

# *Adult Education and Family Literacy Act of 1998*

**Annual Report to Congress,  
Program Year 2015-16**



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

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Program Year 2015–16**

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

**March 2019**

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## ABBREVIATIONS

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

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## EXECUTIVE SUMMARY

The Adult Education—Basic Grants to States program authorized under the *Adult Education and Family Literacy Act of 1998 (AEFLA)*,<sup>1</sup> enacted as *Title II of the Workforce Investment Act of 1998 (WIA)* (P.L. 105–220), was the major source of federal support for adult basic education (ABE) and literacy education programs for the 2015–16 program year (PY).<sup>2</sup> When *AEFLA* was authorized in 1998, Congress made accountability for student results a central focus of the law, setting out performance accountability requirements for state<sup>3</sup> and local programs that measure program effectiveness on the basis of student academic achievement and employment-related outcomes. The Office of Career, Technical, and Adult Education (OCTAE) in the U.S. Department of Education (Department) established the National Reporting System for Adult Education (NRS)<sup>4</sup> in PY 2000–01 to implement the accountability requirements of *AEFLA* and act as a reservoir of data collected under these measures.

This report covers the 16th year<sup>5</sup> of implementing the *AEFLA* requirements using the NRS. OCTAE, as part of its efforts to monitor data collection procedures and promote data quality improvement, developed data quality standards to clarify the policies, processes, and materials that state and local programs should have in place to collect valid and reliable data. OCTAE assisted states in meeting the congressionally enacted *AEFLA* standards by (1) providing technical assistance to improve data quality and (2) refining NRS requirements, including producing guidelines for conducting follow-up surveys used to obtain data on particular measures. OCTAE also has provided specially designed technical assistance to states on implementing the data collection and reporting requirements of *AEFLA* through the NRS.

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

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<sup>1</sup> Citations in this report are to *AEFLA* as authorized by *WIA*. *AEFLA* has been reauthorized by the *Workforce Innovation and Opportunity Act of 2014 (WIOA)*. States are required to begin the process of collecting and reporting data for the *WIOA* performance accountability requirements in PY 2016–17. Therefore, this report reflects data for the *WIA* performance accountability requirements.

<sup>2</sup> The *AEFLA* grant program funds each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and the outlying areas of the United States, including the U.S. Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

<sup>3</sup> The term “State” means “each of the several States of the U.S., the District of Columbia, and the Commonwealth of Puerto Rico,” as defined in Sec. 203(17) of *AEFLA*. However, for purposes of this report, the term “state” will refer to each of the 50 states of the U.S., the District of Columbia, the Commonwealth of Puerto Rico, and the following outlying areas of the U.S., which also receive funding – the U.S. Virgin Islands, Guam, the Northern Mariana Islands, American Samoa, and Palau.

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

<sup>5</sup> The Adult Education—Basic Grants to States program year begins July 1 and ends June 30 of the next year. For example, PY 2015–16 refers to July 1, 2015 through June 30, 2016.

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

## Highlights

The Adult Education—Basic Grants to States program enrolled 1,525,878<sup>6</sup> learners during PY 2015–16, of whom 43 percent were enrolled in adult basic education (ABE), 12 percent were enrolled in adult secondary education (ASE), and 46 percent were enrolled in English literacy (EL) programs (see Table 1).

Table ES-1 provides a summary of actual performance on the core outcome measures for adult education under the NRS during a three-year period, PY 2013–14 through PY 2015–16. Performance data for educational gains are collected on all participants in the adult education program.

In ABE/ASE,<sup>7</sup> the percentage of adults demonstrating educational gain, from one educational functioning level to the next, decreased from 42 percent in PY 2013–14 to 41 percent in PY 2015–16.<sup>8</sup> In EL, the percentage of adults demonstrating educational gain was the same at 46 percent in PY 2013–14 and PY 2015–16. As shown in Table ES-1, students achieving performance measures in PY 2015–16 ranged from 29 percent for entering postsecondary education or training to 76 percent for high school completion.

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

<sup>7</sup> “ABE/ASE” means “adult basic education/adult secondary education.” ABE/ASE consists of six educational functioning levels with four levels in ABE—beginning literacy, beginning basic, low intermediate, and high intermediate; and two levels in ASE—low secondary and high secondary.

<sup>8</sup> Educational functioning levels are listed in Figure 1 and explained on page 7.

**Table ES-1. Adult Education National Performance Percentage and Number of Students Achieving Core Outcome Measures: Program Year 2013–14 to Program Year 2015–16**

Core Outcome Measures	Percentage Achieving Outcome Measure (National Averages)			Number Achieving Outcome Measure
	2013–14	2014–15	2015–16	2013–14 to 2015–16 (Three-Year Total)
Educational Gain ABE/ASE <sup>a</sup>	42	41	41	973,448
Educational Gain English Literacy <sup>a</sup>	46	45	46	929,426
High School Completion	73	66	76	315,477
Entered Postsecondary Education or Training	30	28	29	230,536
Entered Employment	41	45	44	467,962
Retained Employment	61	64	69	835,688

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

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

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2015–16 (OMB Number 1830-0027).

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## INTRODUCTION

Adult education programs under the *Adult Education and Family Literacy Act of 1998 (AEFLA)* address our nation’s critical need to improve adult literacy skills and enhance the other skills necessary for adults to be more productive members of society and the workforce. *AEFLA*, enacted as *Title II* of the *Workforce Investment Act of 1998 (WIA)* (P.L. 105–220),<sup>9</sup> is the principal source of federal support for adult basic skills programs.<sup>10</sup> The purposes of *AEFLA*, as defined in Sec. 202,<sup>11</sup> are to

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

Sec. 203(1) of *AEFLA* defines “adult education” as “services or instruction below the postsecondary level for individuals (A) who have attained 16 years of age; (B) who are not enrolled or required to be enrolled in secondary school under State law; and (C) who (i) lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society; (ii) do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or (iii) are unable to speak, read, or write the English language.” The state-administered<sup>12</sup> *AEFLA* grants are allocated by formula based upon each state’s count of “qualifying adults.”<sup>13</sup> Data on the number of qualifying adults are drawn from the U.S. Census of Population and Housing.

The federal allocation for *AEFLA* grants to states for PY 2015–16 was \$568,955,000.<sup>14</sup> As required by *AEFLA*, states distributed 82.5 percent of the federal funds competitively to local adult

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<sup>9</sup> States are required to begin the process of collecting and reporting data for the WIOA performance accountability requirements in PY 2016–17. Therefore, this report reflects data for the WIA performance accountability requirements.

<sup>10</sup> The *AEFLA* grant program funds each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and the outlying areas of the United States, including the U.S. Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.

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

<sup>12</sup> The term “State” means “each of the several States of the U.S., the District of Columbia, and the Commonwealth of Puerto Rico,” as defined in Sec. 203(17) of the *Adult Education and Family Literacy Act of 1998*. However, for purposes of this report, the term “state” will refer to each of the 50 states of the U.S., the District of Columbia, the Commonwealth of Puerto Rico, and the following outlying areas of the U.S., which also receive funding – the U.S. Virgin Islands, Guam, the Northern Mariana Islands, American Samoa, and Palau.

<sup>13</sup> Sec. 211(d) of *AEFLA* defines a “qualifying adult” as one who is at least 16 years of age, beyond the age of compulsory school attendance under the law of the state, does not have a secondary school diploma or its recognized equivalent, and is not enrolled in secondary school.

<sup>14</sup> The \$568,955,000 federal allocation for *AEFLA* grants to states and outlying areas for PY 2015–16 includes \$71,439,000 for English literacy/civics, a formula program based on the latest legal permanent resident data from the U.S. Citizenship and Immigration Services.

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

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

Courses of instruction offered by local providers include

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

## Adult Education Enrollment and Participant Status

In PY 2015–16, the *AEFLA* program enrolled 1,525,878 learners, with 43 percent of learners enrolled in ABE, 12 percent enrolled in ASE, and 46 percent enrolled in EL programs, as indicated in Table 1.

**Table 1.**  
**Number and Percentage of Students Enrolled in Adult Education, by Program Type:**  
**Program Year 2015–16**

Program Type	Enrollment Numbers	Enrollment Percentages
Adult Basic Education	652,809	43
Adult Secondary Education	177,139	12
English Literacy	695,930	46
<b>Total Enrollment</b>	<b>1,525,878</b>	<b>100</b>

Note: Percentages for the program types reflect rounded figures and may not total 100 percent.

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2015–16 (OMB Number 1830-0027).

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

Adult education serves a variety of populations. Table 2 shows the number and percentage of students, by program type and age, who were enrolled during PY 2015–16. Overall, 30 percent of students were under age 25, and 79 percent were under age 45. Only 4 percent were 60 years or older. Age distribution varied by program type, with 52 percent of ASE students under age 25, making ASE students younger than both ABE and EL students, with 40 percent and 15 percent, respectively, under age 25. EL students, with 29 percent over age 44, tended to be older than both ABE and ASE students, with 15 percent and 9 percent, respectively, over age 44. Fifty-six percent of EL students were in the 25–44 age range, compared with 45 percent of ABE and 39 percent of ASE students in this age range.

**Table 2.  
Number and Percentage of Students Enrolled in Adult Education, by Program Type and Age: Program Year 2015–16**

Program Type	16–18		19–24		25–44		45–59		60 and Older		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Adult Basic Education (ABE)	81,468	12	177,266	27	294,482	45	84,520	13	15,073	2	652,809	100
Adult Secondary Education (ASE)	37,036	21	55,030	31	69,163	39	13,858	8	2,052	1	177,139	100
English Literacy (EL)	18,041	3	88,194	13	389,788	56	151,838	22	48,069	7	695,930	100
<b>Total</b>	<b>136,545</b>	<b>9</b>	<b>320,490</b>	<b>21</b>	<b>753,433</b>	<b>49</b>	<b>250,216</b>	<b>16</b>	<b>65,194</b>	<b>4</b>	<b>1,525,878</b>	<b>100</b>

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

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2015–16 (OMB Number 1830-0027).

The participation of 16- to 18-year-olds in adult education is of particular interest to policy makers because earning a high school diploma through the regular elementary and secondary education system is the traditional path for youths in this age cohort. Table 2 indicates that 9 percent of adult education participants were between the ages of 16 and 18 in PY 2015–16. Of the 136,545 students in adult education programs in PY 2015–16 who were 16–18 years old, most were in ABE: 60 percent (81,468 adults), compared with 27 percent (37,036 adults) in ASE and 13 percent (18,041 adults) in EL. Therefore, a majority of 16- to 18-year-olds entered into adult secondary programs at a level that suggests they lacked the literacy skills expected at the secondary education level.

Table 3 provides disaggregated information regarding adult learners categorized by race/ethnicity and age. Hispanic or Latino students represented the largest group enrolled in adult education in PY 2015–16, accounting for 44 percent of the total enrollment, followed by white

students at 23 percent and black or African-American students at 20 percent. White students represented the largest proportion of 16- to 18-year-olds (41 percent). Hispanic or Latino students represented the largest proportion of adult learners in the remaining age categories: 39 percent of 19- to 24-year-olds, 49 percent of 25- to 44-year-olds, 46 percent of 45- to 59-year-olds, and 39 percent of those 60 years and older.

**Table 3.  
Number and Percentage of Students Enrolled in Adult Education, by Age and Race/Ethnicity: Program Year 2015–16**

Ethnicity	16–18		19–24		25–44		45–59		60 and Older		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
American Indian or Alaska Native	1,996	1	4,292	1	7,213	1	1,805	1	255	0	15,561	1
Asian	3,515	3	17,801	6	69,789	9	33,118	13	14,393	22	138,616	9
Black or African American	23,822	17	72,222	23	146,569	19	47,486	19	9,888	15	299,987	20
Hispanic or Latino	44,966	33	126,571	39	365,707	49	114,460	46	25,187	39	676,891	44
Native Hawaiian or Other Pacific Islander	791	1	1,406	0	2,264	0	544	0	118	0	5,123	0
White	55,620	41	88,518	28	148,476	20	48,943	20	14,142	22	355,699	23
Two or More Races	5,835	4	9,680	3	13,415	2	3,860	2	1,211	2	34,001	2
<b>Total</b>	<b>136,545</b>	<b>100</b>	<b>320,490</b>	<b>100</b>	<b>753,433</b>	<b>100</b>	<b>250,216</b>	<b>100</b>	<b>65,194</b>	<b>100</b>	<b>1,525,878</b>	<b>100</b>

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

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2015–16 (OMB Number 1830-0027).

The extent to which 16- to 18-year-olds participated in adult education programs varied widely among states. One reason for this variance may be linked to the difference in each state’s age requirement for compulsory school attendance.<sup>16</sup> Table 4 shows the five states, including Puerto Rico, with the highest numbers and percentages of young adults, aged 16 to 18, enrolled or served through *AEFLA* programs. Although some states with the largest populations, such as Florida and California, have the highest number of adult education students aged 16 to 18, some states with small populations, such as Vermont and Wyoming, have high percentages of students aged 16 to 18, despite relatively low numbers overall.<sup>17</sup>

<sup>16</sup> At the time of the allocations for PY 2015–16, for the states referenced in Table 4, the age requirement for compulsory school attendance are as follows: Florida—16; California—18; Puerto Rico—18; Georgia—16; Hawaii—18; Mississippi—17; North Carolina—16; Vermont—16; Wyoming—16.

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

**Table 4.  
Five States With the Highest Number and Five States With the Highest Percentage of Adult Education Students Aged 16–18: Program Year 2015–16**

State	Number 16–18-year-olds	State	Percentage 16–18-year-olds
Florida	22,680	Vermont	31
California	18,021	Puerto Rico	31
North Carolina	8,309	Wyoming	28
Georgia	7,276	Mississippi	24
Texas	5,646	Hawaii	23

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

<sup>b</sup> In the funding formula under *AEFLA*, Puerto Rico receives a state formula grant.

Note: Due to the small enrollment numbers reported in the outlying areas, their data are not presented in the individual state profiles in order to protect student identity.

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2015–16 (OMB Number 1830-0027).

Adults enter adult education programs from a variety of circumstances. Table 5 indicates that in PY 2015–16, 546,349 students self-reported entering the program while employed; 528,745 students self-reported entering the program while unemployed; 212,815 students self-reported entering the program while on public assistance; 168,903 students self-reported entering the program while in correctional facilities; and 5,900 students self-reported entering the program while in other institutional settings. Note, however, that not all students reported their status, and some reported in more than one category.

**Table 5.  
Number of Students Enrolled in Adult Education, by Participant Status:  
Program Year 2015–16**

Status	Number
Employed	546,349
Unemployed	528,745
On Public Assistance	212,815
Correctional Setting	168,903
Other Institutionalized	5,900

Note: The participant status of each student is self-reported. Not all students self-reported their status and some students reported in more than one category (e.g., a student can be unemployed and on public assistance).

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2015–16 (OMB Number 1830-0027).



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

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

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

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

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

To demonstrate improved skill levels as required in Sec. 212(b)(2)(A)(i) of *AEFLA*, the Department established a hierarchy of six educational functioning levels<sup>19</sup> to measure basic literacy from beginning literacy through high school completion, and six levels to measure English literacy, from beginning literacy to the advanced level. The levels are defined through reading, writing, numeracy, and functional and workplace skills (and, for

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

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

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English literacy, speaking and listening skills) at each level. Included for each level is a corresponding set of benchmarks from commonly used standardized assessments.

- **High School Completion**—This refers to the percentage of adult learners who take all secondary credential tests or are enrolled in adult high school at the high ASE level who earned a high school diploma or recognized equivalent after program exit.
- **Entered Postsecondary Education or Training**—This refers to the percentage of adult learners who entered with a secondary credential, earned a secondary credential while enrolled, or enrolled in a college transition class, who entered postsecondary education or training after program exit.
- **Entered Employment**—This refers to the percentage of unemployed adult learners (in the workforce) who obtained a job within one quarter<sup>20</sup> after program exit.
- **Retained Employment**—This refers to the percentage of adult learners (1) employed or (2) who entered unemployed in the workforce and obtained work by the end of the first quarter after exiting the program and who were employed at the end of the third quarter after program exit.

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.

## Measuring Educational Gain

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

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

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(BEST Literacy or BEST Plus).<sup>21</sup> All assessments used in the adult education program are reviewed by the Department and determined to be suitable for use in the NRS.<sup>22</sup>

ABE/ASE<sup>23</sup> and EL programs each have six educational functioning levels: four levels in ABE, two levels in ASE, and six levels in EL, as indicated in Figure 1. Figure 1 presents PY 2015–16 adult education enrollment figures by educational functioning level as determined by a standardized pretest administered to each student upon program entrance.

As Figure 1 indicates, most students were enrolled in the programs of ABE and ASE. Within ABE and ASE, the largest percentage of student enrollment (31 percent) was in the ABE high intermediate level, and the smallest percentage of student enrollment (4 percent) was in the ABE beginning literacy level. Most students within ABE and ASE (58 percent) were enrolled in the combined ABE intermediate levels.

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

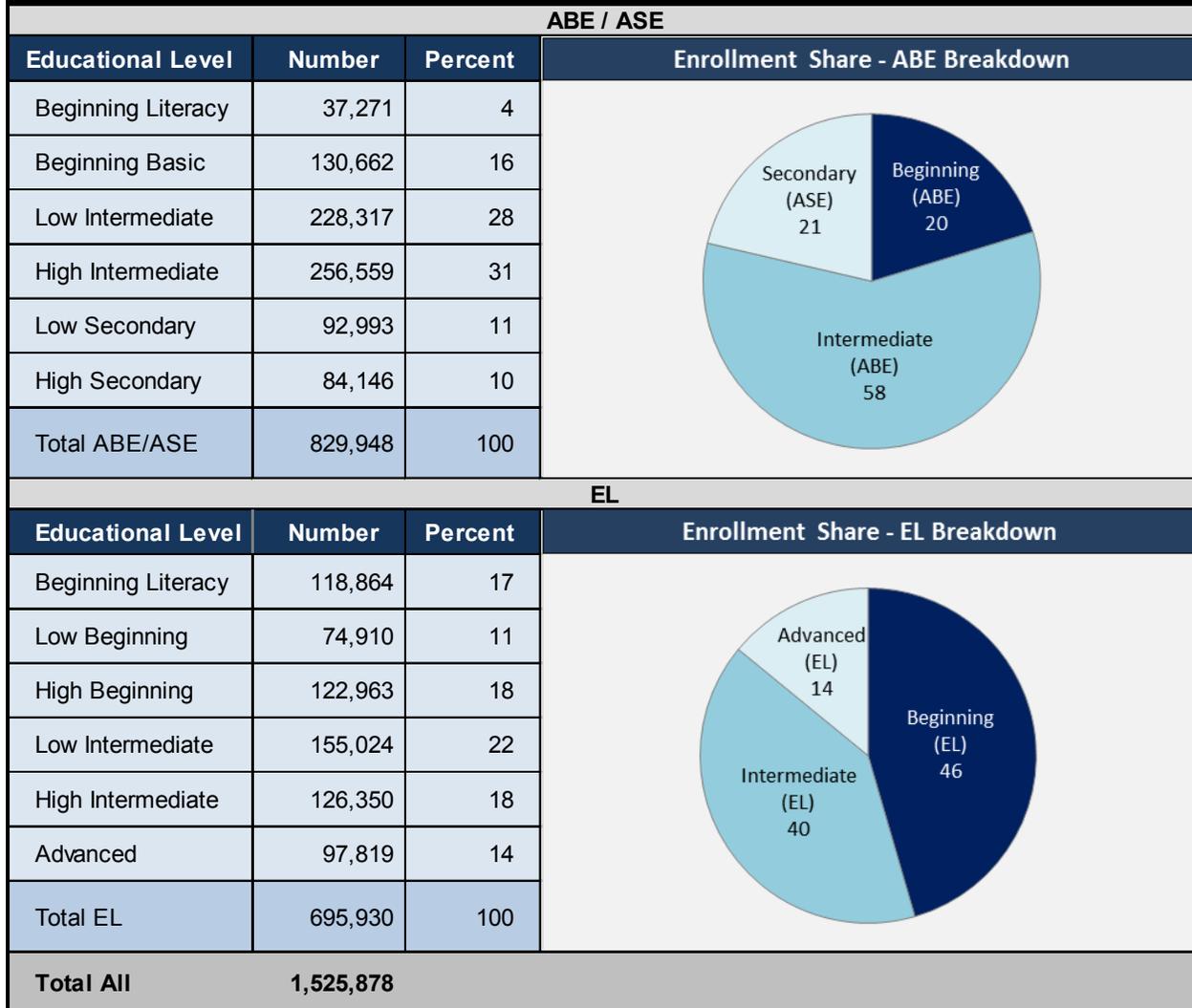
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<sup>21</sup> The BEST Literacy and BEST Plus are used exclusively with English language learners.

<sup>22</sup> “Tests Determined To Be Suitable for Use in the National Reporting System for Adult Education (NRS).” (80 FR 48304), <https://www.federalregister.gov/documents/2015/08/12/2015-19847/tests-determined-to-be-suitable-for-use-in-the-national-reporting-system-for-adult-education> (Aug. 12, 2015).

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

**Figure 1.  
Number and Percentage of Students Enrolled, by Educational Functioning Level:  
Program Year 2015–16**



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

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2015–16 (OMB Number 1830-0027).

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## Measuring Other Outcomes

Setting and measuring four “follow-up” outcome measures,<sup>24</sup> as discussed in the Accountability System—The National Reporting System for Adult Education section of this report (see page 7), allows adult education students to specify what they want to accomplish through an adult education program.

Figure 2 identifies the methods by which states currently collect data for the four follow-up measures, which require programs to follow up with students who have left an adult education program. To submit PY 2015–16 data, 44 states used administrative records to determine student outcomes for the high school completion measure. Eleven states used surveys and two states used a combination of administrative records and surveys for tracking this measure.

For measuring students’ entrance into postsecondary education, 33 states used administrative records, 11 states used individual student surveys, and 13 used both for PY 2015–16 data. To assist states in addressing challenges associated with data matching for the postsecondary follow-up measure, the Statewide Longitudinal Data Systems (SLDS) Grants program<sup>25</sup> was designed to aid state educational agencies in the development and implementation of SLDSs through a competitive discretionary grant process. The data systems funded through this grant program securely follow students from early education through the workforce and facilitate the disaggregation, reporting, and analyses of longitudinal data.

Consulting state unemployment insurance (UI) wage records (an example of an administrative record used) is the most efficient, accurate, and cost-effective approach to determining the post-program employment outcomes. However, not all states have the capability to use their UI system due to state privacy laws or technical issues. In PY 2015–16, 38 states used their UI system to report on the “entered employment” outcome measure; eight used surveys; and 11 used a combination of both. For reporting on the “retained employment” outcome measure, 38 states used their UI system; nine used surveys; and another 10 used a combination of their UI system and surveys.

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<sup>24</sup> In the NRS, educational gain is an outcome measure that states track and report for all students participating in their adult education programs. However, it is not considered a “follow-up” measure.

<sup>25</sup> The SLDS Grant Program is administered by the Institute of Education Sciences (IES)’s National Center for Education Statistics (NCES) in the U.S. Department of Education.

**Figure 2.  
Number and Percentage of States Using Data Collection Methods  
for the Follow-up Measures:  
Program Year 2015–16**

Performance Measures	Number of States Using Data Match	Number of States Using Survey	Number of States Using Both Methods	Percent of States Using Each Collection Method
High school or recognized equivalent completion	44	11	2	<p>A pie chart showing the distribution of data collection methods for 'High school or recognized equivalent completion'. The largest slice is 'Data Match' at 77%, followed by 'Survey' at 19%, and 'Both' at 4%.</p>
Entered postsecondary education or training	33	11	13	<p>A pie chart showing the distribution of data collection methods for 'Entered postsecondary education or training'. The largest slice is 'Data Match' at 58%, followed by 'Both' at 23%, and 'Survey' at 19%.</p>
Entered employment	38	8	11	<p>A pie chart showing the distribution of data collection methods for 'Entered employment'. The largest slice is 'Data Match' at 67%, followed by 'Both' at 19%, and 'Survey' at 14%.</p>
Retained employment	38	9	10	<p>A pie chart showing the distribution of data collection methods for 'Retained employment'. The largest slice is 'Data Match' at 67%, followed by 'Both' at 18%, and 'Survey' at 16%.</p>

Note: The term “State” means “each of the several States of the United States, the District of Columbia, and the Commonwealth of Puerto Rico,” as defined in Sec. 203(17) of the *Adult Education and Family Literacy Act of 1998*. However, for purposes of this report, the term “state” will refer to each of the 50 states of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and the following outlying areas of the United States, which also receive funding: the U.S. Virgin Islands, Guam, the Northern Mariana Islands, American Samoa, and Palau.

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

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2015–16 (OMB Number 1830-0027).

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

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

### Federal Implementation Assistance in PY 2015–16

OCTAE’s assistance to states during the first few years of the NRS focused on the implementation of the NRS requirements, the development of data systems, and the improvement of data quality. In PY 2015–16, OCTAE built on earlier data quality development activities and assisted state and local programs in using the data for their own reporting, program management, and program improvement in the context of the roll out of the *Workforce Innovation and Opportunity Act of 2014 (WIOA)*.

*“Clarification regarding WIOA changes was very much appreciated. The change model was a very good departure point from which to begin the necessary changes for our state. Using the Change Style Indicator to determine how to move forward with our partners was helpful.”*  
— Participant comment from LEAP into WIOA Part I: Planning for Change

In June/July 2016, OCTAE held a regional training in three regions entitled “LEAP into WIOA Part I: Planning for Change.” The training was designed to help states prepare for WIOA-related changes. It led state directors and staff to closely examine leadership and communication and develop a state-level plan to move forward under WIOA. The three meetings included 120 participants from 43 states and territories and the District of Columbia. In addition to the regional training sessions, during PY 2015–16, OCTAE continued to sponsor a webinar series called “Promising Practices in Program Management and Data Use.” OCTAE sponsors new webinars in this ongoing series. Each webinar centers on a specific strategy for using data for program improvement. Several states have presented their data demonstrating success in implementing these strategies. OCTAE also supports technical assistance, which includes in-person workshops, hands-on experiences, and training in the use of the NRSWeb (<http://www.nrsweb.org>). This site is the adult education practitioner’s resource for NRS policies and procedures, changes to the federal accountability requirements and guidelines, publications and related information, direct online training, materials from face-to-face training, webinars, and a calendar of events. In PY 2015–16, NRSWeb offered nine interactive, self-guided online training modules that included 31 courses designed specifically for adult education staff. These courses allow trainees to work independently at

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their own pace as they follow the instructions contained in each course's Web training materials. These courses cover NRS basics, data quality, and data use. In PY 2015–16, users of NRSWeb completed 2,471 courses.

## **NRS Implementation by States**

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

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

States are using their data to also address larger programmatic questions and to identify trends. For example, some are examining whether managed or open enrollment<sup>26</sup> is better for the students. In addition, states are developing ways to account for program efficiencies and outcomes in per-unit costs. States are also using longitudinal data to track the progress of their adult education students toward college and career readiness.

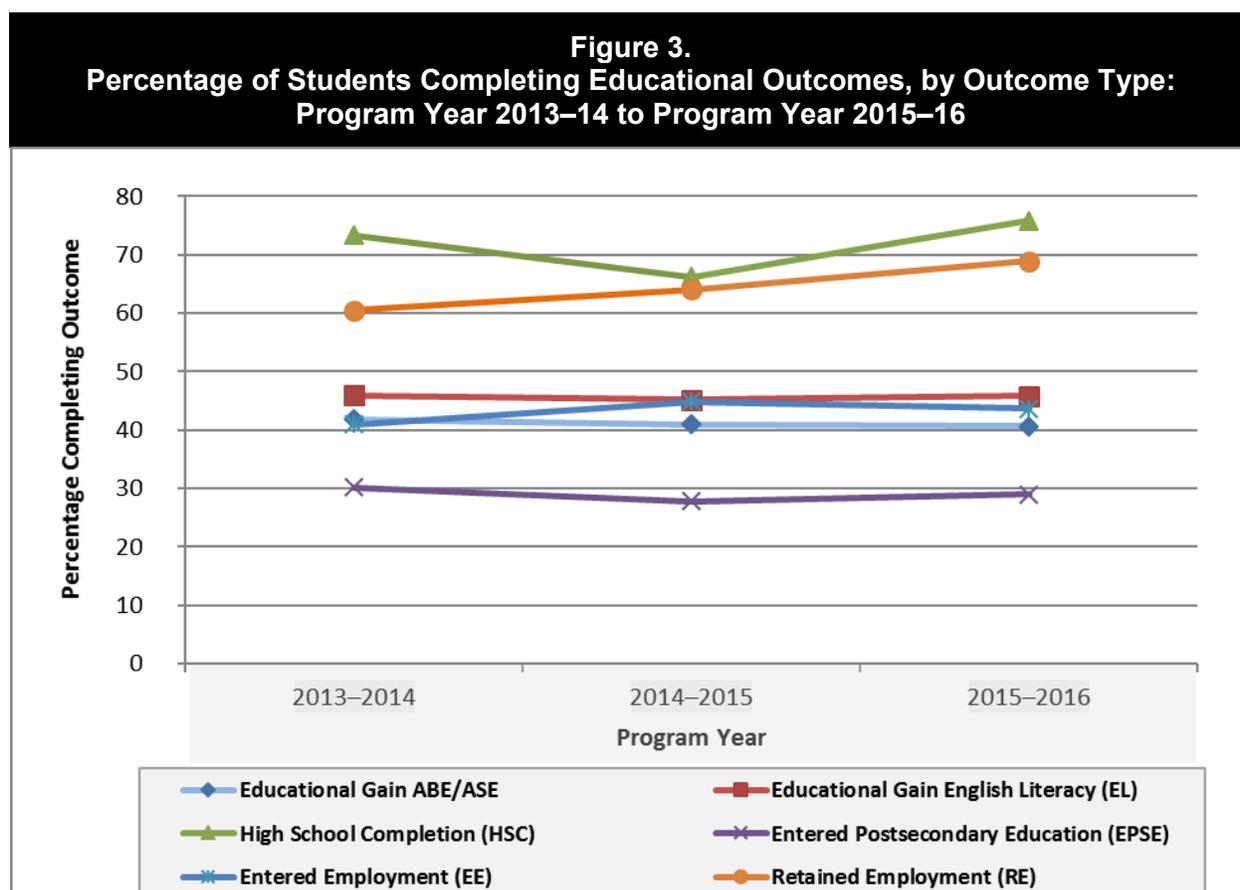
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<sup>26</sup> A managed enrollment policy allows a student to enter an instructional program only during specific enrollment periods. An open enrollment policy allows a student to enter a program at any time (National Center for the Study of Adult Learning and Literacy, *Adult Student Persistence*, May 2006).

## SUMMARY OF NATIONAL PERFORMANCE RESULTS

PY 2015–16 marked the 16th year of implementation of the NRS accountability requirements. Figure 3 shows the percentages of students completing each of the outcome measures for adult education under the NRS from PY 2013–14 to PY 2015–16. The percentage of students completing high school increased 10 percentage points from PY 2014–15 to PY 2015–16, after decreasing from PY 2013–14 to PY 2014–15. Percentage of students retaining employment steadily increased over the three-year period. Other outcomes saw little change from PY 2014–15 to PY 2015–16.

The rate of high school completion for PY 2015–16 was 76 percent, while the percentage of adults entering postsecondary education or training was 29 percent. The percentage of adults entering employment was 44 percent, and the percentage of adults retaining employment was 69 percent. More information on student performance as indicated by each of the performance measures is shown in Figures 4 through 9.



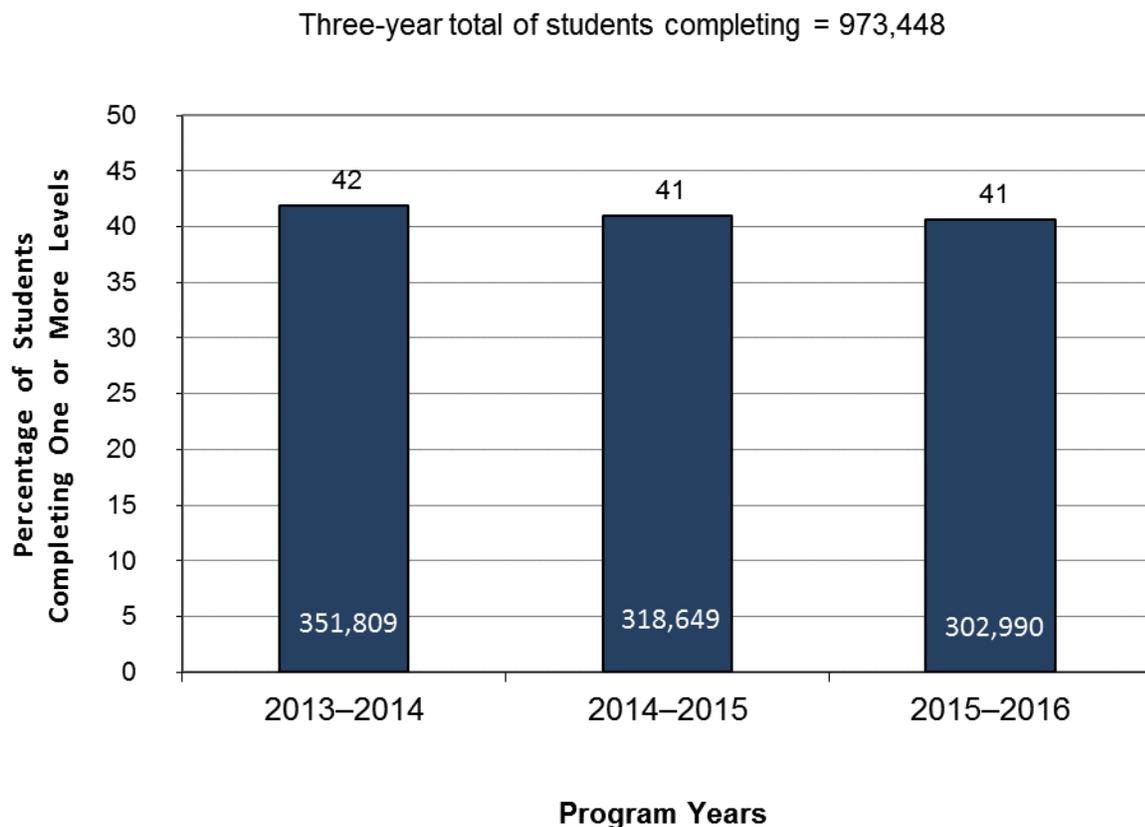
<sup>a</sup> Percentage of adults enrolled who completed one or more educational functioning levels. Educational gain data are collected on all participants in the adult education program whether they are enrolled in ASE, ABE, or EL.

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

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2015–16 (OMB Number 1830-0027).

Figure 4 shows the percentage and number of enrolled adults who acquired the basic literacy skills needed to complete at least one ABE/ASE educational functioning level.<sup>27</sup> The percentage of students advancing one or more educational functioning levels decreased slightly from 42 percent to 41 percent between PY 2013–14 and PY 2015–16, while the number of these students decreased over this same time period. A total of 973,448 adults completed at least one educational functioning level over the three years.

**Figure 4.**  
**Percentage and Number of Adult Education Students Completing One Or More Educational Functioning Levels in Adult Basic and Secondary Education: Program Year 2013–14 to Program Year 2015–16**

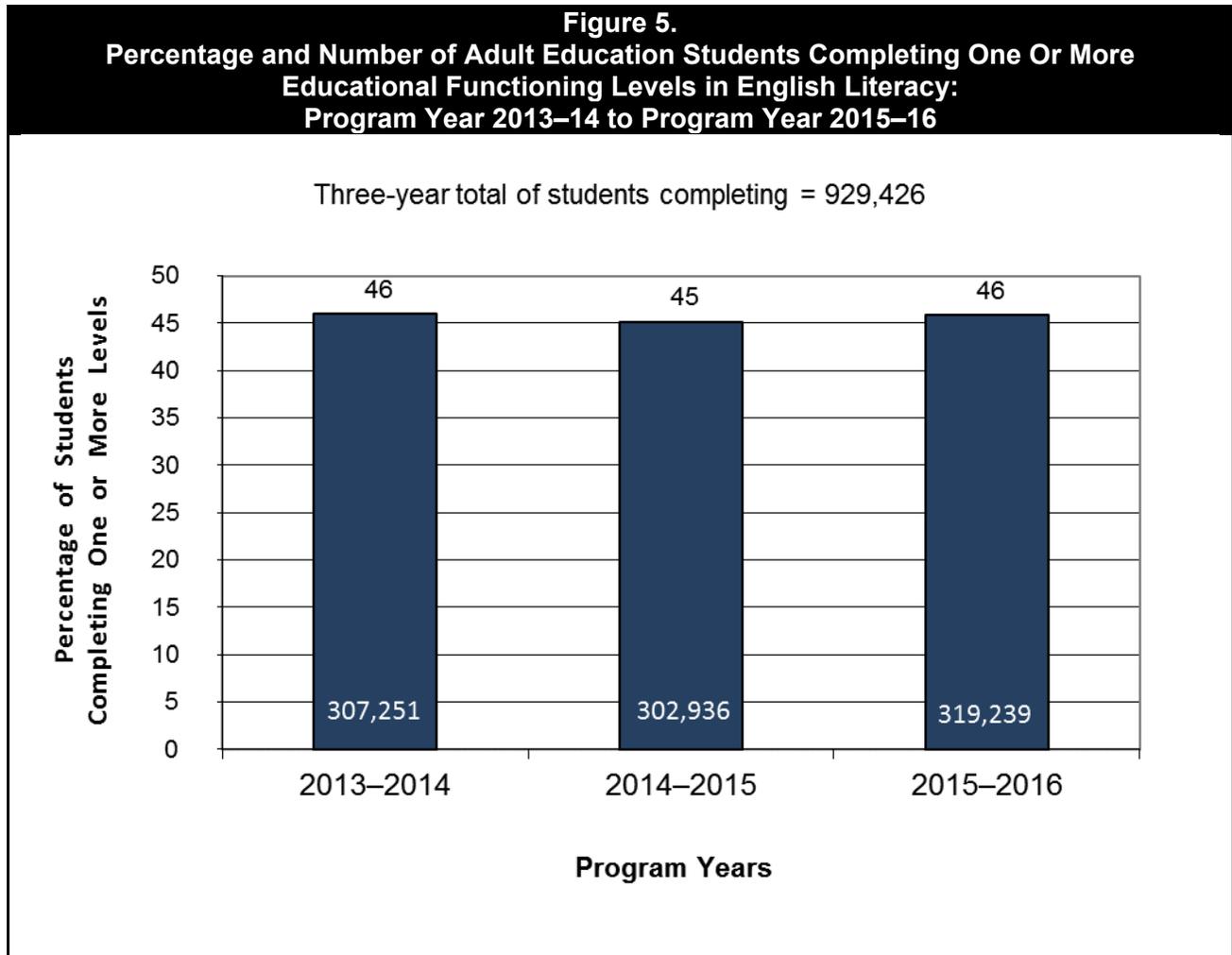


Notes: Percentage totals reflect rounded figures. Numbers and percentages do not include students who completed the high adult secondary education (ASE High) level. Because the NRS does not identify exit scores and therefore each state uses varying criteria to determine completion of the ASE High level,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

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2015–16 (OMB Number 1830-0027).

<sup>27</sup>See subsection “Measuring Educational Gain” and Figure 1 in this report for the meaning of educational functioning level.

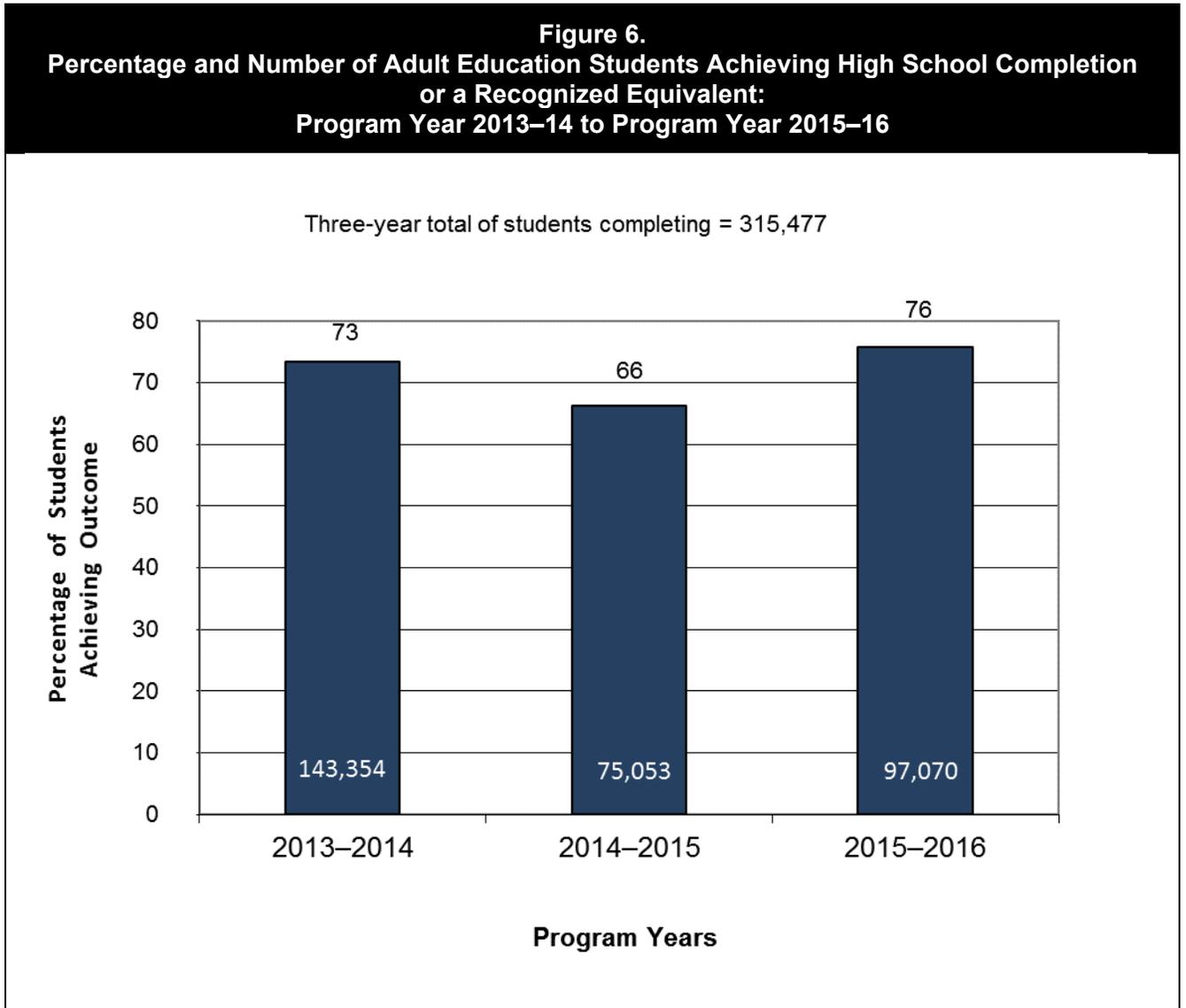
Figure 5 shows the percentage and number of enrolled adults who acquired the basic English literacy skills needed to complete at least one educational functioning level. The percentage of students who did so in PY 2015–16 was 46 percent, and included 319,239 students. The total number of students who completed one or more levels over the three years was 929,426.



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

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2015–16 (OMB Number 1830-0027).

Earning a high school diploma or a recognized equivalent is one of the follow-up outcomes that students can achieve. Figure 6 shows the percentage and number of enrolled adults who completed high school or a recognized equivalent. The number of students achieving high school completion was 76 percent in PY 2015–16. The total number of students who completed high school or a recognized equivalent over the three years was 315,477.

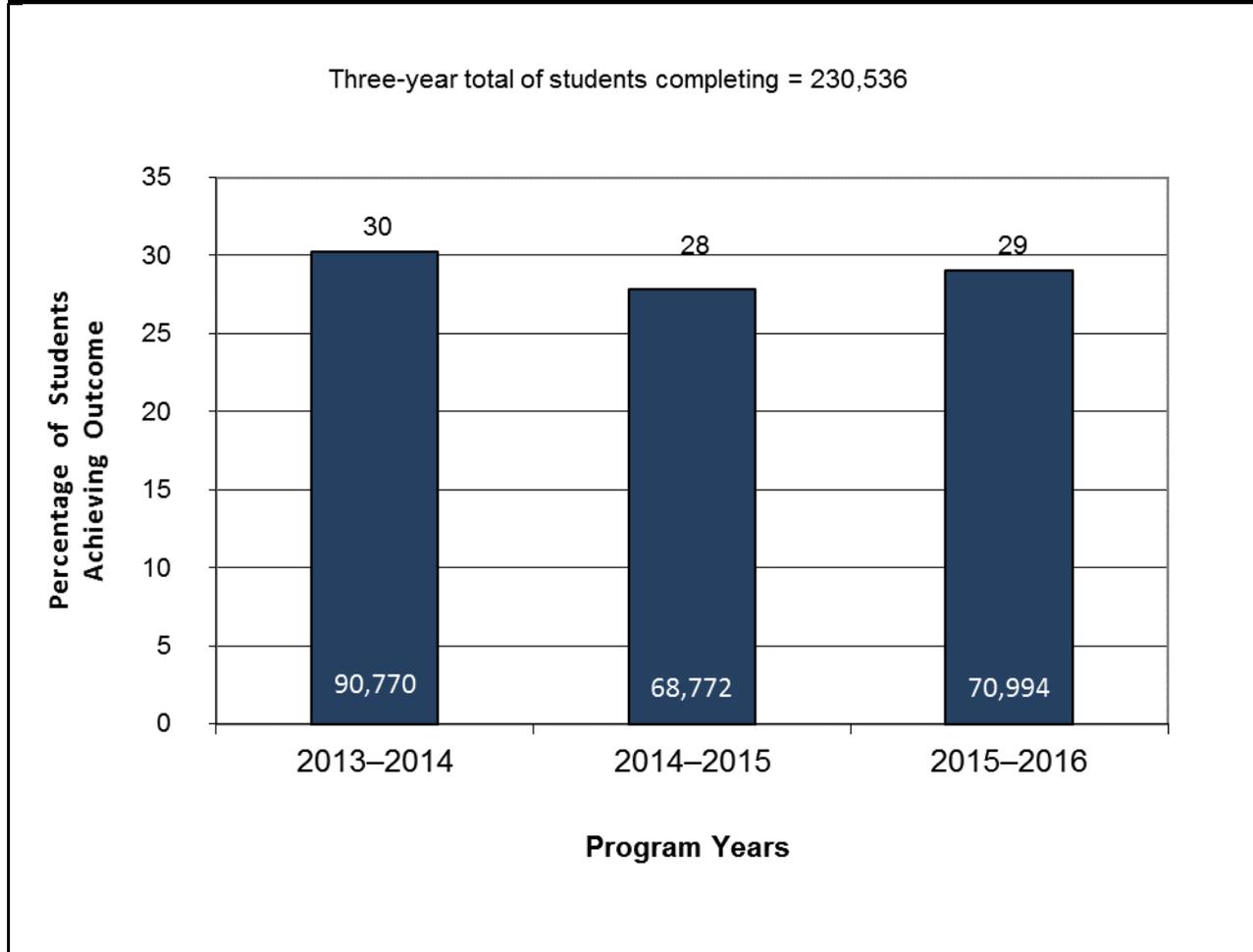


Note: Percentage totals reflect rounded figures.

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2015–16 (OMB Number 1830-0027).

Figure 7 shows the percentage and number of students who entered postsecondary education or training. The percentage was 29 percent in PY 2015–16. The total number of students achieving this outcome was 230,536 over the three-year period.

**Figure 7.**  
**Percentage and Number of Adult Education Students Entering**  
**Postsecondary Education or Training:**  
**Program Year 2013–14 to Program Year 2015–16**

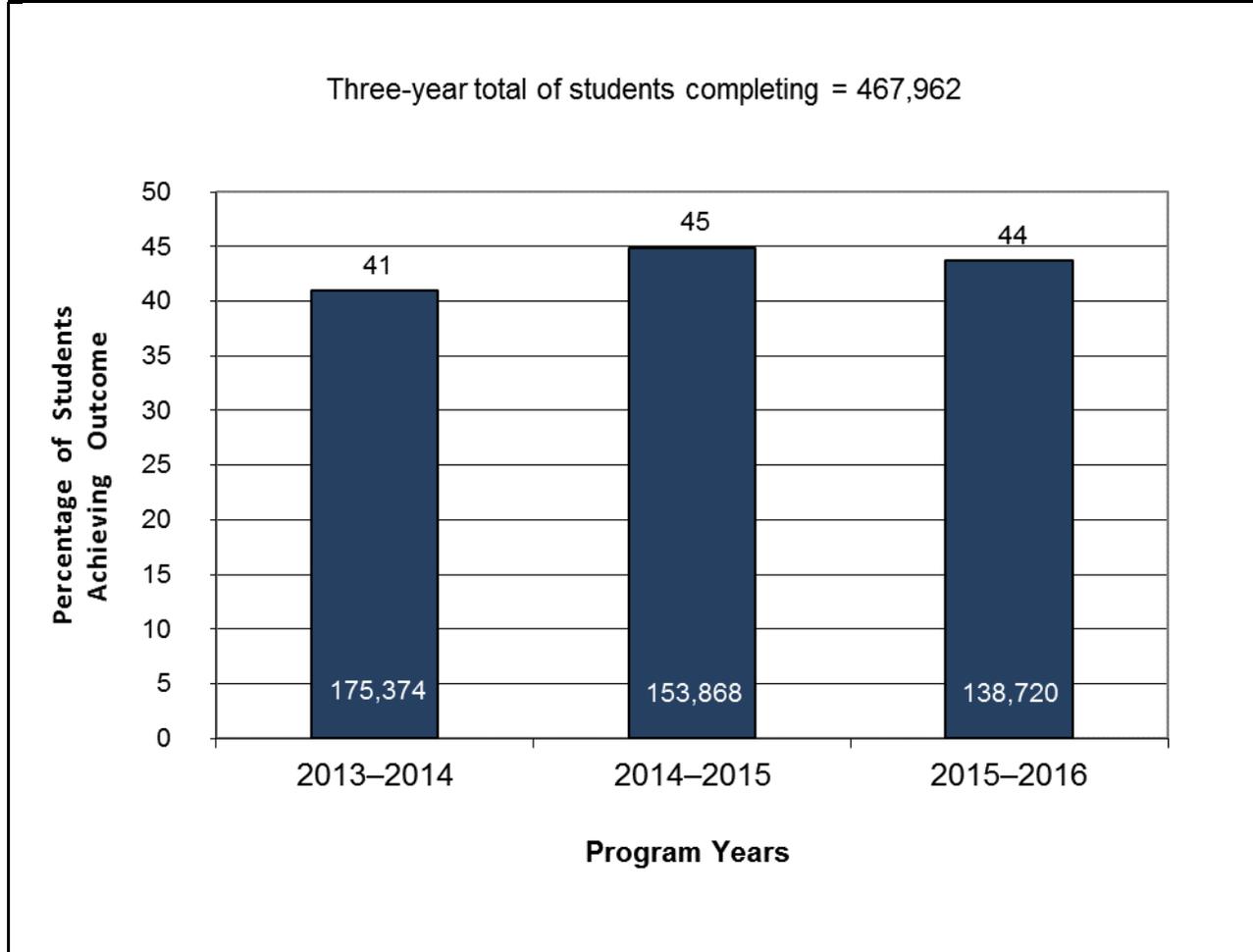


Note: Percentage totals reflect rounded figures.

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2015–16 (OMB Number 1830-0027).

Figure 8 shows the percentage and number of unemployed students who entered employment within one-quarter after program exit. In PY 2015–16, 44 percent of students entered employment one quarter after exit. The three-year total of students achieving this outcome was 467,962.

**Figure 8.**  
**Percentage and Number of Unemployed Students Entering**  
**Employment Within One Quarter After Exiting Adult Education Program:**  
**Program Year 2013–14 to Program Year 2015–16**

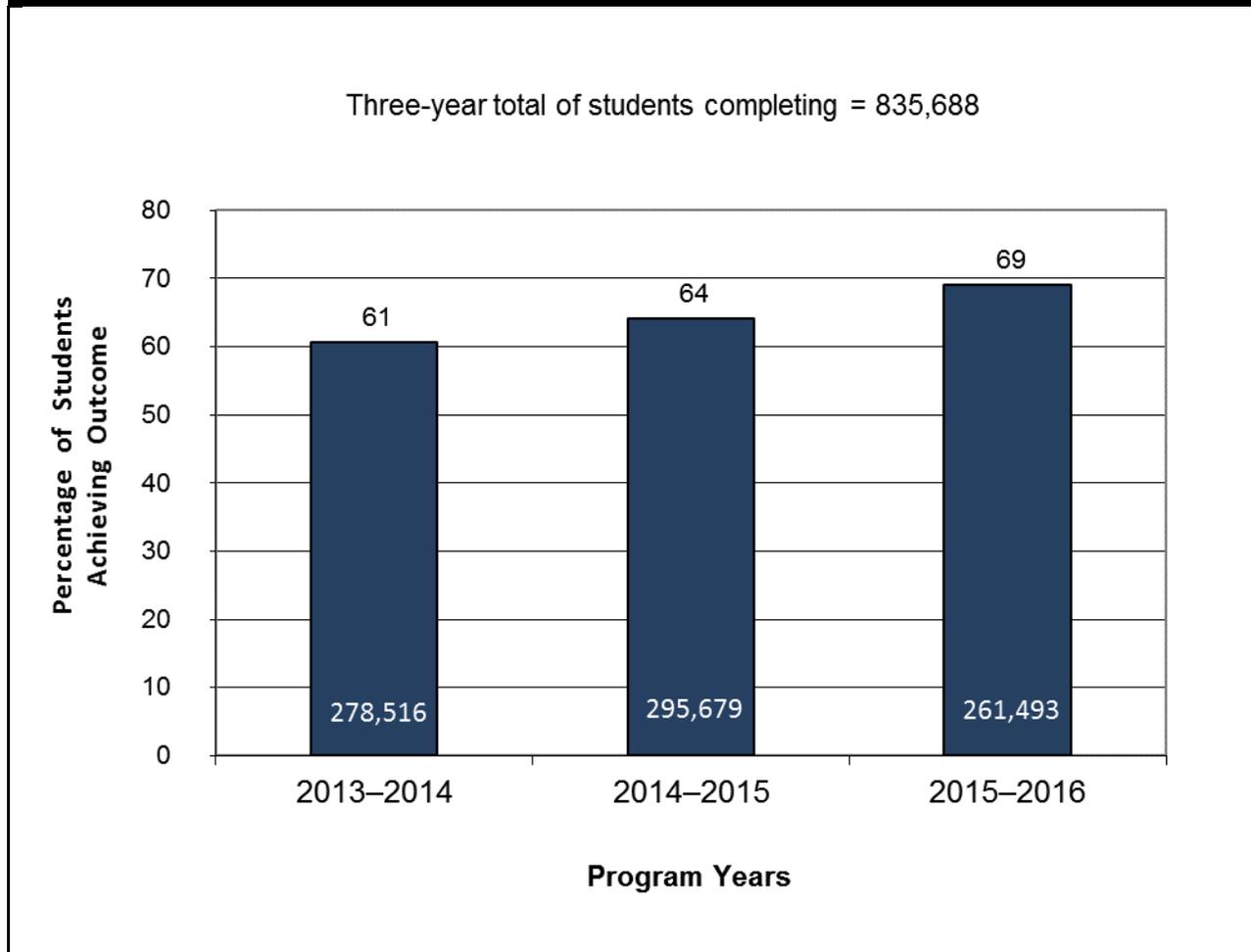


Note: Percentage totals reflect rounded figures. “One quarter” means one-quarter of a year.

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2015–16 (OMB Number 1830-0027).

Figure 9 shows the percentage and number of students who retained employment in the third quarter after exiting an adult education program. This includes students who, at time of entry, were not employed and in the labor force, who are employed in the first quarter after exit quarter, and students who are employed at entry. In PY 2015–16, 69 percent of students retained employment. A total of 835,688 students achieved the outcome over the three most recent years.

**Figure 9.  
Percentage and Number of Students Retaining Employment in the Third Quarter After  
Exiting Adult Education Program:  
Program Year 2013–14 to Program Year 2015–16**



Notes: Percentage totals reflect rounded figures.

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2015–16 (OMB Number 1830-0027).



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## APPENDIX A: NATIONAL AND STATE PROFILES OF SELECTED ADULT EDUCATION PROGRAM AND STUDENT INFORMATION, FROM PROGRAM YEAR 2013–14 TO PROGRAM YEAR 2015–16

The following pages provide selected program and student information at the national level and for each of the 50 states, the District of Columbia, and Puerto Rico<sup>28</sup> for program years (PY) 2013–14, PY 2014–15, and PY 2015–16 and show performance trends over these last three program years. The first page of each profile provides student demographic and enrollment data. The participant status figure shows the number of students who were either employed, unemployed, in a correctional setting, on public assistance, or in another institutional setting for PY 2013–14, PY 2014–15, and PY 2015–16. The fiscal year (FY) 2015 federal allocations to states funding figure displays the total Adult Education—Basic Grants to States program allocation for FY 2015, and, in each of the state profiles, this is shown relative to each state’s basic grant and English literacy/civics (EL/civics)<sup>29</sup> allocations. The enrollment by race/ethnicity figure displays PY 2015–16 adult basic education (ABE), adult secondary education (ASE), and EL enrollment numbers and percentages categorized by race/ethnicity enrollment, and include the percentage change from PY 2013–14. The retention and completion figure shows, for PY 2013–14, PY 2014–15, and PY 2015–16, a side-by-side graph of the number of participants who advanced to the next educational functioning level, remained in the same level, completed a level and separated from the program, or separated from the program without advancing a level. Finally, the enrollment by age figure shows participant enrollment by age for each of the three program years.

The second page of the national profile, as well as each of the state profiles, details participant performance for each of the five performance measures<sup>30</sup> in PY 2013–14, PY 2014–15, and PY 2015–16, including a three-year total for each performance measure. The performance measures are demonstrated improvement in literacy skills, high school completion, entered postsecondary education or training, entered employment, and retained employment. In addition to showing percentages for PY 2013–14, PY 2014–15, and PY 2015–16, the tables show the total number of participants completing at least one level or achieving the outcome for each performance measure.

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<sup>28</sup> The term “State” means “each of the several States of the United States, the District of Columbia, and the Commonwealth of Puerto Rico,” as defined in Sec. 203(17) of the *Adult Education and Family Literacy Act of 1998*. Data from the outlying areas, which include the U.S. Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau, are included in the aggregate national tables in this report. Due to the small enrollment numbers reported in the outlying areas, their data are not presented in the individual State profiles in order to protect student identity.

<sup>29</sup> The English literacy/civics program provides integrated English literacy and civics education services to immigrants and other limited English proficient populations.

<sup>30</sup> The performance measures are discussed in the section Accountability System—The National Reporting System for Adult Education, beginning on page 7 of this report.

## Selected Adult Education Program and Student Information Alabama Program Year 2013–14 to Program Year 2015–16

### Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	6,169	5,594	5,969
Unemployed	11,929	10,608	9,038
Correctional Setting	3,478	3,268	3,510
On Public Assistance	3,049	2,514	2,457
Other Institutionalized	319	350	349

### Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$8,947,459
EL/Civics	\$257,354
Supplemental	\$0
State Total	\$9,204,813
Other US States	\$559,666,865

### Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	123	1	67	+	+	38
Asian	465	2	119	35	311	17
Black or African American	7,644	39	6,340	1,220	84	-19
Hispanic or Latino	2,753	14	800	191	1,762	-6
Native Hawaiian or Other Pacific Islander	24	0	12	+	+	4
White	7,940	41	5,166	2,694	80	-10
Two or More Races	464	2	306	145	13	24
<b>Total</b>	<b>19,413</b>	<b>100</b>	<b>12,810</b>	<b>4,337</b>	<b>2,266</b>	<b>-12</b>

### Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	AL	7,083	1,503	526	12,904
PY 2014–15	AL	6,957	1,453	397	10,914
PY 2015–16	AL	6,579	1,373	478	10,983

### Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	2,927	6,454	9,891	2,335	409
PY 2014–15	2,751	5,641	8,865	2,061	403
PY 2015–16	2,784	5,501	8,739	2,006	383

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	34	38	37	5,784	18,280
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	36	42	37	840	2,534

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	61	84	86	1,612	6,150

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	26	22	24	974	2,939

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	41	32	31	2,732	10,955

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	46	59	41	1,868	12,504

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
- + To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, values from 1 to 4 are suppressed and indicated with a "+" symbol. In some instances, complementary suppression may occur to further protect confidentiality. The suppressed values are not subtracted from the total for the U.S.

# Selected Adult Education Program and Student Information Alaska Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	609	427	422
Unemployed	782	557	585
Correctional Setting	391	372	450
On Public Assistance	421	293	282
Other Institutionalized	12	8	17

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$936,373
EL/Civics	\$107,281
Supplemental	\$0
State Total	\$1,043,654
Other US States	\$567,828,024

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	568	28	485	+	+	-26
Asian	264	13	48	9	207	-14
Black or African American	199	10	58	5	136	-28
Hispanic or Latino	357	18	103	7	247	-15
Native Hawaiian or Other Pacific Islander	57	3	42	+	+	-28
White	462	23	296	87	79	-1
Two or More Races	99	5	77	+	+	-6
<b>Total</b>	<b>2,006</b>	<b>100</b>	<b>1,109</b>	<b>212</b>	<b>685</b>	<b>-17</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	AK	425	864	39	1,095
PY 2014–15	AK	406	850	41	678
PY 2015–16	AK	548	728	49	681

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	116	639	1,214	377	77
PY 2014–15	117	452	985	338	83
PY 2015–16	105	442	1,015	348	96

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	15	21	25	311	780
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	24	23	36	246	624

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	77	80	89	188	814

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	52	53	73	138	467

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	60	77	42	192	1,146

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	80	67	68	224	945

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
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# Selected Adult Education Program and Student Information Arizona Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	6,779	5,535	5,690
Unemployed	4,261	4,076	3,792
Correctional Setting	464	282	104
On Public Assistance	2,200	1,581	2,651
Other Institutionalized	218	91	50

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$10,576,472
EL/Civics	\$1,276,502
Supplemental	\$0
State Total	\$11,852,974
Other US States	\$557,018,704

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	567	4	527	30	10	-28
Asian	804	6	130	16	658	-5
Black or African American	983	8	600	31	352	-13
Hispanic or Latino	7,165	57	3,625	282	3,258	-29
Native Hawaiian or Other Pacific Islander	44	0	37	+	+	-23
White	2,959	23	1,841	404	714	-1
Two or More Races	98	1	80	+	+	5
<b>Total</b>	<b>12,620</b>	<b>100</b>	<b>6,840</b>	<b>780</b>	<b>5,000</b>	<b>-21</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	AZ	4,147	787	5,728	5,397
PY 2014–15	AZ	6,524	1,475	786	4,715
PY 2015–16	AZ	5,915	903	509	5,293

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	1,854	3,486	7,184	2,956	579
PY 2014–15	1,298	3,089	6,018	2,536	559
PY 2015–16	1,055	2,775	5,810	2,396	584

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	56	50	45	3,314	12,478
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	68	61	60	3,006	10,449

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	66	30	74	745	3,088

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	25	3*	12	413	1,482

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	74*	77*	17	515	6,297

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	80*	36	23	1,200	6,889

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- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
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- \* Response rate was too low on follow-up survey or data matching to validate outcomes

# Selected Adult Education Program and Student Information Arkansas Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	6,324	5,280	5,411
Unemployed	8,464	6,705	6,834
Correctional Setting	2,552	2,379	2,440
On Public Assistance	6,597	5,307	5,169
Other Institutionalized	837	560	970

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$5,293,200
EL/Civics	\$189,825
Supplemental	\$0
State Total	\$5,483,025
Other US States	\$563,388,653

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	174	1	124	+	+	1
Asian	573	3	138	29	406	-14
Black or African American	3,679	21	3,154	485	40	-26
Hispanic or Latino	4,214	25	1,006	175	3,033	-14
Native Hawaiian or Other Pacific Islander	67	0	22	+	+	-15
White	8,013	47	5,091	2,809	113	-11
Two or More Races	474	3	337	122	15	-3
<b>Total</b>	<b>17,194</b>	<b>100</b>	<b>9,872</b>	<b>3,678</b>	<b>3,644</b>	<b>-15</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	AR	6,792	2,704	934	9,844
PY 2014–15	AR	6,163	2,052	676	8,055
PY 2015–16	AR	5,970	1,444	809	8,971

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	2,645	4,877	8,932	3,107	713
PY 2014–15	2,402	3,772	7,625	2,527	620
PY 2015–16	2,462	3,770	7,562	2,587	813

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	40	43	41	4,898	15,650
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	31	38	35	1,274	3,895

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	96	98	88	1,839	6,015

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	27	10	7	367	2,794

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	65	43	32	1,913	10,161

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	74	70	56	2,720	9,519

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
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# Selected Adult Education Program and Student Information California Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	100,868	102,063	105,322
Unemployed	146,934	139,778	126,122
Correctional Setting	38,991	40,386	43,150
On Public Assistance	23,916	25,357	28,652
Other Institutionalized	0	0	0

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$74,773,455
EL/Civics	\$14,601,631
Supplemental	\$0
State Total	\$89,375,086
Other US States	\$479,496,592

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	853	0	538	261	54	5
Asian	48,451	16	3,222	2,220	43,009	13
Black or African American	18,354	6	12,730	3,782	1,842	-6
Hispanic or Latino	198,478	64	49,810	28,229	120,439	-4
Native Hawaiian or Other Pacific Islander	666	0	392	195	79	-11
White	36,197	12	11,180	8,115	16,902	17
Two or More Races	5,289	2	1,701	985	2,603	59
<b>Total</b>	<b>308,288</b>	<b>100</b>	<b>79,573</b>	<b>43,787</b>	<b>184,928</b>	<b>1</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	CA	95,230	125,367	43,185	41,400
PY 2014–15	CA	94,868	127,265	40,057	42,641
PY 2015–16	CA	95,355	127,883	45,036	40,014

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	20,458	60,920	149,585	56,631	17,588
PY 2014–15	19,570	59,373	150,273	57,315	18,300
PY 2015–16	18,021	56,409	154,178	59,967	19,713

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	41	36	37	36,067	112,931
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	47	48	48	88,521	261,470

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	57	63	79	13,600	35,152

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	47*	45*	45	12,992	39,621

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	51*	58	57	15,284	49,716

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	88*	90	90	17,423	51,330

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
- + To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, values from 1 to 4 are suppressed and indicated with a "+" symbol. In some instances, complementary suppression may occur to further protect confidentiality. The suppressed values are not subtracted from the total for the U.S.
- \* Response rate was too low on follow-up survey or data matching to validate outcomes

# Selected Adult Education Program and Student Information Colorado Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	4,625	4,183	3,775
Unemployed	3,515	3,086	3,092
Correctional Setting	800	624	691
On Public Assistance	1,401	1,312	1,224
Other Institutionalized	0	114	28

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$5,913,845
EL/Civics	\$840,125
Supplemental	\$0
State Total	\$6,753,970
Other US States	\$562,117,708

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	189	2	136	38	15	-12
Asian	760	9	159	18	583	-13
Black or African American	695	8	344	24	327	2
Hispanic or Latino	5,308	61	1,735	293	3,280	-20
Native Hawaiian or Other Pacific Islander	12	0	7	+	+	-14
White	1,725	20	1,057	299	369	-14
Two or More Races	60	1	43	+	+	2
<b>Total</b>	<b>8,749</b>	<b>100</b>	<b>3,481</b>	<b>682</b>	<b>4,586</b>	<b>-16</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	CO	2,103	2,862	1,141	4,351
PY 2014–15	CO	720	2,427	1,961	4,141
PY 2015–16	CO	643	2,439	1,840	3,827

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	681	1,770	6,025	1,635	346
PY 2014–15	624	1,517	5,354	1,423	331
PY 2015–16	598	1,504	4,875	1,432	340

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	34	32	26	1,027	3,707
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	31	29	30	1,376	4,600

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	90*	22*	93	288	1,895

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	53*	3	4	11	921

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	75*	33	67*	1,459	4,081

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	96*	59*	57*	591	5,797

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
  - <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
  - <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
  - <sup>d</sup> 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.
  - + To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, values from 1 to 4 are suppressed and indicated with a "+" symbol. In some instances, complementary suppression may occur to further protect confidentiality. The suppressed values are not subtracted from the total for the U.S.
- \* Response rate was too low on follow-up survey or data matching to validate outcomes

# Selected Adult Education Program and Student Information Connecticut Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	8,539	7,958	7,752
Unemployed	5,139	4,609	4,691
Correctional Setting	2,009	1,675	1,549
On Public Assistance	2,041	1,813	1,762
Other Institutionalized	27	20	34

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$4,400,039
EL/Civics	\$866,064
Supplemental	\$0
State Total	\$5,266,103
Other US States	\$563,605,575

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	54	0	29	19	6	20
Asian	1,433	7	104	118	1,211	-12
Black or African American	3,911	20	1,638	1,099	1,174	-21
Hispanic or Latino	10,078	52	1,917	1,786	6,375	-12
Native Hawaiian or Other Pacific Islander	33	0	14	6	13	-15
White	3,767	19	858	1,317	1,592	-11
Two or More Races	219	1	87	103	29	-15
<b>Total</b>	<b>19,495</b>	<b>100</b>	<b>4,647</b>	<b>4,448</b>	<b>10,400</b>	<b>-14</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	CT	8,583	9,732	753	3,497
PY 2014–15	CT	7,446	3,238	688	8,840
PY 2015–16	CT	7,023	2,736	726	9,010

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	2,550	5,364	10,145	3,589	917
PY 2014–15	2,180	4,652	9,281	3,254	845
PY 2015–16	1,994	4,226	9,151	3,247	877

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	36	37	39	2,007	6,577
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	46	45	43	4,444	14,312

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	42	46	33	2,365	7,755

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	2	7	8	471	1,048

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	17	23	23	1,171	3,652

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	33	36	34	1,807	6,360

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
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# Selected Adult Education Program and Student Information Delaware Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	1,586	1,462	1,524
Unemployed	838	656	755
Correctional Setting	1,030	877	954
On Public Assistance	997	785	558
Other Institutionalized	0	0	0

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$1,512,182
EL/Civics	\$153,638
Supplemental	\$0
State Total	\$1,665,820
Other US States	\$567,205,858

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	18	0	14	+	+	13
Asian	132	3	+	+	108	8
Black or African American	1,512	36	1,123	174	215	-15
Hispanic or Latino	1,483	36	496	64	923	-4
Native Hawaiian or Other Pacific Islander	7	0	+	0	+	-22
White	925	22	712	155	58	-20
Two or More Races	79	2	62	+	+	34
<b>Total</b>	<b>4,156</b>	<b>100</b>	<b>2,433</b>	<b>413</b>	<b>1,310</b>	<b>-11</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	DE	1,956	562	634	1,526
PY 2014–15	DE	1,788	566	430	1,340
PY 2015–16	DE	1,845	436	597	1,278

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	436	1,128	2,379	640	95
PY 2014–15	377	918	2,183	560	86
PY 2015–16	404	909	2,210	541	92

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	54	52	57	1,543	4,679
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	59	58	61	798	2,294

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	100	88	99	227	627

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	38	34	49	270	612

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	58	35	33	234	766

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	71	74	80	1,356	3,551

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
- + To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, values from 1 to 4 are suppressed and indicated with a "+" symbol. In some instances, complementary suppression may occur to further protect confidentiality. The suppressed values are not subtracted from the total for the U.S.

# Selected Adult Education Program and Student Information District of Columbia Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	1,262	953	904
Unemployed	1,555	1,469	1,469
Correctional Setting	143	106	154
On Public Assistance	435	452	539
Other Institutionalized	0	0	+

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$1,078,026
EL/Civics	\$189,810
Supplemental	\$0
State Total	\$1,267,836
Other US States	\$567,603,842

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	+	0	7	0	+	300
Asian	74	2	+	+	66	-22
Black or African American	1,877	63	1,527	122	228	6
Hispanic or Latino	916	31	58	25	833	-31
Native Hawaiian or Other Pacific Islander	+	0	+	0	0	-86
White	90	3	+	+	76	14
Two or More Races	12	0	10	+	+	50
<b>Total</b>	<b>2,978</b>	<b>100</b>	<b>1,617</b>	<b>156</b>	<b>1,205</b>	<b>-9</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	DC	919	344	143	1,880
PY 2014–15	DC	870	348	149	1,547
PY 2015–16	DC	881	321	136	1,640

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	113	700	1,688	643	142
PY 2014–15	87	596	1,550	557	124
PY 2015–16	62	566	1,622	607	121

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	31	33	28	481	1,470
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	34	39	44	534	1,623

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	92	59	87	61	218

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	65*	31	31	306	1,376

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	57	48	44	461	1,684

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	94*	95	95	1,207	3,258

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
- + To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, values from 1 to 4 are suppressed and indicated with a "+" symbol. In some instances, complementary suppression may occur to further protect confidentiality. The suppressed values are not subtracted from the total for the U.S.
- \* Response rate was too low on follow-up survey or data matching to validate outcomes

# Selected Adult Education Program and Student Information Florida Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	51,425	55,217	57,073
Unemployed	38,418	85,787	76,683
Correctional Setting	12,938	14,341	14,495
On Public Assistance	41,257	38,885	0
Other Institutionalized	1,313	0	0

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$30,645,415
EL/Civics	\$7,591,128
Supplemental	\$0
State Total	\$38,236,543
Other US States	\$530,635,135

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	1,227	1	313	48	866	69
Asian	3,996	2	786	140	3,070	11
Black or African American	42,822	25	25,220	3,508	14,094	-1
Hispanic or Latino	89,824	52	17,562	4,089	68,173	30
Native Hawaiian or Other Pacific Islander	291	0	136	22	133	16
White	31,882	18	18,803	5,580	7,499	2
Two or More Races	3,859	2	2,132	490	1,237	13
<b>Total</b>	<b>173,901</b>	<b>100</b>	<b>64,952</b>	<b>13,877</b>	<b>95,072</b>	<b>15</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	FL	19,215	20,156	39,472	72,541
PY 2014–15	FL	20,834	24,834	34,594	90,854
PY 2015–16	FL	19,613	24,863	34,982	94,443

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	22,421	37,187	61,483	24,600	5,693
PY 2014–15	24,261	39,822	73,236	27,108	6,689
PY 2015–16	22,680	38,033	78,430	27,638	7,120

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	44	36	33	23,598	85,479
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	34	30	31	29,380	78,849

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	64	32	50	6,139	19,973

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	31	28	33	1,174	6,808

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	26	81	50	22,758	54,773

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	50	41	81	40,519	103,519

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
- + To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, values from 1 to 4 are suppressed and indicated with a "+" symbol. In some instances, complementary suppression may occur to further protect confidentiality. The suppressed values are not subtracted from the total for the U.S.

# Selected Adult Education Program and Student Information Georgia Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	15,565	15,641	15,931
Unemployed	20,394	17,796	16,267
Correctional Setting	4,026	3,285	3,446
On Public Assistance	13,938	12,630	11,487
Other Institutionalized	131	37	43

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$16,547,037
EL/Civics	\$1,780,420
Supplemental	\$0
State Total	\$18,327,457
Other US States	\$550,544,221

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	226	1	159	15	52	-8
Asian	3,954	9	667	66	3,221	6
Black or African American	17,758	41	15,771	941	1,046	-17
Hispanic or Latino	7,562	18	2,746	285	4,531	-1
Native Hawaiian or Other Pacific Islander	96	0	77	6	13	1
White	12,561	29	9,638	2,065	858	-7
Two or More Races	782	2	626	120	36	36
<b>Total</b>	<b>42,939</b>	<b>100</b>	<b>29,684</b>	<b>3,498</b>	<b>9,757</b>	<b>-9</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	GA	9,622	4,282	13,380	19,913
PY 2014–15	GA	8,860	3,728	13,320	18,317
PY 2015–16	GA	9,011	3,371	14,054	16,503

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	7,332	12,708	19,514	6,186	1,457
PY 2014–15	7,110	11,256	18,693	5,683	1,483
PY 2015–16	7,276	10,270	18,308	5,622	1,463

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	48	49	52	16,657	50,748
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	51	54	59	5,719	15,669

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	84	86	89	3,725	11,057

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	26	20	22	2,155	6,830

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	37	41	46	5,950	18,826

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	56	44	65	9,962	26,461

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
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# Selected Adult Education Program and Student Information Hawaii Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	2,437	2,278	2,322
Unemployed	2,020	2,041	1,887
Correctional Setting	112	284	395
On Public Assistance	81	45	32
Other Institutionalized	+	+	0

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$1,695,632
EL/Civics	\$460,510
Supplemental	\$0
State Total	\$2,156,142
Other US States	\$566,715,536

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	22	0	12	+	+	-21
Asian	2,246	38	497	311	1,438	-14
Black or African American	368	6	277	+	+	7
Hispanic or Latino	852	14	437	246	169	10
Native Hawaiian or Other Pacific Islander	981	16	738	182	61	-7
White	689	12	344	308	37	5
Two or More Races	801	13	519	262	20	-1
<b>Total</b>	<b>5,959</b>	<b>100</b>	<b>2,824</b>	<b>1,407</b>	<b>1,728</b>	<b>-5</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	HI	441	931	917	4,000
PY 2014–15	HI	475	815	1,027	3,749
PY 2015–16	HI	532	724	1,045	3,658

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	1,315	1,517	2,260	716	481
PY 2014–15	1,353	1,385	2,228	701	399
PY 2015–16	1,351	1,394	2,248	640	326

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	24	28	30	1,144	3,104
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	16	18	18	315	980

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	88	99	99	960	3,226

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	24*	38*	60*	1,386	2,796

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	31*	42*	39*	595	1,774

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	95	93*	96	2,046	6,466

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
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- \* Response rate was too low on follow-up survey or data matching to validate outcomes

# Selected Adult Education Program and Student Information Idaho Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	1,950	1,941	1,910
Unemployed	1,242	1,204	1,162
Correctional Setting	797	629	620
On Public Assistance	224	161	157
Other Institutionalized	0	0	+

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$2,103,113
EL/Civics	\$166,443
Supplemental	\$0
State Total	\$2,269,556
Other US States	\$566,602,122

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	121	2	103	18	0	-7
Asian	334	7	84	15	235	-14
Black or African American	333	7	+	+	240	14
Hispanic or Latino	1,890	38	870	78	942	-8
Native Hawaiian or Other Pacific Islander	21	0	+	0	+	11
White	2,096	43	1,543	307	246	2
Two or More Races	136	3	116	+	+	-6
<b>Total</b>	<b>4,931</b>	<b>100</b>	<b>2,826</b>	<b>438</b>	<b>1,667</b>	<b>-3</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	ID	2,070	548	223	2,245
PY 2014–15	ID	1,944	517	192	2,400
PY 2015–16	ID	1,517	697	123	2,594

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	523	1,041	2,568	849	105
PY 2014–15	535	970	2,514	882	152
PY 2015–16	577	1,020	2,376	770	188

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	45	41	34	1,071	3,764
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	46	46	33	549	2,184

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	82	76	88	322	1,240

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	23	24	32	466	1,195

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	38	43	42	456	1,328

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	75	65	66	1,292	4,207

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- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
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# Selected Adult Education Program and Student Information Illinois Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	32,471	30,085	29,599
Unemployed	31,770	28,508	24,171
Correctional Setting	2,308	2,693	2,207
On Public Assistance	14,068	9,488	7,085
Other Institutionalized	723	665	534

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$17,693,106
EL/Civics	\$2,768,698
Supplemental	\$0
State Total	\$20,461,804
Other US States	\$548,409,874

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	116	0	69	+	+	-18
Asian	7,996	12	1,041	147	6,808	-1
Black or African American	11,971	18	8,796	1,088	2,087	-24
Hispanic or Latino	31,704	47	7,410	1,512	22,782	-17
Native Hawaiian or Other Pacific Islander	46	0	28	+	+	-26
White	15,020	22	5,177	2,788	7,055	-7
Two or More Races	496	1	276	149	71	4
<b>Total</b>	<b>67,349</b>	<b>100</b>	<b>22,797</b>	<b>5,717</b>	<b>38,835</b>	<b>-14</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	IL	24,790	21,112	2,439	30,400
PY 2014–15	IL	26,687	17,641	2,780	27,205
PY 2015–16	IL	7,097	17,384	19,704	23,164

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	3,976	16,493	40,588	13,704	3,980
PY 2014–15	4,029	15,000	38,374	13,035	3,875
PY 2015–16	3,649	12,972	34,411	12,487	3,830

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	33	39	39	10,095	31,896
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	37	42	43	16,706	50,321

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	61	67	85	1,906	5,902

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	13	14	16	1,233	3,464

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	30	33	39	6,023	18,331

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	61	62	69	13,935	43,643

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
- + To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, values from 1 to 4 are suppressed and indicated with a "+" symbol. In some instances, complementary suppression may occur to further protect confidentiality. The suppressed values are not subtracted from the total for the U.S.

# Selected Adult Education Program and Student Information Indiana Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	9,163	8,395	8,480
Unemployed	9,137	10,126	11,678
Correctional Setting	4,918	4,644	4,584
On Public Assistance	3,867	3,369	3,170
Other Institutionalized	62	48	56

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$9,403,805
EL/Civics	\$533,791
Supplemental	\$0
State Total	\$9,937,596
Other US States	\$558,934,082

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	71	0	52	10	9	-48
Asian	1,648	6	285	65	1,298	40
Black or African American	5,074	18	4,069	600	405	-16
Hispanic or Latino	2,366	8	671	85	1,610	-6
Native Hawaiian or Other Pacific Islander	25	0	14	0	11	0
White	13,274	47	9,557	3,296	421	-12
Two or More Races	5,710	20	3,089	588	2,033	19
<b>Total</b>	<b>28,168</b>	<b>100</b>	<b>17,737</b>	<b>4,644</b>	<b>5,787</b>	<b>-5</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	IN	7,775	1,757	6,560	13,646
PY 2014–15	IN	7,776	1,919	5,996	12,416
PY 2015–16	IN	7,796	1,772	6,270	12,330

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	4,879	8,307	13,165	3,006	381
PY 2014–15	4,569	7,522	12,669	2,963	384
PY 2015–16	4,584	7,031	12,962	3,110	481

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	48	49	49	10,214	32,054
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	48	48	49	2,834	7,306

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	87	85	84	5,182	17,384

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	27	33	34*	2,328	6,356

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	42	45	49*	4,259	11,762

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	62	66	72*	7,408	21,624

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- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
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- \* Response rate was too low on follow-up survey or data matching to validate outcomes

# Selected Adult Education Program and Student Information Iowa Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	4,151	5,074	5,102
Unemployed	5,115	5,232	5,159
Correctional Setting	771	1,736	1,778
On Public Assistance	783	857	939
Other Institutionalized	0	0	0

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$3,262,177
EL/Civics	\$286,502
Supplemental	\$0
State Total	\$3,548,679
Other US States	\$565,322,999

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	101	1	86	+	+	46
Asian	1,569	13	118	67	1,384	31
Black or African American	2,495	20	1,340	148	1,007	41
Hispanic or Latino	3,735	30	1,138	231	2,366	24
Native Hawaiian or Other Pacific Islander	18	0	9	+	+	-36
White	4,238	34	3,005	978	255	13
Two or More Races	222	2	164	35	23	25
<b>Total</b>	<b>12,378</b>	<b>100</b>	<b>5,860</b>	<b>1,473</b>	<b>5,045</b>	<b>24</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	IA	1,854	2,848	2,094	3,195
PY 2014–15	IA	1,856	2,080	3,514	4,753
PY 2015–16	IA	1,790	1,768	3,663	5,157

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	1,090	2,619	4,770	1,277	235
PY 2014–15	1,208	3,112	6,027	1,576	280
PY 2015–16	1,259	3,097	6,169	1,594	259

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	38	43	40	2,796	7,871
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	37	44	47	2,389	6,041

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	99	82	97	1,866	4,758

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	54	28	82	1,988	3,771

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	40	43	50	1,726	3,816

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	41	75	87	3,646	7,443

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- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
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# Selected Adult Education Program and Student Information Kansas Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	4,036	3,589	3,633
Unemployed	2,631	2,058	1,998
Correctional Setting	415	317	465
On Public Assistance	1,376	1,015	859
Other Institutionalized	20	12	+

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$3,320,465
EL/Civics	\$331,066
Supplemental	\$0
State Total	\$3,651,531
Other US States	\$565,220,147

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	90	1	55	+	+	-15
Asian	638	9	105	8	525	-11
Black or African American	839	12	542	48	249	-26
Hispanic or Latino	2,816	39	750	106	1,960	-11
Native Hawaiian or Other Pacific Islander	17	0	14	+	+	42
White	2,552	35	1,677	659	216	-18
Two or More Races	329	5	232	86	11	-1
<b>Total</b>	<b>7,281</b>	<b>100</b>	<b>3,375</b>	<b>917</b>	<b>2,989</b>	<b>-15</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	KS	4,127	465	659	3,358
PY 2014–15	KS	3,613	437	329	2,804
PY 2015–16	KS	3,826	449	389	2,617

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	1,323	2,260	3,903	927	196
PY 2014–15	1,145	1,669	3,395	765	209
PY 2015–16	1,215	1,609	3,402	824	231

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	47	48	53	2,050	6,308
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	66	62	63	1,871	5,755

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	93	77	95	1,006	2,782

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	56	50	43	589	2,731

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	74	47	48	363	1,885

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	73	56	60	947	4,561

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- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
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# Selected Adult Education Program and Student Information Kentucky Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	8,448	7,747	6,249
Unemployed	11,623	9,352	6,907
Correctional Setting	5,129	5,585	6,260
On Public Assistance	2,404	2,344	3,556
Other Institutionalized	0	0	0

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$8,103,315
EL/Civics	\$345,451
Supplemental	\$0
State Total	\$8,448,766
Other US States	\$560,422,912

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	116	0	86	+	+	-38
Asian	1,163	5	234	43	886	-6
Black or African American	3,907	17	2,704	548	655	-29
Hispanic or Latino	2,720	12	905	164	1,651	-14
Native Hawaiian or Other Pacific Islander	42	0	28	+	+	14
White	14,950	64	10,266	4,355	329	-33
Two or More Races	346	1	230	89	27	-33
<b>Total</b>	<b>23,244</b>	<b>100</b>	<b>14,453</b>	<b>5,236</b>	<b>3,555</b>	<b>-29</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	KY	8,437	4,452	6,719	13,223
PY 2014–15	KY	3,383	4,967	9,831	10,495
PY 2015–16	KY	3,102	4,499	9,402	6,241

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	3,587	8,844	15,491	4,120	789
PY 2014–15	3,127	7,319	13,882	3,605	743
PY 2015–16	1,547	5,586	12,448	3,081	582

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	52	51	59	10,457	34,222
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	56	55	58	2,047	6,652

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	92	85	87	1,689	7,286

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	32	25	27	3,355	11,444

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	41	45	43	4,094	13,971

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	69	65	75	6,637	18,573

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- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
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# Selected Adult Education Program and Student Information Louisiana Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	6,296	6,401	6,847
Unemployed	6,921	9,242	9,635
Correctional Setting	5,349	5,291	5,071
On Public Assistance	1,675	1,395	1,329
Other Institutionalized	0	7	12

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$8,948,751
EL/Civics	\$273,443
Supplemental	\$0
State Total	\$9,222,194
Other US States	\$559,649,484

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	188	1	164	19	5	-4
Asian	509	2	185	21	303	35
Black or African American	11,317	49	10,461	756	100	-7
Hispanic or Latino	4,227	18	922	140	3,165	55
Native Hawaiian or Other Pacific Islander	21	0	15	+	+	-25
White	6,512	28	5,019	1,301	192	-1
Two or More Races	287	1	239	+	+	40
<b>Total</b>	<b>23,061</b>	<b>100</b>	<b>17,005</b>	<b>2,284</b>	<b>3,772</b>	<b>4</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	LA	9,257	209	1,861	10,939
PY 2014–15	LA	3,390	1,979	6,788	10,248
PY 2015–16	LA	3,597	4,277	7,416	7,771

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	4,356	6,298	9,048	2,222	342
PY 2014–15	3,933	6,103	9,628	2,361	380
PY 2015–16	5,076	5,265	10,016	2,334	370

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	50	47	50	9,160	27,451
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	38	32	37	1,403	3,146

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	83	88	88	2,377	8,835

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	18	4	22	815	1,903

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	37	39	36	1,588	6,610

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	67	37	62	3,649	11,005

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
- + To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, values from 1 to 4 are suppressed and indicated with a "+" symbol. In some instances, complementary suppression may occur to further protect confidentiality. The suppressed values are not subtracted from the total for the U.S.

# Selected Adult Education Program and Student Information Maine Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	1,761	1,521	1,777
Unemployed	2,766	2,382	2,375
Correctional Setting	172	231	209
On Public Assistance	3,655	3,254	3,606
Other Institutionalized	0	14	14

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$1,562,338
EL/Civics	\$99,768
Supplemental	\$0
State Total	\$1,662,106
Other US States	\$567,209,572

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	71	1	+	+	+	8
Asian	252	4	64	22	166	-8
Black or African American	1,776	28	466	66	1,244	25
Hispanic or Latino	285	5	125	37	123	13
Native Hawaiian or Other Pacific Islander	5	0	+	+	+	-29
White	3,780	60	2,502	964	314	-10
Two or More Races	148	2	107	15	26	3
<b>Total</b>	<b>6,317</b>	<b>100</b>	<b>3,320</b>	<b>1,123</b>	<b>1,874</b>	<b>0</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	ME	1,491	1,443	333	3,073
PY 2014–15	ME	1,345	1,201	275	2,909
PY 2015–16	ME	1,568	2,602	324	1,823

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	762	1,723	2,693	904	258
PY 2014–15	726	1,601	2,343	841	219
PY 2015–16	801	1,538	2,716	1,003	259

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	28	25	27	1,088	3,230
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	29	33	36	679	1,707

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	93	97	92	868	3,028

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	16	20	13	245	1,090

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	38	41	46	793	2,458

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	64	72	67	923	2,986

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
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# Selected Adult Education Program and Student Information Maryland Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	9,794	8,745	8,146
Unemployed	7,342	6,512	6,123
Correctional Setting	4,954	4,190	4,826
On Public Assistance	1,157	1,313	1,286
Other Institutionalized	35	19	12

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$7,475,831
EL/Civics	\$1,716,631
Supplemental	\$0
State Total	\$9,192,462
Other US States	\$559,679,216

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	135	0	99	23	13	-2
Asian	2,191	8	240	84	1,867	-4
Black or African American	9,875	34	6,504	1,463	1,908	-10
Hispanic or Latino	11,921	42	1,819	315	9,787	-1
Native Hawaiian or Other Pacific Islander	49	0	33	7	9	-25
White	4,214	15	2,304	953	957	0
Two or More Races	304	1	224	37	43	14
<b>Total</b>	<b>28,689</b>	<b>100</b>	<b>11,223</b>	<b>2,882</b>	<b>14,584</b>	<b>-5</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	MD	9,477	3,098	1,697	15,782
PY 2014–15	MD	7,878	2,238	1,366	16,515
PY 2015–16	MD	8,857	2,035	1,397	16,400

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	2,371	6,907	15,379	4,458	939
PY 2014–15	2,317	6,216	14,366	4,106	992
PY 2015–16	2,158	6,200	15,200	4,165	966

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	30	27	30	3,857	11,766
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	44	39	40	5,861	17,712

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	57	64	67	1,452	4,451

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	7	4	9	516	1,071

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	30	31	34	1,831	6,311

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	63	69	67	5,081	19,025

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
- + To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, values from 1 to 4 are suppressed and indicated with a "+" symbol. In some instances, complementary suppression may occur to further protect confidentiality. The suppressed values are not subtracted from the total for the U.S.

# Selected Adult Education Program and Student Information Massachusetts Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	8,586	8,806	8,900
Unemployed	5,441	5,088	4,790
Correctional Setting	1,496	1,496	1,631
On Public Assistance	6,988	6,812	6,884
Other Institutionalized	0	0	0

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$7,931,720
EL/Civics	\$2,119,808
Supplemental	\$0
State Total	\$10,051,528
Other US States	\$558,820,150

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	64	0	19	10	35	-32
Asian	1,900	10	184	164	1,552	-6
Black or African American	4,352	23	1,539	667	2,146	-1
Hispanic or Latino	7,007	37	1,234	744	5,029	8
Native Hawaiian or Other Pacific Islander	39	0	12	11	16	-11
White	4,109	22	1,098	1,247	1,764	-6
Two or More Races	1,550	8	258	191	1,101	-17
<b>Total</b>	<b>19,021</b>	<b>100</b>	<b>4,344</b>	<b>3,034</b>	<b>11,643</b>	<b>-1</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	MA	6,467	7,583	800	4,394
PY 2014–15	MA	6,492	7,706	739	4,298
PY 2015–16	MA	6,537	7,303	831	4,350

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	467	2,824	10,544	4,317	1,092
PY 2014–15	431	2,798	10,550	4,286	1,170
PY 2015–16	406	2,587	10,678	4,195	1,155

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	24	24	24	1,508	4,712
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	48	46	47	5,512	16,291

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	76	83	83	875	2,058

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	13	9	9	395	1,192

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	39	44	44	1,559	3,099

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	74	51	72	4,461	7,420

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
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# Selected Adult Education Program and Student Information Michigan Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	5,931	6,087	6,482
Unemployed	7,200	6,645	6,837
Correctional Setting	8,548	8,323	8,134
On Public Assistance	5,167	4,856	5,094
Other Institutionalized	305	394	737

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$12,373,128
EL/Civics	\$1,251,135
Supplemental	\$0
State Total	\$13,624,263
Other US States	\$555,247,415

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	272	1	235	+	+	7
Asian	2,068	8	215	33	1,820	-2
Black or African American	9,644	35	8,789	467	388	-10
Hispanic or Latino	3,995	15	1,346	211	2,438	-1
Native Hawaiian or Other Pacific Islander	23	0	17	+	+	21
White	11,149	41	6,033	1,248	3,868	0
Two or More Races	332	1	251	59	22	14
<b>Total</b>	<b>27,483</b>	<b>100</b>	<b>16,886</b>	<b>2,054</b>	<b>8,543</b>	<b>-4</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	MI	2,762	4,385	6,631	14,847
PY 2014–15	MI	2,771	4,177	7,180	13,315
PY 2015–16	MI	2,980	4,242	7,475	12,786

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	987	8,491	14,044	4,187	916
PY 2014–15	962	7,896	13,566	4,075	944
PY 2015–16	942	7,762	13,796	4,023	960

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	29	31	33	6,017	17,311
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	45	50	52	4,438	12,488

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	78	74	75	2,606	8,867

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	23	19	29	635	1,743

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	36	35	42	2,564	8,055

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	78	79	80	4,875	14,990

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
- + To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, values from 1 to 4 are suppressed and indicated with a "+" symbol. In some instances, complementary suppression may occur to further protect confidentiality. The suppressed values are not subtracted from the total for the U.S.

# Selected Adult Education Program and Student Information Minnesota Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	12,710	12,926	13,392
Unemployed	11,070	9,941	9,231
Correctional Setting	6,401	6,656	6,429
On Public Assistance	6,978	4,736	4,525
Other Institutionalized	318	285	244

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$4,846,810
EL/Civics	\$932,399
Supplemental	\$0
State Total	\$5,779,209
Other US States	\$563,092,469

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	1,123	3	683	428	12	-13
Asian	6,083	16	1,827	462	3,794	-1
Black or African American	14,246	37	5,290	1,159	7,797	6
Hispanic or Latino	8,588	22	2,745	879	4,964	-11
Native Hawaiian or Other Pacific Islander	42	0	21	12	9	-36
White	7,482	20	3,484	3,139	859	-8
Two or More Races	649	2	333	267	49	25
<b>Total</b>	<b>38,213</b>	<b>100</b>	<b>14,383</b>	<b>6,346</b>	<b>17,484</b>	<b>-2</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	MN	4,288	6,143	15,949	12,755
PY 2014–15	MN	4,068	4,587	11,388	18,569
PY 2015–16	MN	3,380	2,955	10,482	21,396

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	1,539	8,272	21,629	6,151	1,544
PY 2014–15	1,295	7,748	21,861	6,101	1,607
PY 2015–16	1,263	7,515	21,548	6,266	1,621

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	51	44	39	6,942	24,330
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	57	41	39	6,899	24,549

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	82	83	80	1,418	3,975

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	32	28	28	2,424	6,721

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	44	47	49	4,428	10,820

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	73	73	73	6,357	21,629

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
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- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
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# Selected Adult Education Program and Student Information Mississippi Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	3,233	2,697	2,735
Unemployed	5,995	4,931	4,829
Correctional Setting	908	717	747
On Public Assistance	2,633	1,991	2,014
Other Institutionalized	46	51	33

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$6,058,766
EL/Civics	\$110,408
Supplemental	\$0
State Total	\$6,169,174
Other US States	\$562,702,504

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	52	1	44	+	+	-29
Asian	101	1	58	12	31	-10
Black or African American	5,082	49	4,827	248	7	-31
Hispanic or Latino	586	6	319	47	220	-6
Native Hawaiian or Other Pacific Islander	10	0	7	+	+	-44
White	4,224	41	3,373	839	12	-14
Two or More Races	220	2	180	40	0	16
<b>Total</b>	<b>10,275</b>	<b>100</b>	<b>8,808</b>	<b>1,195</b>	<b>272</b>	<b>-23</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	MS	1,442	3,108	4,354	4,365
PY 2014–15	MS	1,317	2,530	3,416	3,522
PY 2015–16	MS	1,330	2,351	3,498	3,096

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	2,443	4,350	5,170	1,141	165
PY 2014–15	2,534	3,231	3,930	923	167
PY 2015–16	2,447	2,927	3,875	877	149

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	42	44	47	4,392	13,868
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	27	28	36	97	228

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	91	100	100	3,272	6,350

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	97	20	23	145	1,124

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	46	37	40	2,360	5,902

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	33	67	68	4,042	9,072

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- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
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# Selected Adult Education Program and Student Information Missouri Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	6,143	5,602	5,730
Unemployed	7,440	6,393	5,721
Correctional Setting	4,951	4,418	4,413
On Public Assistance	1,368	1,258	1,384
Other Institutionalized	22	14	15

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$8,235,545
EL/Civics	\$467,308
Supplemental	\$0
State Total	\$8,702,853
Other US States	\$560,168,825

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	174	1	146	+	+	-20
Asian	1,466	8	154	16	1,296	-11
Black or African American	5,014	27	4,059	168	787	-25
Hispanic or Latino	2,939	16	856	90	1,993	-6
Native Hawaiian or Other Pacific Islander	42	0	32	+	+	-44
White	8,820	47	6,730	1,186	904	-12
Two or More Races	325	2	267	50	8	-18
<b>Total</b>	<b>18,780</b>	<b>100</b>	<b>12,244</b>	<b>1,525</b>	<b>5,011</b>	<b>-16</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	MO	2,677	1,170	10,941	7,455
PY 2014–15	MO	2,861	1,400	9,959	5,345
PY 2015–16	MO	2,700	1,670	8,839	5,571

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	1,082	5,399	11,474	3,536	752
PY 2014–15	964	4,520	10,140	3,202	739
PY 2015–16	1,019	4,098	9,807	3,087	769

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	60	65	61	8,074	27,370
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	64	67	64	3,183	9,639

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	83	83	83	2,282	8,434

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	22	24	22	1,034	3,505

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	39	40	43	2,754	8,383

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	69	73	73	4,721	18,167

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
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# Selected Adult Education Program and Student Information Montana Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	816	676	711
Unemployed	957	815	598
Correctional Setting	435	368	346
On Public Assistance	722	556	578
Other Institutionalized	48	54	49

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$1,173,171
EL/Civics	\$60,000
Supplemental	\$0
State Total	\$1,233,171
Other US States	\$567,638,507

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	289	14	257	+	+	-15
Asian	100	5	22	8	70	5
Black or African American	36	2	+	+	8	-27
Hispanic or Latino	258	13	158	28	72	-16
Native Hawaiian or Other Pacific Islander	5	0	+	+	+	-38
White	1,263	62	976	257	30	-18
Two or More Races	74	4	55	19	0	-26
<b>Total</b>	<b>2,025</b>	<b>100</b>	<b>1,497</b>	<b>347</b>	<b>181</b>	<b>-17</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	MT	293	0	587	1,557
PY 2014–15	MT	229	259	493	1,042
PY 2015–16	MT	251	544	540	690

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	460	635	963	315	64
PY 2014–15	423	505	762	278	55
PY 2015–16	448	478	791	248	60

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	33	32	36	618	1,858
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	66	59	56	102	298

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	90	85	91	434	1,698

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	47	33	22	141	634

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	50	74	79	402	1,158

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	68	57	80	961	2,237

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- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
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# Selected Adult Education Program and Student Information Nebraska Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	2,981	2,911	2,851
Unemployed	1,685	1,404	1,262
Correctional Setting	1,301	1,051	1,005
On Public Assistance	311	348	276
Other Institutionalized	17	9	12

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$2,134,043
EL/Civics	\$270,168
Supplemental	\$0
State Total	\$2,404,211
Other US States	\$566,467,467

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	138	2	118	20	0	-4
Asian	417	7	101	7	309	-19
Black or African American	1,022	17	601	52	369	-15
Hispanic or Latino	3,016	49	918	120	1,978	-9
Native Hawaiian or Other Pacific Islander	14	0	12	+	+	8
White	1,426	23	925	301	200	-17
Two or More Races	63	1	43	+	+	-36
<b>Total</b>	<b>6,096</b>	<b>100</b>	<b>2,718</b>	<b>518</b>	<b>2,860</b>	<b>-13</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	NE	1,294	2,099	831	2,783
PY 2014–15	NE	1,354	1,996	678	2,316
PY 2015–16	NE	1,343	1,654	739	2,360

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	242	1,545	4,062	1,004	154
PY 2014–15	183	1,328	3,775	924	134
PY 2015–16	183	1,240	3,624	908	141

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	30	33	31	951	3,146
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	33	33	40	1,131	3,093

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	65	83	94	218	1,009

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	15	10	10	64	256

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	42	39	49	303	867

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	63	57	56	833	2,723

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
- + To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, values from 1 to 4 are suppressed and indicated with a "+" symbol. In some instances, complementary suppression may occur to further protect confidentiality. The suppressed values are not subtracted from the total for the U.S.

# Selected Adult Education Program and Student Information Nevada Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	3,783	3,486	3,510
Unemployed	4,566	4,466	4,738
Correctional Setting	39	0	0
On Public Assistance	75	82	41
Other Institutionalized	0	0	0

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$4,972,200
EL/Civics	\$729,772
Supplemental	\$0
State Total	\$5,701,972
Other US States	\$563,169,706

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	44	0	36	+	+	-20
Asian	941	10	91	10	840	-1
Black or African American	575	6	6	+	+	9
Hispanic or Latino	6,390	70	1,074	68	5,248	-4
Native Hawaiian or Other Pacific Islander	28	0	18	+	+	-33
White	1,125	12	582	92	451	7
Two or More Races	39	0	27	5	7	30
<b>Total</b>	<b>9,142</b>	<b>100</b>	<b>2,059</b>	<b>181</b>	<b>6,902</b>	<b>-2</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	NV	2,666	412	981	5,238
PY 2014–15	NV	2,597	545	993	4,703
PY 2015–16	NV	3,031	447	654	5,010

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	356	1,339	5,226	1,968	408
PY 2014–15	340	1,382	4,906	1,818	392
PY 2015–16	343	1,386	5,100	1,922	391

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	35	35	36	789	2,379
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	40	42	41	2,858	8,410

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	71	78	81	496	1,609

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	5	6	6	254	686

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	81	46	47	1,802	6,794

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	90	74	77	3,303	9,530

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
- + To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, values from 1 to 4 are suppressed and indicated with a "+" symbol. In some instances, complementary suppression may occur to further protect confidentiality. The suppressed values are not subtracted from the total for the U.S.

# Selected Adult Education Program and Student Information New Hampshire Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	2,128	2,000	1,881
Unemployed	929	706	824
Correctional Setting	198	179	215
On Public Assistance	519	455	392
Other Institutionalized	+	+	5

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$1,450,550
EL/Civics	\$168,485
Supplemental	\$0
State Total	\$1,619,035
Other US States	\$567,252,643

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	14	0	+	5	+	-18
Asian	728	18	94	37	597	-16
Black or African American	434	10	76	14	344	1
Hispanic or Latino	1,045	25	186	73	786	3
Native Hawaiian or Other Pacific Islander	8	0	+	+	+	60
White	1,890	46	663	834	393	-18
Two or More Races	28	1	12	+	+	-33
<b>Total</b>	<b>4,147</b>	<b>100</b>	<b>1,042</b>	<b>978</b>	<b>2,127</b>	<b>-11</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	NH	407	2,017	1,586	654
PY 2014–15	NH	337	2,073	1,213	635
PY 2015–16	NH	288	2,129	1,108	622

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	560	856	2,085	866	297
PY 2014–15	495	785	1,924	764	290
PY 2015–16	509	783	1,812	763	280

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	48	38	37	602	2,167
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	39	35	29	624	2,232

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	70	87	100	514	1,542

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	12	12	15	134	384

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	41	35	35	203	610

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	93	93	89	1,020	3,528

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
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# Selected Adult Education Program and Student Information New Jersey Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	13,787	8,573	8,071
Unemployed	10,364	6,149	4,959
Correctional Setting	4,484	4,302	4,001
On Public Assistance	1,516	877	791
Other Institutionalized	0	0	0

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$11,609,006
EL/Civics	\$3,705,300
Supplemental	\$0
State Total	\$15,314,306
Other US States	\$553,557,372

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	50	0	34	+	+	-55
Asian	1,146	6	212	15	919	-40
Black or African American	4,858	25	3,765	398	695	-37
Hispanic or Latino	10,873	56	2,768	308	7,797	-45
Native Hawaiian or Other Pacific Islander	40	0	26	+	+	-31
White	2,444	13	1,191	254	999	-36
Two or More Races	63	0	44	6	13	-42
<b>Total</b>	<b>19,474</b>	<b>100</b>	<b>8,040</b>	<b>986</b>	<b>10,448</b>	<b>-42</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	NJ	9,533	2,178	2,049	19,728
PY 2014–15	NJ	7,835	1,900	1,544	10,415
PY 2015–16	NJ	7,795	1,236	1,397	9,046

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	1,651	6,278	16,893	6,901	1,765
PY 2014–15	937	3,997	11,172	4,414	1,174
PY 2015–16	861	3,517	9,963	4,076	1,057

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	28	39	41	3,624	10,976
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	39	46	52	5,436	18,763

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	66	87	91	1,001	3,513

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	12	19	30	2,040	4,710

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	51	54	51	2,710	12,168

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	95	98	98	10,696	30,133

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
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# Selected Adult Education Program and Student Information New Mexico Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	5,345	4,906	4,766
Unemployed	4,965	4,463	4,254
Correctional Setting	2,134	2,078	2,220
On Public Assistance	4,904	4,561	4,088
Other Institutionalized	0	+	36

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$3,953,649
EL/Civics	\$244,240
Supplemental	\$0
State Total	\$4,197,889
Other US States	\$564,673,789

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	1,469	10	1,373	+	+	-9
Asian	426	3	56	9	361	-11
Black or African American	330	2	242	26	62	-13
Hispanic or Latino	10,301	71	5,146	703	4,452	-16
Native Hawaiian or Other Pacific Islander	24	0	19	+	+	-17
White	1,886	13	1,311	375	200	-4
Two or More Races	128	1	95	18	15	3
<b>Total</b>	<b>14,564</b>	<b>100</b>	<b>8,242</b>	<b>1,228</b>	<b>5,094</b>	<b>-13</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	NM	4,195	1,391	711	10,499
PY 2014–15	NM	3,862	2,009	692	8,790
PY 2015–16	NM	3,847	1,698	767	8,252

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	2,289	3,551	8,097	2,449	410
PY 2014–15	2,215	3,274	7,184	2,245	435
PY 2015–16	2,126	3,044	6,837	2,139	418

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	29	31	33	3,018	8,732
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	29	27	28	1,410	4,861

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	67	65	82	1,488	3,996

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	32	30	32	1,193	3,434

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	38	36	39	1,429	4,983

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	80	95	65	3,311	13,628

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- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
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# Selected Adult Education Program and Student Information New York Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	47,030	45,740	47,690
Unemployed	26,294	26,574	26,640
Correctional Setting	4,410	4,576	4,522
On Public Assistance	45,223	45,223	45,223
Other Institutionalized	1,359	1,269	975

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$32,263,029
EL/Civics	\$9,687,378
Supplemental	\$0
State Total	\$41,950,407
Other US States	\$526,921,271

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	429	0	348	63	18	-15
Asian	12,383	12	1,850	297	10,236	5
Black or African American	24,676	24	15,539	1,027	8,110	-9
Hispanic or Latino	49,230	47	9,725	970	38,535	1
Native Hawaiian or Other Pacific Islander	186	0	128	10	48	-15
White	15,678	15	8,302	1,967	5,409	-8
Two or More Races	1,301	1	896	157	248	0
<b>Total</b>	<b>103,883</b>	<b>100</b>	<b>36,788</b>	<b>4,491</b>	<b>62,604</b>	<b>-3</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	NY	39,367	25,819	22,630	18,800
PY 2014–15	NY	42,700	24,898	19,936	15,250
PY 2015–16	NY	47,315	23,788	19,362	13,418

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	3,555	21,834	56,116	20,714	4,397
PY 2014–15	3,501	20,451	55,088	19,396	4,348
PY 2015–16	3,325	19,862	56,350	19,831	4,515

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	53	56	59	23,341	71,332
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	62	65	68	42,659	117,579

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	91	90	89	3,495	12,659

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	95	96	96	9,735	33,191

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	85	88	89	1,061	29,794

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	88	92	94	1,188	15,868

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- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
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# Selected Adult Education Program and Student Information North Carolina Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	31,957	25,927	23,803
Unemployed	27,682	28,516	20,155
Correctional Setting	8,068	7,223	6,378
On Public Assistance	4,262	3,375	2,945
Other Institutionalized	344	298	377

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$16,182,340
EL/Civics	\$1,129,413
Supplemental	\$0
State Total	\$17,311,753
Other US States	\$551,559,925

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	1,236	2	911	265	60	-18
Asian	3,958	6	705	206	3,047	1
Black or African American	20,561	29	16,039	3,039	1,483	-27
Hispanic or Latino	22,022	31	5,416	1,685	14,921	-16
Native Hawaiian or Other Pacific Islander	148	0	82	39	27	-22
White	19,327	27	12,733	5,235	1,359	259
Two or More Races	3,458	5	2,055	543	860	-86
<b>Total</b>	<b>70,710</b>	<b>100</b>	<b>37,941</b>	<b>11,012</b>	<b>21,757</b>	<b>-22</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	NC	15,776	30,035	11,317	33,933
PY 2014–15	NC	14,621	27,551	7,995	26,925
PY 2015–16	NC	14,398	24,791	7,871	23,650

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	10,047	25,098	41,087	11,993	2,836
PY 2014–15	8,498	20,418	35,215	10,215	2,746
PY 2015–16	8,309	17,492	32,490	9,688	2,731

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	32	31	33	14,928	50,501
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	30	31	34	7,341	21,477

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	84	88	82	4,395	18,804

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	31	28	26	3,464	14,321

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	35	35	40	5,918	20,979

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	58	59	57	12,663	49,085

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- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
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# Selected Adult Education Program and Student Information North Dakota Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	490	475	661
Unemployed	483	379	500
Correctional Setting	301	408	524
On Public Assistance	103	55	100
Other Institutionalized	0	0	0

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$919,047
EL/Civics	\$63,695
Supplemental	\$0
State Total	\$982,742
Other US States	\$567,888,936

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	307	15	250	57	0	0
Asian	196	9	27	8	161	15
Black or African American	459	22	168	8	283	113
Hispanic or Latino	247	12	126	24	97	89
Native Hawaiian or Other Pacific Islander	9	0	7	+	+	50
White	816	39	423	268	125	16
Two or More Races	41	2	24	+	+	116
<b>Total</b>	<b>2,075</b>	<b>100</b>	<b>1,025</b>	<b>381</b>	<b>669</b>	<b>34</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	ND	472	74	248	759
PY 2014–15	ND	493	149	205	750
PY 2015–16	ND	770	163	231	911

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	340	378	565	220	50
PY 2014–15	268	377	685	210	57
PY 2015–16	335	496	910	272	62

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	37	38	41	501	1,202
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	53	48	54	359	804

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	100	100	100	406	1,129

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	55	53	53	352	947

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	77	69	66	222	1,046

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	99	89	88	441	2,006

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- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
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# Selected Adult Education Program and Student Information Ohio Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	10,747	10,302	10,776
Unemployed	12,711	9,934	8,694
Correctional Setting	2,255	2,371	2,605
On Public Assistance	13,904	11,899	11,981
Other Institutionalized	+	+	+

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$14,632,818
EL/Civics	\$963,779
Supplemental	\$0
State Total	\$15,596,597
Other US States	\$553,275,081

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	203	1	159	+	+	-13
Asian	2,325	8	264	29	2,032	13
Black or African American	9,429	32	7,455	479	1,495	-14
Hispanic or Latino	3,916	13	1,268	147	2,501	6
Native Hawaiian or Other Pacific Islander	54	0	34	+	+	-13
White	12,832	43	8,933	2,263	1,636	-14
Two or More Races	789	3	634	127	28	-5
<b>Total</b>	<b>29,548</b>	<b>100</b>	<b>18,747</b>	<b>3,076</b>	<b>7,725</b>	<b>-10</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	OH	19,060	4,410	1,830	7,350
PY 2014–15	OH	17,403	4,275	1,393	6,680
PY 2015–16	OH	17,429	4,076	1,451	6,592

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	1,145	9,060	16,610	4,799	1,036
PY 2014–15	1,770	8,156	14,751	4,130	944
PY 2015–16	977	7,609	15,471	4,371	1,120

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	65	64	64	13,375	43,265
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	60	60	62	4,786	12,768

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	64	92	76	1,963	6,011

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	25	23	21	1,717	5,442

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	40	40	44	3,363	11,168

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	62	72	73	8,699	26,541

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
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# Selected Adult Education Program and Student Information Oklahoma Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	4,279	3,862	3,874
Unemployed	3,537	3,134	3,244
Correctional Setting	4,610	4,641	4,198
On Public Assistance	1,438	1,380	1,162
Other Institutionalized	22	28	33

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$5,893,174
EL/Civics	\$305,969
Supplemental	\$0
State Total	\$6,199,143
Other US States	\$562,672,535

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	1,246	9	1,112	113	21	-6
Asian	979	7	+	+	876	36
Black or African American	1,679	12	1,496	103	80	-20
Hispanic or Latino	5,100	35	1,619	148	3,333	-4
Native Hawaiian or Other Pacific Islander	43	0	+	+	+	16
White	4,998	34	3,970	761	267	-7
Two or More Races	477	3	393	+	+	-18
<b>Total</b>	<b>14,522</b>	<b>100</b>	<b>8,727</b>	<b>1,212</b>	<b>4,583</b>	<b>-6</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	OK	4,796	541	1,038	9,118
PY 2014–15	OK	4,602	967	891	8,097
PY 2015–16	OK	4,530	847	836	8,309

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	1,976	4,045	7,502	1,719	251
PY 2014–15	1,703	3,595	7,315	1,705	239
PY 2015–16	1,680	3,374	7,466	1,730	272

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	38	41	39	3,716	11,924
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	38	33	35	1,582	4,489

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	88	81	100	1,804	5,303

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	14	8	5	151	897

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	39	1*	33	961	2,606

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	84	100*	27	1,757	8,792

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
- + To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, values from 1 to 4 are suppressed and indicated with a "+" symbol. In some instances, complementary suppression may occur to further protect confidentiality. The suppressed values are not subtracted from the total for the U.S.
- \* Response rate was too low on follow-up survey or data matching to validate outcomes

# Selected Adult Education Program and Student Information Oregon Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	4,625	3,955	4,093
Unemployed	6,933	5,319	5,255
Correctional Setting	3,316	3,094	3,043
On Public Assistance	915	840	777
Other Institutionalized	0	0	0

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$4,872,572
EL/Civics	\$546,818
Supplemental	\$0
State Total	\$5,419,390
Other US States	\$563,452,288

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	200	1	162	+	+	-44
Asian	1,344	10	149	47	1,148	-9
Black or African American	800	6	475	75	250	-19
Hispanic or Latino	5,428	41	1,511	333	3,584	-19
Native Hawaiian or Other Pacific Islander	46	0	31	+	+	-57
White	5,216	39	3,437	1,107	672	-17
Two or More Races	344	3	221	79	44	24
<b>Total</b>	<b>13,378</b>	<b>100</b>	<b>5,986</b>	<b>1,675</b>	<b>5,717</b>	<b>-17</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	OR	1,671	2,491	3,461	8,581
PY 2014–15	OR	1,106	2,145	3,206	7,350
PY 2015–16	OR	2,162	3,894	2,390	4,932

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	1,729	3,675	8,070	2,377	353
PY 2014–15	1,723	3,069	6,809	1,948	258
PY 2015–16	1,797	3,047	6,402	1,845	287

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	28	27	30	2,159	6,732
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	36	38	39	2,207	6,789

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	81	82	95	340	1,368

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	41	37	25	415	2,167

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	33	35	40	1,519	6,233

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	37	69	48	2,269	11,767

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
- + To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, values from 1 to 4 are suppressed and indicated with a "+" symbol. In some instances, complementary suppression may occur to further protect confidentiality. The suppressed values are not subtracted from the total for the U.S.

# Selected Adult Education Program and Student Information Pennsylvania Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	7,603	8,112	7,806
Unemployed	10,135	10,030	9,558
Correctional Setting	1,032	1,067	963
On Public Assistance	7,032	6,736	6,594
Other Institutionalized	99	84	96

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$16,304,615
EL/Civics	\$1,662,552
Supplemental	\$0
State Total	\$17,967,167
Other US States	\$550,904,511

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	121	1	90	14	17	8
Asian	1,983	10	368	78	1,537	-10
Black or African American	4,860	24	3,804	334	722	-13
Hispanic or Latino	5,347	26	2,042	251	3,054	0
Native Hawaiian or Other Pacific Islander	60	0	36	5	19	2
White	7,965	39	5,033	1,698	1,234	-10
Two or More Races	271	1	223	37	11	-17
<b>Total</b>	<b>20,607</b>	<b>100</b>	<b>11,596</b>	<b>2,417</b>	<b>6,594</b>	<b>-8</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	PA	7,814	1,738	1,671	11,245
PY 2014–15	PA	7,380	2,134	1,551	10,819
PY 2015–16	PA	6,950	2,127	1,836	9,694

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	1,576	5,514	10,771	3,826	781
PY 2014–15	1,494	5,282	10,670	3,680	758
PY 2015–16	1,398	4,719	10,122	3,563	805

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	41	39	41	5,372	16,924
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	48	46	47	3,119	9,558

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	78	85	88	1,323	4,980

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	15	15	16	1,024	3,025

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	42	44	47	3,689	11,371

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	74	76	76	6,823	21,313

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
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# Selected Adult Education Program and Student Information Rhode Island Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	2,215	1,977	2,232
Unemployed	2,422	2,097	2,287
Correctional Setting	237	42	32
On Public Assistance	1,800	1,638	1,703
Other Institutionalized	0	0	0

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$1,903,628
EL/Civics	\$254,025
Supplemental	\$0
State Total	\$2,157,653
Other US States	\$566,714,025

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	33	1	+	+	+	-35
Asian	294	6	43	19	232	-9
Black or African American	683	13	316	21	346	-20
Hispanic or Latino	3,188	61	695	132	2,361	1
Native Hawaiian or Other Pacific Islander	9	0	+	+	+	-10
White	848	16	553	154	141	-13
Two or More Races	190	4	110	20	60	-8
<b>Total</b>	<b>5,245</b>	<b>100</b>	<b>1,752</b>	<b>347</b>	<b>3,146</b>	<b>-6</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	RI	2,613	622	244	2,108
PY 2014–15	RI	2,068	597	229	2,033
PY 2015–16	RI	2,200	1,187	285	1,573

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	441	1,212	2,716	977	241
PY 2014–15	383	1,036	2,404	888	216
PY 2015–16	423	1,033	2,526	1,038	225

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	52	49	48	955	3,341
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	50	45	47	1,482	4,186

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	97	79	84	281	1,007

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	25	19	19	240	864

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	40	40	46	828	2,688

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	54	67	54	1,059	2,977

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
- + To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, values from 1 to 4 are suppressed and indicated with a "+" symbol. In some instances, complementary suppression may occur to further protect confidentiality. The suppressed values are not subtracted from the total for the U.S.

# Selected Adult Education Program and Student Information South Carolina Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	11,214	9,194	7,550
Unemployed	18,229	14,194	11,367
Correctional Setting	4,945	3,710	3,140
On Public Assistance	14,376	12,366	8,893
Other Institutionalized	0	+	0

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$8,228,402
EL/Civics	\$289,045
Supplemental	\$0
State Total	\$8,517,447
Other US States	\$560,354,231

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	199	1	131	58	10	-36
Asian	648	2	156	42	450	-7
Black or African American	12,124	45	9,661	2,378	85	-37
Hispanic or Latino	5,017	18	1,278	419	3,320	-26
Native Hawaiian or Other Pacific Islander	51	0	29	17	5	-22
White	8,845	33	5,138	3,363	344	-26
Two or More Races	287	1	170	106	11	-30
<b>Total</b>	<b>27,171</b>	<b>100</b>	<b>16,563</b>	<b>6,383</b>	<b>4,225</b>	<b>-31</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	SC	10,346	1,643	2,638	24,723
PY 2014–15	SC	9,488	1,874	2,525	17,754
PY 2015–16	SC	8,194	1,853	2,487	14,637

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	5,967	10,589	16,657	5,043	1,094
PY 2014–15	5,548	7,987	13,136	3,971	999
PY 2015–16	5,231	6,414	11,258	3,375	893

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	33	39	40	7,495	25,648
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	37	40	43	1,834	5,865

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	64	57	68	3,218	10,252

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	12	11	10*	826	3,183

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	37	40	43	4,973	17,389

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	60	72	71	5,256	24,366

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
- + To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, values from 1 to 4 are suppressed and indicated with a "+" symbol. In some instances, complementary suppression may occur to further protect confidentiality. The suppressed values are not subtracted from the total for the U.S.
- \* Response rate was too low on follow-up survey or data matching to validate outcomes

## Selected Adult Education Program and Student Information South Dakota Program Year 2013–14 to Program Year 2015–16

### Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	641	685	659
Unemployed	534	487	456
Correctional Setting	526	548	605
On Public Assistance	521	510	503
Other Institutionalized	0	0	0

### Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$1,099,533
EL/Civics	\$78,274
Supplemental	\$0
State Total	\$1,177,807
Other US States	\$567,693,871

### Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	417	20	350	67	0	-2
Asian	270	13	+	+	238	6
Black or African American	353	17	115	11	227	6
Hispanic or Latino	358	17	126	19	213	38
Native Hawaiian or Other Pacific Islander	7	0	6	+	+	17
White	614	30	384	193	37	-17
Two or More Races	48	2	+	9	+	12
<b>Total</b>	<b>2,067</b>	<b>100</b>	<b>1,049</b>	<b>302</b>	<b>716</b>	<b>0</b>

### Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	SD	604	229	218	1,009
PY 2014–15	SD	634	346	158	924
PY 2015–16	SD	653	258	236	920

### Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	132	620	988	252	68
PY 2014–15	104	664	942	278	74
PY 2015–16	99	582	1,046	261	79

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	37	34	40	489	1,425
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	41	44	44	314	844

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	91	91	95	233	823

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	17	9	4	20	151

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	55	53	54	197	675

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	75	74	73	414	1,601

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- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
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# Selected Adult Education Program and Student Information Tennessee Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	8,613	8,549	8,433
Unemployed	10,942	10,161	9,138
Correctional Setting	2,163	1,961	2,533
On Public Assistance	7,973	7,453	6,357
Other Institutionalized	146	310	87

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$10,804,987
EL/Civics	\$570,323
Supplemental	\$0
State Total	\$11,375,310
Other US States	\$557,496,368

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	102	0	85	12	5	-5
Asian	699	3	155	23	521	17
Black or African American	5,162	24	4,751	159	252	-22
Hispanic or Latino	4,293	20	1,405	91	2,797	-9
Native Hawaiian or Other Pacific Islander	15	0	15	0	0	-38
White	10,866	51	8,622	1,629	615	-8
Two or More Races	360	2	257	60	43	14
<b>Total</b>	<b>21,497</b>	<b>100</b>	<b>15,290</b>	<b>1,974</b>	<b>4,233</b>	<b>-11</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	TN	2,293	3,219	7,550	11,141
PY 2014–15	TN	2,154	2,868	5,344	12,345
PY 2015–16	TN	1,089	3,704	2,426	14,278

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	2,871	6,560	11,920	2,499	353
PY 2014–15	2,687	5,830	11,436	2,426	332
PY 2015–16	2,700	5,289	10,663	2,510	335

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	41	33	13	2,102	15,781
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	34	29	26	1,114	3,839

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	72	63	71	5,404	19,631

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	7	6	5	325	1,130

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	46	45	44	3,312	13,982

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	77	75	73	3,515	16,360

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- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
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# Selected Adult Education Program and Student Information Texas Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	31,089	29,920	39,153
Unemployed	15,431	16,836	23,166
Correctional Setting	3,274	2,761	2,773
On Public Assistance	6,699	5,931	6,208
Other Institutionalized	140	149	119

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$50,066,203
EL/Civics	\$6,229,829
Supplemental	\$0
State Total	\$56,296,032
Other US States	\$512,575,646

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	387	0	226	32	129	35
Asian	4,095	4	781	56	3,258	31
Black or African American	11,914	12	10,760	375	779	121
Hispanic or Latino	73,703	72	27,498	1,637	44,568	31
Native Hawaiian or Other Pacific Islander	101	0	68	5	28	94
White	11,484	11	8,606	1,318	1,560	82
Two or More Races	399	0	270	45	84	48
<b>Total</b>	<b>102,083</b>	<b>100</b>	<b>48,209</b>	<b>3,468</b>	<b>50,406</b>	<b>42</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	TX	41,487	18,906	4,833	6,450
PY 2014–15	TX	42,364	35,920	1,540	3,710
PY 2015–16	TX	44,830	49,917	1,809	5,527

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	4,279	11,707	39,419	13,544	2,727
PY 2014–15	5,311	15,928	45,287	14,257	2,751
PY 2015–16	5,646	18,658	56,280	18,057	3,442

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	62	51	43	21,968	60,857
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	67	55	48	24,316	74,953

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	66	56	73	3,199	10,083

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	13	10	20	1,902	4,091

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	43	43	48	7,197	21,582

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	56	58	66	25,756	82,727

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
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- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
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# Selected Adult Education Program and Student Information Utah Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	6,927	6,797	6,233
Unemployed	7,186	6,498	5,694
Correctional Setting	4,755	4,905	3,429
On Public Assistance	2,564	0	0
Other Institutionalized	45	48	17

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$2,794,737
EL/Civics	\$390,690
Supplemental	\$0
State Total	\$3,185,427
Other US States	\$565,686,251

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	485	3	433	+	+	-29
Asian	1,241	8	218	22	1,001	-14
Black or African American	1,115	7	346	25	744	2
Hispanic or Latino	7,138	44	3,217	323	3,598	-22
Native Hawaiian or Other Pacific Islander	194	1	153	+	+	-30
White	5,910	36	4,019	1,444	447	-22
Two or More Races	186	1	113	34	39	-10
<b>Total</b>	<b>16,269</b>	<b>100</b>	<b>8,499</b>	<b>1,914</b>	<b>5,856</b>	<b>-20</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	UT	3,284	6,097	2,903	8,106
PY 2014–15	UT	2,934	4,834	3,250	8,356
PY 2015–16	UT	3,213	3,365	4,182	5,509

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	3,775	4,433	8,896	2,663	623
PY 2014–15	3,381	4,098	8,612	2,633	650
PY 2015–16	2,994	3,370	7,117	2,184	604

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	29	32	48	4,599	12,583
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	31	31	39	2,293	5,894

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	44	30	44	862	2,658

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	7	9	5	302	1,345

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	30	29	27	1,553	4,575

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	61	64	63	2,547	6,642

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
- + To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, values from 1 to 4 are suppressed and indicated with a "+" symbol. In some instances, complementary suppression may occur to further protect confidentiality. The suppressed values are not subtracted from the total for the U.S.

# Selected Adult Education Program and Student Information Vermont Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	801	623	568
Unemployed	1,677	1,328	1,331
Correctional Setting	63	45	50
On Public Assistance	750	513	475
Other Institutionalized	10	11	9

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$841,000
EL/Civics	\$60,000
Supplemental	\$0
State Total	\$901,000
Other US States	\$567,970,678

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	35	2	16	11	8	-8
Asian	176	9	16	22	138	-17
Black or African American	244	12	64	42	138	-12
Hispanic or Latino	116	6	33	13	70	17
Native Hawaiian or Other Pacific Islander	+	0	+	+	+	-20
White	1,439	70	699	678	62	-29
Two or More Races	37	2	+	+	+	640
<b>Total</b>	<b>2,051</b>	<b>100</b>	<b>847</b>	<b>785</b>	<b>419</b>	<b>-23</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	VT	510	749	391	1,000
PY 2014–15	VT	328	915	172	658
PY 2015–16	VT	325	837	209	680

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	781	618	897	279	75
PY 2014–15	658	452	664	237	62
PY 2015–16	646	391	710	235	69

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	37	27	28	354	1,465
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	18	11	20	82	185

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	62	41	45	227	800

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	18	20	20	114	326

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	31	29	43	284	895

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	42	36	52	565	1,913

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
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# Selected Adult Education Program and Student Information Virginia Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	10,916	10,035	9,827
Unemployed	4,706	4,197	4,038
Correctional Setting	1,049	914	730
On Public Assistance	1,343	1,016	1,000
Other Institutionalized	746	853	879

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$10,862,819
EL/Civics	\$1,933,766
Supplemental	\$0
State Total	\$12,796,585
Other US States	\$556,075,093

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	68	0	46	11	11	0
Asian	2,603	13	296	44	2,263	5
Black or African American	4,441	22	3,231	364	846	-25
Hispanic or Latino	8,185	40	1,285	155	6,745	-4
Native Hawaiian or Other Pacific Islander	39	0	24	7	8	-17
White	4,589	23	2,113	906	1,570	-18
Two or More Races	296	1	190	58	48	0
<b>Total</b>	<b>20,221</b>	<b>100</b>	<b>7,185</b>	<b>1,545</b>	<b>11,491</b>	<b>-12</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	VA	4,278	6,262	4,829	7,533
PY 2014–15	VA	4,566	6,722	3,601	5,709
PY 2015–16	VA	4,042	5,954	4,128	6,097

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	1,142	4,634	12,246	4,063	817
PY 2014–15	1,042	4,173	11,173	3,460	750
PY 2015–16	1,066	3,958	10,869	3,538	790

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	37	38	37	2,928	9,727
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	42	42	44	5,052	14,828

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	90	73	87	916	3,592

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	13	11	18	147	621

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	38	33	45	849	2,769

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	67	67	67	3,519	10,957

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- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
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# Selected Adult Education Program and Student Information Washington Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	16,113	15,160	16,207
Unemployed	19,894	17,541	17,665
Correctional Setting	3,973	3,422	3,445
On Public Assistance	12,007	10,005	9,725
Other Institutionalized	0	0	0

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$7,953,151
EL/Civics	\$1,585,105
Supplemental	\$0
State Total	\$9,538,256
Other US States	\$559,333,422

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	939	2	794	106	39	-11
Asian	8,670	19	1,134	307	7,229	3
Black or African American	5,620	12	2,526	176	2,918	-12
Hispanic or Latino	15,185	32	4,494	391	10,300	-11
Native Hawaiian or Other Pacific Islander	457	1	273	23	161	-24
White	14,588	31	8,713	2,382	3,493	-3
Two or More Races	1,389	3	1,034	204	151	17
<b>Total</b>	<b>46,848</b>	<b>100</b>	<b>18,968</b>	<b>3,589</b>	<b>24,291</b>	<b>-6</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	WA	12,176	16,143	3,890	17,602
PY 2014–15	WA	12,276	15,391	3,062	14,833
PY 2015–16	WA	12,974	13,131	3,438	17,305

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	1,764	11,229	27,060	8,074	1,684
PY 2014–15	1,630	10,354	24,577	7,282	1,719
PY 2015–16	1,457	10,648	25,279	7,665	1,799

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	25	25	26	5,628	16,857
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	39	42	44	10,651	30,723

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	85	78	83	2,111	6,343

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	52	45	43	5,989	21,147

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	21	29	28	4,901	15,159

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	52	55	52	10,222	32,042

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- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
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# Selected Adult Education Program and Student Information West Virginia Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	1,176	1,188	1,133
Unemployed	2,599	2,222	1,410
Correctional Setting	2,162	2,105	217
On Public Assistance	3,145	2,507	1,060
Other Institutionalized	0	0	0

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$3,556,123
EL/Civics	\$60,000
Supplemental	\$0
State Total	\$3,616,123
Other US States	\$565,255,555

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	7	0	6	+	+	-81
Asian	81	2	30	7	44	-11
Black or African American	369	8	290	59	20	-59
Hispanic or Latino	202	5	82	23	97	-36
Native Hawaiian or Other Pacific Islander	6	0	5	+	+	20
White	3,582	82	2,741	793	48	-50
Two or More Races	103	2	77	+	+	-36
<b>Total</b>	<b>4,350</b>	<b>100</b>	<b>3,231</b>	<b>907</b>	<b>212</b>	<b>-50</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	WV	4,587	416	81	3,536
PY 2014–15	WV	3,980	762	74	2,973
PY 2015–16	WV	2,259	320	24	1,747

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	993	2,455	4,162	876	134
PY 2014–15	849	2,122	3,845	832	141
PY 2015–16	727	1,423	1,650	445	105

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	61	59	59	2,176	10,593
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	51	64	50	107	412

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	76	94	83	506	2,402

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	20	14	26	331	1,268

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	41	42	43	663	2,527

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	63	66	64	486	1,888

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
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# Selected Adult Education Program and Student Information Wisconsin Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	7,346	6,382	6,709
Unemployed	5,490	4,257	3,752
Correctional Setting	1,659	1,621	1,614
On Public Assistance	326	259	238
Other Institutionalized	88	93	50

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$6,079,588
EL/Civics	\$244,196
Supplemental	\$0
State Total	\$6,519,784
Other US States	\$562,351,894

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	274	2	206	+	+	-12
Asian	1,547	11	419	67	1,061	10
Black or African American	2,273	16	1,817	159	297	-16
Hispanic or Latino	4,383	31	1,308	191	2,884	-8
Native Hawaiian or Other Pacific Islander	20	0	13	+	+	-13
White	5,495	39	3,324	1,756	415	-23
Two or More Races	264	2	172	79	13	13
<b>Total</b>	<b>14,256</b>	<b>100</b>	<b>7,259</b>	<b>2,319</b>	<b>4,678</b>	<b>-14</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	WI	2,531	1,806	4,360	7,917
PY 2014–15	WI	2,478	1,863	3,441	6,429
PY 2015–16	WI	2,834	1,580	3,082	6,760

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	1,449	4,274	8,216	2,334	341
PY 2014–15	1,263	3,616	6,964	2,011	357
PY 2015–16	1,317	3,449	7,101	2,031	358

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	40	39	41	3,479	11,262
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	48	49	45	2,114	6,427

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	90	65	82	995	3,939

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	55	62	65	2,330	7,078

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	33	35	44	1,620	6,945

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	62	72	68	3,653	12,461

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
- + To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, values from 1 to 4 are suppressed and indicated with a "+" symbol. In some instances, complementary suppression may occur to further protect confidentiality. The suppressed values are not subtracted from the total for the U.S.

# Selected Adult Education Program and Student Information Wyoming Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	1,001	871	794
Unemployed	799	577	656
Correctional Setting	152	96	78
On Public Assistance	389	267	293
Other Institutionalized	+	+	0

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$750,795
EL/Civics	\$60,000
Supplemental	\$0
State Total	\$810,795
Other US States	\$568,060,883

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	132	7	113	19	0	-22
Asian	78	4	19	7	52	-27
Black or African American	35	2	18	6	11	-51
Hispanic or Latino	625	34	238	61	326	-27
Native Hawaiian or Other Pacific Islander	6	0	5	+	+	20
White	909	49	559	325	25	-24
Two or More Races	53	3	35	+	+	2
<b>Total</b>	<b>1,838</b>	<b>100</b>	<b>987</b>	<b>435</b>	<b>416</b>	<b>-25</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	WY	677	255	286	1,240
PY 2014–15	WY	641	198	217	844
PY 2015–16	WY	671	134	248	785

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	527	647	1,039	211	34
PY 2014–15	452	433	806	185	24
PY 2015–16	508	403	767	141	19

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	36	44	47	582	1,662
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	33	38	46	193	608

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	95	93	95	508	1,658

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	16	13	19	129	349

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	52	52	52	259	1,063

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	81	79	61	597	1,925

- <sup>a</sup> Sec. 212(b)(2)(A) of AEFLA identified three core indicators of student performance. The indicators of performance are represented and defined by outcome measures of NRS, which are designed to measure student outcomes.
- <sup>b</sup> Data reflects whether adults made educational gains (performance measure I) or achieved other outcomes as indicated via performance measures II–V.
- <sup>c</sup> Adult Basic and Secondary Education programs consist of six instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion. Data from levels one through five are depicted. States are not held accountable for the sixth educational functioning level, High Adult Secondary Education.
- <sup>d</sup> 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.
- + To protect the confidentiality of U.S. Department of Education data and tabulations containing information about individuals, values from 1 to 4 are suppressed and indicated with a "+" symbol. In some instances, complementary suppression may occur to further protect confidentiality. The suppressed values are not subtracted from the total for the U.S.

# Selected Adult Education Program and Student Information United States Program Year 2013–14 to Program Year 2015–16

## Participant Status

Status	PY 2013–14	PY 2014–15	PY 2015–16
Employed	556,203	532,150	546,349
Unemployed	568,432	572,553	528,745
Correctional Setting	172,212	168,916	168,903
On Public Assistance	287,991	259,377	212,815
Other Institutionalized	7,643	6,202	5,900

## Federal Allocation to State (FY 2015)

Type of Allocation	Amount Allocated
Basic Grant	\$497,432,678
EL/Civics	\$71,439,000
Supplemental	\$0
State Total	\$568,871,678
Other US States	\$0

## Enrollment by Race/Ethnicity (PY2015–16)

Race/Ethnicity	Total	Total Percent	ABE	ASE	EL	Percent Change From 2013–14
American Indian or Alaska Native	15,561	1	11,600	2,425	1,536	-9
Asian	138,616	9	18,117	5,519	114,980	5
Black or African American	299,987	20	212,250	28,251	59,486	-12
Hispanic or Latino	676,891	44	177,620	56,951	442,320	0
Native Hawaiian or Other Pacific Islander	5,123	0	3,332	789	1,002	-11
White	355,699	23	210,722	77,463	67,514	-4
Two or More Races	34,001	2	19,168	5,741	9,092	-35
<b>Total</b>	<b>1,525,878</b>	<b>100</b>	<b>652,809</b>	<b>177,139</b>	<b>695,930</b>	<b>-5</b>

## Retention and Completion

Year	State	Advanced to Next Level	Remained in Same Level	Completed Level and Separated	Separated Without Advancing
PY 2013–14	US	436,374	365,115	255,250	542,017
PY 2014–15	US	421,001	373,146	228,854	512,138
PY 2015–16	US	403,780	378,989	251,018	492,091

## Enrollment By Age

Year	16–18	19–24	25–44	45–59	60+
PY 2013–14	149,038	366,688	766,441	255,007	61,582
PY 2014–15	142,853	340,864	744,765	244,534	62,123
PY 2015–16	136,545	320,490	753,433	250,216	65,194

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

**Performance Measures for Adults Completing at Least One Level or One Outcome <sup>b</sup>**

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<b>Sub-Measure 1: Adult Basic and Secondary Education <sup>c</sup></b>  The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of the instruction in which they were initially enrolled	42	41	41	302,990	973,448
<b>Sub-Measure 2: English Literacy <sup>d</sup></b>  The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of the instruction in which they were initially enrolled	46	45	46	319,239	929,426

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit	73	66	76	97,070	315,477

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit	30	28	29	70,994	230,536

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter, or three months, after program exit	41	45	44	138,720	467,962

<b>NRS Performance Measures <sup>a</sup></b>	<b>PY 2013–14 Percent</b>	<b>PY 2014–15 Percent</b>	<b>PY 2015–16 Percent</b>	<b>PY 2015–16 Number</b>	<b>Total Three Years</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter, or three months, after exiting the program and who were employed at the end of the third quarter, or nine months, after program exit	61	64	69	261,493	835,688

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



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

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

- (1) the degree to which the eligible provider will establish measurable goals for participant outcomes;
- (2) the past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, after the one-year period beginning with the adoption of an eligible agency's performance measures under section 212, the success of an eligible provider receiving funding under *AEFLA* in meeting or exceeding such performance measures, especially with respect to those adults with the lowest levels of literacy;
- (3) the commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills;
- (4) whether or not the program—(A) is of sufficient intensity and duration for participants to achieve substantial learning gains; and (B) uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read;
- (5) whether the activities are built on a strong foundation of research and effective educational practice;
- (6) whether the activities effectively employ advances in technology, as appropriate, including the use of computers;
- (7) whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;
- (8) whether the activities are staffed by well-trained instructors, counselors, and administrators;
- (9) whether the activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies;

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

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

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

**APPENDIX C: NUMBER OF YOUNG ADULTS AGED 16–18 ENROLLED AND PERCENTAGE OF TOTAL PARTICIPANTS IN ADULT EDUCATION, BY STATE: PROGRAM YEAR 2013–14 TO PROGRAM YEAR 2015–16**

<b>Number of Young Adults Aged 16–18 Enrolled and Percentage of Total Participants in Adult Education, by State:<sup>a</sup> Program Year 2013–14 to Program Year 2015–16</b>						
<b>Program Year</b>	<b>2013–14</b>		<b>2014–15</b>		<b>2015–16</b>	
<b>State or Outlying Area</b>	<b>Number of 16- to 18-Year-Olds Enrolled</b>	<b>Percentage of Total Participants</b>	<b>Number of 16- to 18-Year-Olds Enrolled</b>	<b>Percentage of Total Participants</b>	<b>Number of 16- to 18-Year-Olds Enrolled</b>	<b>Percentage of Total Participants</b>
Alabama	2,927	13	2,751	14	2,784	14
Alaska	116	5	117	6	105	5
American Samoa	17	9	+	9	25	12
Arizona	1,854	12	1,298	10	1,055	8
Arkansas	2,645	13	2,402	14	2,462	14
California	20,458	7	19,570	6	18,021	6
Colorado	681	7	624	7	598	7
Connecticut	2,550	11	2,180	11	1,994	10
Delaware	436	9	377	9	404	10
District of Columbia	113	3	87	3	62	2
Florida	22,421	15	24,261	14	22,680	13
Georgia	7,332	16	7,110	16	7,276	17
Guam	117	22	112	22	137	19
Hawaii	1,315	21	1,353	22	1,351	23
Idaho	523	10	535	11	577	12
Illinois	3,976	5	4,029	5	3,649	5
Indiana	4,879	16	4,569	16	4,584	16
Iowa	1,090	11	1,208	10	1,259	10
Kansas	1,323	15	1,145	16	1,215	17
Kentucky	3,587	11	3,127	11	1,547	7
Louisiana	4,356	20	3,933	18	5,076	22
Maine	762	12	726	13	801	13
Maryland	2,371	8	2,317	8	2,158	8
Massachusetts	467	2	431	2	406	2
Michigan	987	3	962	4	942	3

*Continued on next page*

**Number of Young Adults Aged 16–18 Enrolled and Percentage of Total Participants in Adult Education, by State:<sup>a</sup>  
Program Year 2013–14 to Program Year 2015–16 (continued)**

Program Year	2013–14		2014–15		2015–16	
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
Minnesota	1,539	4	1,295	3	1,263	3
Mississippi	2,443	18	2,534	23	2,447	24
Missouri	1,082	5	964	5	1,019	5
Montana	460	19	423	21	448	22
Nebraska	242	3	183	3	183	3
Nevada	356	4	340	4	343	4
New Hampshire	560	12	495	12	509	12
New Jersey	1,651	5	937	4	861	4
New Mexico	2,289	14	2,215	14	2,126	15
New York	3,555	3	3,501	3	3,325	3
North Carolina	10,047	11	8,498	11	8,309	12
North Dakota	340	22	268	17	335	16
Northern Mariana Islands	45	17	44	18	26	15
Ohio	1,145	4	1,770	6	977	3
Oklahoma	1,976	13	1,703	12	1,680	12
Oregon	1,729	11	1,723	12	1,797	13
Palau	7	13	+	5	5	10
Pennsylvania	1,576	7	1,494	7	1,398	7
Puerto Rico	6,458	49	5,818	39	5,462	31
Rhode Island	441	8	383	8	423	8
South Carolina	5,967	15	5,548	18	5,231	19
South Dakota	132	6	104	5	99	5
Tennessee	2,871	12	2,687	12	2,700	13

*Continued on next page*

**Number of Young Adults Aged 16–18 Enrolled and Percentage of Total Participants in Adult Education, by State:<sup>a</sup>  
Program Year 2013–14 to Program Year 2015–16 (continued)**

Program Year	2013–14		2014–15		2015–16	
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
Texas	4,279	6	5,311	6	5,646	6
Utah	3,775	19	3,381	17	2,994	18
Vermont	781	29	658	32	646	31
Virgin Islands	114	21	96	19	50	21
Virginia	1,142	5	1,042	5	1,066	5
Washington	1,764	4	1,630	4	1,457	3
West Virginia	993	12	849	11	727	17
Wisconsin	1,449	9	1,263	9	1,317	9
Wyoming	527	21	452	24	508	28
<b>Totals for the United States</b>	<b>149,038</b>	<b>9</b>	<b>142,853</b>	<b>9</b>	<b>136,545</b>	<b>9</b>

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

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

Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, National Reporting System annual performance and annual status reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, program year 2015–16 (OMB Number 1830-0027).



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