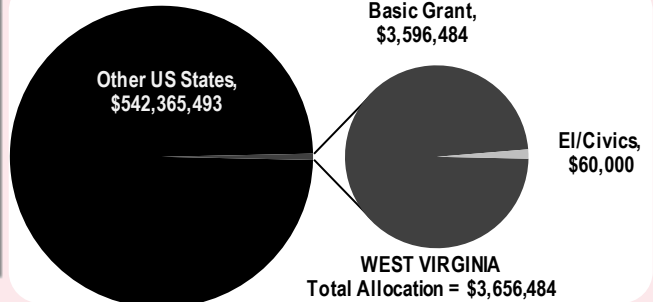
Selected Adult Education Program & Student Information West Virginia

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	1,561	1,402	1,261
Unemployed	3,241	3,819	4,029
Correctional Setting	2,387	2,391	2,180
On Public Assistance	2,312	2,752	3,105
Other Institutionalized	17	0	0

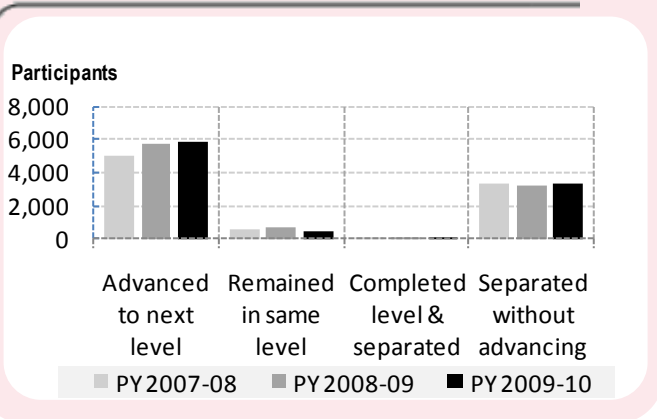
FY 2009 Federal Allocation to State in thousands of dollars



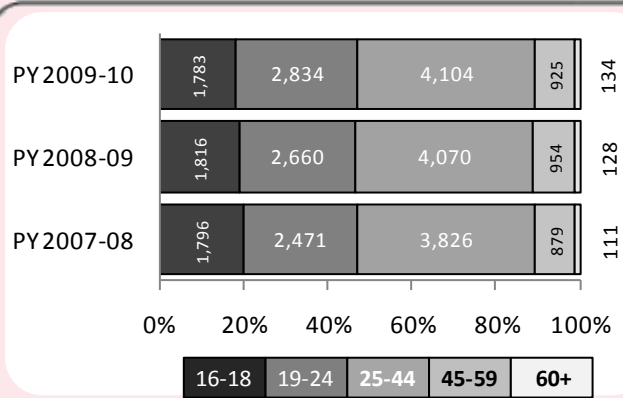
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	61	1%	48	12	1	13%
Asian	141	1%	37	14	90	34%
Black or African-American	968	10%	831	123	14	6%
Hispanic or Latino	212	2%	95	25	92	45%
Native Hawaiian or Other Pacific Islander	13	0%	11	1	1	117%
White	8,385	86%	6,587	1,737	61	7%
Total	9,780	100%	7,609	1,912	259	8%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information West Virginia

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	63	66	67	5,781	16,467
Sub-Measure 2: English Literacy ^d					
The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled.	64	70	59	152	415
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	77	79	1,686	4,545
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	62	64	59	435	1,430
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	57	57	381	1,136
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	45	39	195	736

- ^a Sec. 212(b)(2)(A) of *AEFLA* identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- ^b Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II-V.
- ^c Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels 1–5 are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- ^d English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

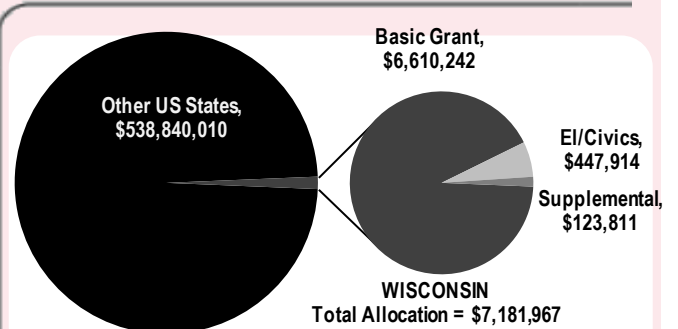
Selected Adult Education Program & Student Information Wisconsin

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	12,920	11,633	9,132
Unemployed	7,913	9,529	10,169
Correctional Setting	2,454	2,504	2,063
On Public Assistance	2,385	1,714	1,867
Other Institutionalized	13	12	10

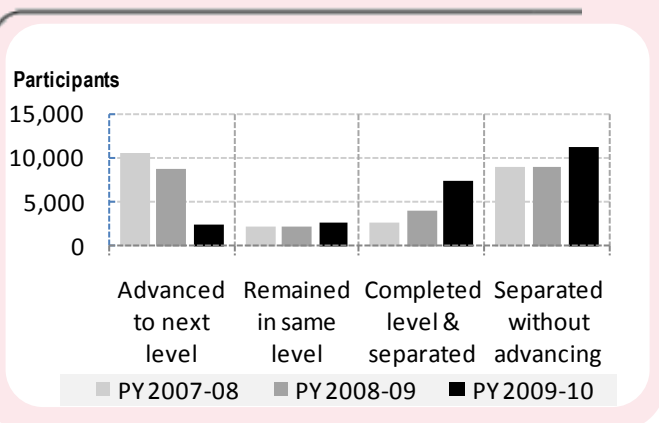
FY 2009 Federal Allocation to State in thousands of dollars



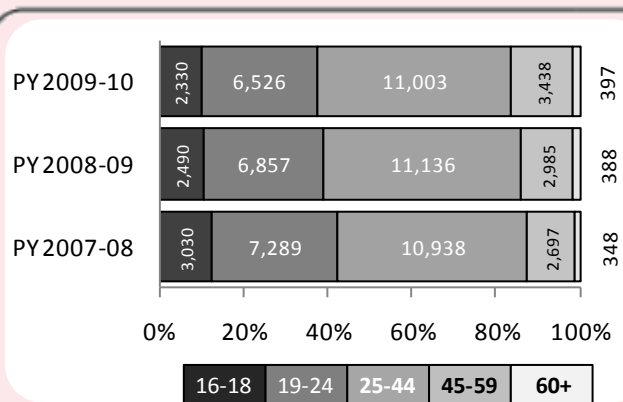
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	542	2%	430	106	6	6%
Asian	2,056	9%	781	130	1,145	-7%
Black or African-American	3,612	15%	2,913	451	248	-17%
Hispanic or Latino	5,545	23%	1,446	269	3,830	-9%
Native Hawaiian or Other Pacific Islander	36	0%	25	5	6	-3%
White	11,903	50%	8,196	3,363	344	7%
Total	23,694	100%	13,791	4,324	5,579	-3%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Wisconsin

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	52	51	41	6,687	21,804
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	58	45	2,496	9,291
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit	66	58	60	2,006	6,019
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	65	65	2,043	6,296
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	62	19	329	2,076
Performance Measure V: Retained Employment					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit.	86	86	4	65	2,000

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

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

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

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

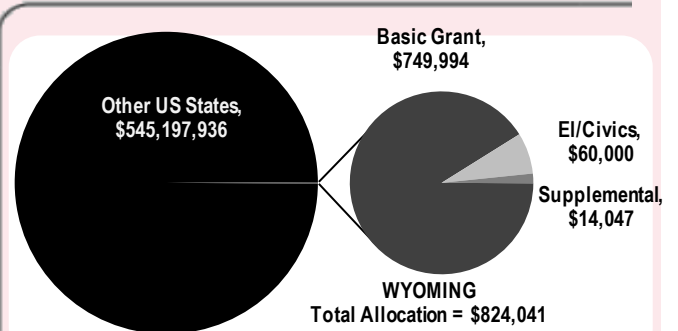
Selected Adult Education Program & Student Information Wyoming

Program Year 2007-08 to Program Year 2009-10

Participant Status

Status	PY 2007-08	PY 2008-09	PY 2009-10
Employed	1,006	1,087	1,066
Unemployed	1,277	1,659	1,940
Correctional Setting	314	277	246
On Public Assistance	392	464	541
Other Institutionalized	47	25	13

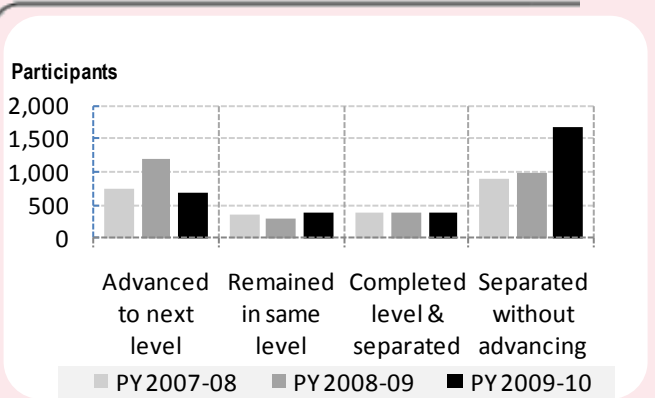
FY 2009 Federal Allocation to State in thousands of dollars



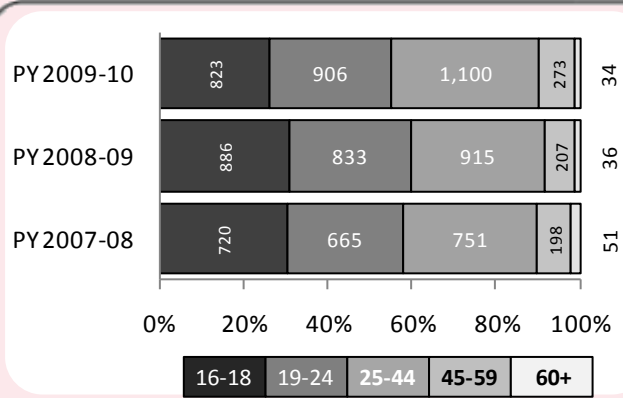
Enrollment by Race/Ethnicity

Race/Ethnicity	PY 2009-10					
	Total Number	Percent of Total	ABE	ASE	EL	% Change From PY 2007-08
American Indian or Alaskan Native	226	7%	178	44	4	13%
Asian	81	3%	21	9	51	-5%
Black or African-American	71	2%	55	10	6	22%
Hispanic or Latino	997	32%	336	88	573	46%
Native Hawaiian or Other Pacific Islander	3	0%	2	1	0	-67%
White	1,758	56%	1,026	694	38	30%
Total	3,136	100%	1,618	846	672	31%

Retention and Completion



Enrollment by Age



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

Selected Adult Education Program & Student Information Wyoming

Program Year 2007–08 to Program Year 2009–10

NRS Performance Measures ^a	Adults Completing at Least One Level or One Outcome ^b				
	PY 2007-08	PY 2008-09	PY 2009-10		Total
	Percent	Percent	Percent	Number	Three Years
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub-Measure 1: Adult Basic and Secondary Education ^c					
The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled.	45	55	28	562	2,254
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	40	28	187	610
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after the program exit.	94	81	78	920	2,705
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.	93	91	79	256	747
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*	60	65	20	62
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.	14	0	43	3	4

^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.

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

The 12 considerations in awarding grants or contracts under Sec. 231(e) of *AEFLA* that the eligible agency must consider are:

“(1) the degree to which the eligible provider will establish measurable goals for participant outcomes;

(2) the past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, after the 1-year period beginning with the adoption of an eligible agency's performance measures under section 212, the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with the lowest levels of literacy;

(3) the commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills;

(4) whether or not the program—(A) is of sufficient intensity and duration for participants to achieve substantial learning gains; and (B) uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read;

(5) whether the activities are built on a strong foundation of research and effective educational practice;

(6) whether the activities effectively employ advances in technology, as appropriate, including the use of computers;

(7) whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;

(8) whether the activities are staffed by well-trained instructors, counselors, and administrators;

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

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

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

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

APPENDIX C

Number of Young Adults Aged 16–18 Enrolled and Percentage of Total Participants in Adult Education by State,^{*} From Program Year 2007–08 to Program Year 2009–10

State or Outlying Area	PY 2007–08		PY 2008–09		PY 2009–10	
	Number of 16- to 18-Year-Olds Enrolled	Percentage of Total Participants	Number of 16- to 18-Year-Olds Enrolled	Percentage of Total Participants	Number of 16- to 18-Year-Olds Enrolled	Percentage of Total Participants
Alabama	5,050	25	5,538	23	4,183	17
Alaska	597	21	635	20	593	18
Arizona	2,169	9	2,672	14	2,954	14
Arkansas	4,506	13	4,506	15	4,569	14
California	50,755	8	49,447	8	28,896	7
Colorado	1,150	8	1,299	9	1,081	8
Connecticut	5,911	22	5,767	21	5,401	19
Delaware	757	17	770	15	787	16
District of Columbia	498	13	370	9	257	6
Florida	40,049	17	45,238	17	45,284	17
Georgia	15,416	22	15,734	22	14,788	20
Hawaii	1,346	17	1,851	23	1,990	22
Idaho	1,182	17	1,104	15	897	12
Illinois	8,020	7	9,697	9	10,284	10
Indiana	10,317	25	9,462	25	8,651	22
Iowa	1,943	21	1,911	19	1,909	18
Kansas	1,850	21	1,895	21	7,239	20
Kentucky	3,688	12	4,699	12	3,986	10
Louisiana	7,973	34	8,467	36	7,966	30
Maine	2,289	28	2,128	27	2,396	26
Maryland	4,639	14	4,593	15	4,448	13
Massachusetts	1,005	5	1,005	5	776	4
Michigan	1,042	3	679	2	1,099	4
Minnesota	1,553	3	1,650	4	2,033	4
Mississippi	4,971	23	4,771	23	4,718	23
Missouri	4,372	13	3,401	10	3,519	10
Montana	668	25	845	29	868	28
Nebraska	1,217	14	1,067	13	885	10

**Number of Young Adults Aged 16–18 Enrolled and Percentage of Total Participants in Adult Education by State,*
From Program Year 2007–08 to Program Year 2009–10 (continued)**

	PY 2007–08		PY 2007–08		PY 2009–10	
State or Outlying Area	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	393	4	353	4	243	3
New Hampshire	800	14	726	13	397	7
New Jersey	2,340	7	2,285	7	2,259	7
New Mexico	3,692	18	4,249	19	3,878	17
New York	5,416	4	8,197	6	7,787	6
North Carolina	19,446	18	20,539	19	21,996	18
North Dakota	272	15	273	16	299	16
Ohio	4,584	10	5,015	10	4,931	10
Oklahoma	3,572	19	3,497	20	3,479	19
Oregon	2,589	12	2,555	12	2,498	11
Pennsylvania	6,113	11	5,931	12	5,777	11
Puerto Rico	15,871	45	15,560	49	16,943	50
Rhode Island	521	8	671	10	666	10
South Carolina	8,576	15	8,656	15	9,295	17
South Dakota	622	21	583	22	701	23
Tennessee	7,080	16	7,196	17	6,137	17
Texas	11,732	11	10,510	11	9,105	11
Utah	2,959	12	4,148	19	4,885	19
Vermont	770	32	517	29	982	39
Virginia	2,431	7	2,146	7	2,306	7
Washington	3,441	6	3,625	6	2,911	4
West Virginia	1,348	15	1,796	20	1,816	19
Wisconsin	3,174	12	3,030	12	2,490	10
Wyoming	705	30	720	30	886	31
Totals for the United States	292,463	12	303,667	13	304,479	13

* 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*.

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 2009–10 (OMB Number 1830-0027).



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