

# **Adult Education and Family Literacy Act**

***Program Year 2002–2003***

**Report to Congress  
on State Performance**

U.S. Department of Education  
Office of Vocational and Adult Education  
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## EXECUTIVE SUMMARY

The state-administered grant program authorized under the Adult Education and Family Literacy Act (AEFLA), enacted as Title II of the Workforce Investment Act (WIA) of 1998, is the major source of federal support for adult basic and literacy education programs. The purpose of the grant is to provide educational opportunities to adults sixteen and older, not currently enrolled in school, who lack a high school diploma or the basic skills to function effectively in society, or who are unable to speak, read, or write the English language.

When AEFLA was reauthorized in 1998, Congress made accountability for results a central focus of the new law, setting out new performance accountability requirements for states and local programs that measure program effectiveness on the basis of student academic achievement and employment related outcomes. To define and implement the accountability requirements of AEFLA, the U.S. Department of Education's Office of Vocational and Adult Education (OVAE) established the National Reporting System (NRS).

To monitor data collection procedures and to promote data quality improvement, OVAE developed data quality standards to clarify the policies, processes, and materials the states and local programs should have in place to collect valid and reliable data. To assist states in meeting the standards, OVAE has provided resources, training, and technical assistance activities to improve data quality. OVAE has provided individual technical assistance to states on NRS implementation, published documents further refining NRS requirements, including guidelines for conducting follow-up surveys. Since 2001, OVAE has made available online training resources to states and local providers.

States continue to make improvements to their data collection systems and procedures, moving away from reliance on individual student survey methodologies to collect and report performance on the employment-related and postsecondary outcomes. The use of administrative records to identify post-program outcomes (i.e., consulting unemployment insurance wage records or other state agency administrative records) is becoming more prevalent, and states are also improving their assessment methods for measuring educational gain. Due to the requirements for certifying data quality through the use of a data quality checklist, more states are improving their local data collection systems.

In program year (PY) 2002–2003, the program enrolled 2,736,192 learners, of which just under 40 percent were enrolled in Adult Basic Education, 18 percent were enrolled in Adult Secondary Education, and 43 percent were enrolled in English Literacy programs.

Below is a summary table providing a comparison of actual performance on each of the core measures for adult education for the first three years under the NRS. The data show a steady, modest increase in educational gain (2–4 percentage points over three years), high school completion (11 points), and postsecondary transition (5 points). The data reveal a more significant gain for the two employment measures, entering and retaining employment (6 and 7 points, respectively).

## Actual Performance on Core Measures

### National Totals 2000–01, 2001–02, and 2002–03

Actual Performance: 2000–2001, 2001–2002, and 2002–2003				
Performance Measures	Performance 2000–2001 (National Averages)	Performance 2001–2002 (National Averages)	Performance 2002–2003 (National Averages)	3-Yr Total 2000–2002 # Adults Achieving Outcome
Educational Gain ABE/ASE*	36%	37%	38%	1,701,148
Educational Gain English Literacy**	32%	34%	36%	1,172,317
High School Completion	33%	42%	44%	544,619
Entered Postsecondary Education/Training	25%	29%	30%	142,899
Entered Employment	31%	42%	37%	421,571
Job Retention	62%	63%	69%	586,951

\* Percentage of adults enrolled who completed one or more educational levels

\*\* Percentage of adults enrolled who completed one or more educational levels

## INTRODUCTION

Adult education programs meet a critical need in our nation to improve the literacy skills of adults and enhance their ability to be more productive members of society and the workforce. The Adult Education and Family Literacy Act (AEFLA), enacted as Title II of the Workforce Investment Act (WIA) of 1998, is the principal source of federal support for adult basic skills programs. The purpose of the program, as defined in AEFLA, is to:

- Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and
- Assist adults in the completion of a secondary school education.

The purpose of the state-administered grant program is to provide educational opportunities for adults sixteen and older, not currently enrolled in school, who lack a high school diploma, the basic skills, or the ability to function effectively in the workplace or in their daily lives. These state grants are allocated by formula based upon the number of adults sixteen and over who are not enrolled or required to be enrolled in secondary school and who do not have a secondary school credential. This data is drawn from the U.S. Census on Population and Housing as required by WIA, Title II.

The federal allocation for AEFLA grants to states for Program Year (PY) 2002–2003 (or Fiscal Year 2002) was \$564,833,768. Nationally, this amount represented approximately 25 percent of the total amount expended at the state and local levels to support adult education and literacy in PY 2002–2003. States distribute 82.5 percent of the federal funds competitively, using 12 quality criteria identified in the law, to local adult education providers. The provider network includes a variety of local agencies – local educational agencies, community colleges, community-based organizations, and volunteer literacy organizations. Many adult education programs also work with welfare agencies at the state and local level to provide instruction to adults needing basic skills who are receiving Temporary Assistance for Needy Families (TANF) benefits. In addition, adult education supports adults in job training programs through partnerships with One Stop Career Centers and other job training programs in the community.

Courses of instruction offered by local providers include:

- Adult Basic Education (ABE), instruction in basic skills designed for adults functioning at the lower literacy levels to just below the secondary level;

- Adult Secondary Education (ASE), instruction for adults whose literacy skills are at approximately the high school level, and who are seeking to pass the General Educational Development (GED) tests or obtain an adult high school credential; and
- English Literacy (EL), instruction for adults who lack proficiency in English and who seek to improve their literacy and proficiency in English.

In PY 2002–2003, the program enrolled 2,736,192 learners, of which just under 40 percent were enrolled in Adult Basic Education, 18 percent were enrolled in Adult Secondary Education, and 43 percent were enrolled in English Literacy programs, as shown in Table 1, below.

**Table 1**

**Enrollment by Program Area, PY 2002–2003**

Program Area	Enrollment	Percent of Total Enrollment
Adult Basic Education	1,081,392	39.5%
Adult Secondary Education	479,269	17.5%
English Literacy	1,175,531	43.0%
<b>Total</b>	<b>2,736,192</b>	

Table 2 shows the percent of learners in the three program areas by age and Table 3 shows the ethnic composition of learners by age.

**Table 2**

**Enrollment by Program Area by Age, PY 2002–2003**

Program Area	16–18		19–24		25–44		45–59		60 & Older		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Adult Basic Education	180,094	28%	318,078	46%	426,315	35%	119,538	37%	35,361	34%	1,079,386	39%
Adult Secondary Education	158,277	42%	147,661	21%	136,205	11%	29,312	9%	7,814	8%	479,269	18%
English Literacy	38,025	10%	231,314	33%	668,753	54%	177,359	54%	60,080	58%	1,175,531	43%
<b>Total</b>	<b>376,396</b>	<b>100%</b>	<b>697,053</b>	<b>100%</b>	<b>1,231,273</b>	<b>100%</b>	<b>326,209</b>	<b>100%</b>	<b>103,255</b>	<b>100%</b>	<b>2,734,186</b>	<b>100%</b>

**Table 3**

**Enrollment by Ethnicity by Age, PY 2002–2003**

Age Group	American Indian or Alaskan Native		Asian		Black, or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
16–18	6,286	17%	7,639	4%	84,599	16%	104,799	9%	5,375	23%	167,698	21%	376,396	14%
19–24	11,518	32%	25,885	13%	160,412	30%	281,601	25%	6,555	28%	211,082	27%	697,053	25%
25–44	14,229	40%	104,768	51%	223,743	41%	598,036	52%	8,583	37%	281,914	36%	1,231,273	45%
45–59	3,256	9%	44,662	22%	58,009	11%	127,254	11%	2,290	10%	90,738	12%	326,209	12%
60 & Older	707	2%	20,778	10%	13,464	2%	31,222	3%	681	3%	36,403	5%	103,255	4%
<b>Total</b>	<b>35,996</b>	<b>100%</b>	<b>203,732</b>	<b>100%</b>	<b>540,227</b>	<b>100%</b>	<b>1,142,912</b>	<b>100%</b>	<b>23,484</b>	<b>100%</b>	<b>787,835</b>	<b>100%</b>	<b>2,734,186</b>	<b>100%</b>

## Accountability System – The National Reporting System

Since Program Year 2000, the National Reporting System (NRS) has been the accountability system for the adult education program. Each state has established a performance accountability system that meets NRS requirements and 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 [P.L. 105-220 Section 212(a)]. The NRS includes three core indicators, identified in AEFLA, that are used to assess state performance:

- Demonstrated improvements in the literacy skill levels in reading, writing and speaking English, numeracy, problem-solving, English language acquisition, and other literacy skills;
- Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment, or career advancement; and
- Receipt of a secondary school diploma or a recognized equivalent [P.L. 105-220, Section 212(b)(2)].

These indicators are embodied in the five basic core measures of the NRS:

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

To measure educational gain, the NRS established a hierarchy of six educational functioning levels from beginning literacy through high school-level completion, and six levels for English literacy, from beginning literacy level to high advanced. The levels are defined through reading, writing, numeracy, functional and workplace skills (and, for English literacy, speaking and listening skills) at each level. Included for each level is a corresponding set of benchmarks on commonly used standardized assessments, such as the Test of Adult Basic Education (TABE) and the Comprehensive Adult Student Assessment System (CASAS), as examples of how students functioning at each level would perform on these tests.

- **High School Completion** – The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent.
- **Entered Postsecondary Education** – The percentage of adult learners who establish a goal to continue their education at the postsecondary level and who entered postsecondary education or training after program exit.



- **Entered Employment** – The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter after program exit.
- **Retained Employment** – The percentage of adult learners with a job retention goal who (a) entered employment within one quarter after exiting and (b) were still employed in 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.

### Setting Performance Benchmarks

The Adult Education and Family Literacy Act requires that states work with OVAE to determine the levels of performance for the core measures that become baseline performance levels for subsequent decisions related to federal incentives. States that exceed the agreed upon performance levels may be eligible for incentive awards. To qualify for an incentive award, a state must exceed performance levels for Title I and Title II of the Workforce Investment Act as well as for the Carl D. Perkins Vocational and Technical Education Act.

The determination of whether a state has exceeded its adjusted levels of performance is based on the state's cumulative achievement across all measures. This is done by calculating the percent of the state adjusted level achieved for each measure, and then averaging the percent achieved across all measures. When the cumulative average exceeds 100 percent, the state will be determined to have exceeded the overall adjusted performance levels.

WIA section 503 indicates that incentive awards are to be issued in an amount not less than \$750,000 and not more than \$3,000,000, to the extent that funds are available; otherwise, prorated amounts are to be awarded. In PY 2002–2003, forty-seven states exceeded their adult education performance levels. Twenty-three of those states also exceeded WIA Title I and Perkins performance levels and qualified to receive a share of the \$25.4 million available for incentive awards for PY 2002–2003. The twenty-three states were: Alabama, Colorado, Florida, Georgia, Iowa, Illinois, Kentucky, Louisiana, Maryland, Michigan, Minnesota, Missouri, Mississippi, Montana, North Carolina, North Dakota, Nebraska, New Hampshire, Oklahoma, Oregon, South Dakota, Tennessee, and Texas. In PY 2002–2003, AEFLA funds for the incentive grants were \$10,100,151, Perkins funds were \$6,437,880, and WIA (Title I) were \$7,922,000.

Table 4 identifies the core outcome measures and the number of states that met, exceeded, or did not meet their performance targets on the outcome measures for PY 2002–2003. Forty-three

states met or exceeded the average performance targets negotiated for the basic literacy sub-measures for educational gain, while nine states did not meet their negotiated targets. Forty states met or exceeded the average performance targets negotiated for the English literacy (English language acquisition) sub-measures for educational gain, while twelve states did not meet their targets. Forty states met or exceeded their targets for the high school completion measure, and forty-six states met or exceeded their performance targets for transitioning into postsecondary education or training. Forty-six states met or exceeded their performance targets for the employment measure, and forty-one states met or exceeded their job retention targets.

**Table 4**

**States Meeting/Not Meeting Performance Targets for Core Performance Measures**

Core Performance Measures						
Core Measures	Educational Gain		High School Completion	Transition Post-Secondary Education	Entered Employment	Retained Employment
Sub-Measures	Basic Literacy Skills	English Literacy Skills				
Number of States Meeting/Exceeding Targets	43*	40*	40	46	46	41
Number of States Not Meeting/Exceeding	9	12	12	6	6	11
Number of States Reporting	52	52	52	52	52	52

\* The average performance of all sub-measures exceeded the average performance targets for all sub-measures.

**Measuring Educational Gain**

Under the NRS, each state must establish standardized assessment procedures local programs must use, first at intake, to identify an adult learner’s educational functioning level and then, after a period of instruction, to measure educational gain (level advancement). States are free to use the assessments that best address the needs of their students and delivery system, but they must use *standardized* assessments. Consequently, each state assesses students somewhat differently, using different assessments and posttests of students at different times. The most frequently used assessments are the Test of Adult Basic Education (TABE), Comprehensive Adult Student Assessment System (CASAS) and the Basic English Skills Test (BEST or BEST Plus), the last used exclusively with English Literacy learners.

The following tables identify the number and percentage of adults enrolled in each of the educational levels in the ABE, ASE, and EL programs. The enrollment figures represent initial student placement based on standardized tests administered at program entry. Within ABE/ASE, the majority of students (46 percent) fall within the intermediate level, while for English literacy the

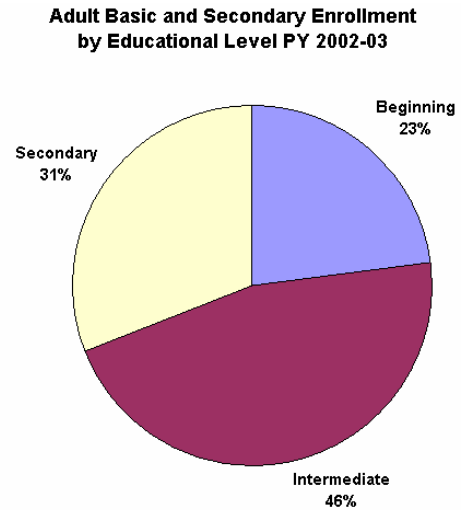
majority (52 percent) are within the beginning level. Secondary (ASE) or advanced (EL) levels comprise 31 and 15 percent, respectively.

**Table 5**

**Adult Basic and Secondary Education by Educational Level**

<b>ABE/ASE Level*</b>	<b>Number Enrolled</b>	<b>Percent Enrolled</b>
Beginning Literacy	162,013	10
Beginning	204,429	13
Low Intermediate	307,380	20
High Intermediate	407,570	26
Low Adult Secondary	295,615	19
High Adult Secondary	183,654	12
<b>Total</b>	<b>1,560,661</b>	

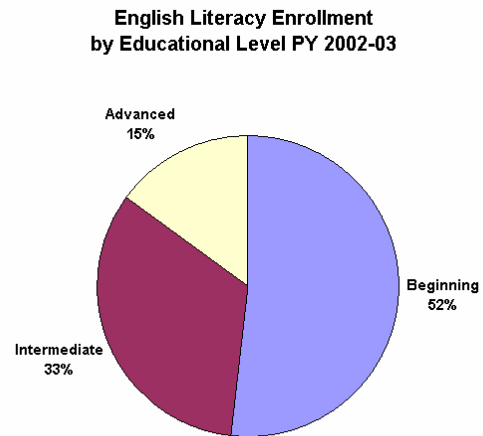
\* Grade Level Equivalent –2 years



**Table 6**

**English Literacy Enrollment by Educational Level**

<b>EL Level</b>	<b>Number Enrolled</b>	<b>Percent Enrolled</b>
Beginning Literacy	266,703	22.7
Beginning	341,478	29.0
Low Intermediate	237,940	20.2
High Intermediate	153,718	13.1
Low Advanced	131,995	11.2
High Advanced	43,697	3.7
<b>Total</b>	<b>1,175,531</b>	

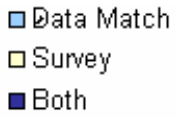
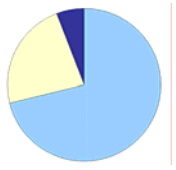


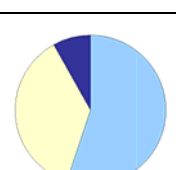


## Collecting Follow-up Measures

The four follow-up outcome measures need only be collected for students who identified the outcomes as a goal for attending and who left the program within this reporting period, July 1, 2002, through June 30, 2003. States may collect these measures through the use of administrative records or through a follow-up survey. The use of administrative records is clearly preferred because of its greater accuracy and lower cost and is possible in most states for the high school completion measure. In PY 2002–2003, 37 states used administrative records to determine student outcomes for high school completion and 3 additional states supplemented administrative records with surveys. For the employment measures, consulting state unemployment insurance (UI) wage records is the most efficient, accurate, and cost-effective approach to determine the post-program employment outcomes. However, not all states have the capability to use the UI system due to data privacy issues or technical problems within their states. Nonetheless, there was a significant improvement for PY 2002–2003 in the number of states using the UI wage records to validate employment, with 28 states using this method solely (compared to 22 states in PY 2001) and an additional 4 states using this method in combination with surveys. For entrance to postsecondary education, there are few comprehensive databases available to states for measuring postsecondary enrollment. Consequently, most states must use individual student surveys to collect some or all of the follow-up measures. Table 7 identifies how states currently collect data for the four follow-up measures.

**Table 7**

**Number of States Using Data Collection Methods for Follow-up Measures**

Measure	Data Collection Method			
	Administrative Records/ Data Matching	Survey	Both	
Obtained High School Diploma or Passed GED	37	12	3	
Entered Postsecondary Education	18	26	8	
Entered Employment	28	20	4	
Retained Employment	28	20	4	

**FEDERAL INVESTMENTS TO IMPROVE PROGRAM DATA AND ACCOUNTABILITY**

Through the NRS project, OVAE has provided states with training and technical assistance to improve the quality and use of NRS data. This assistance has also included the development of guidebooks that helped states implement the NRS requirements and provided additional instruction on conducting follow-up surveys and other data quality issues. Over the last three years, OVAE has also made training resources available online. To monitor improvements in data quality, OVAE has continued to use state NRS data quality standards, which identify the policies, processes and materials that states and local programs should have in place to collect valid and reliable data. The

standards define quality data policies and procedures and also provide guidance to states on how to improve their systems.

## Federal Assistance in PY 2002

In PY 2002, OVAE promoted improvement in the quality and use of state NRS data through resources and providing state training. The NRS project provided training on improving NRS data quality and produced the *Guide for Improving NRS Data Quality: Procedures for Data Collection and Training*. Regional training, based on the *Guide*, was held early in PY 2002. Web-based training courses were made available through the project's Web site at <http://www.nrsweb.org/>, and the trainings around data quality and, more recently, data use continue to be expanded and updated.

"The professional development workshops designed and delivered by NRS staff were invaluable to us as we helped local adult educators develop the skills they needed to use the data collection/reporting system as a tool for improving the overall adult education system."

- State Director of Adult Education

Later in PY 2002, the NRS project held a second set of regional training institutes on *Using NRS Data for Program Management and Improvement*, based on a second guidebook with the same title. More than 120 people from over 45 states attended each training. Web-based courses for this guide were developed following the training.

## NRS Implementation by States

States continue to reallocate resources to develop and improve data collection and reporting systems. For example, states have reported:

- Developing new policies around follow-up and assessment.
- Improving their data systems to make it easier for local programs to review and use their data to improve their services.
- Training teachers to examine their class data to inform changes in instructional delivery.

States also report becoming more skilled at using data to monitor local performance, using

"Would [improvements] have occurred without the NRS? I am convinced that they would not have. Without the NRS, we would never have known the true statement of what was happening in adult education..."

-State Director of Adult Education

the data in meaningful ways, and are training local program staff on methods of data collection and validation. States and local programs now have the ability to make data-driven decisions to help them design more effective programs to meet students' needs. States and even local programs now

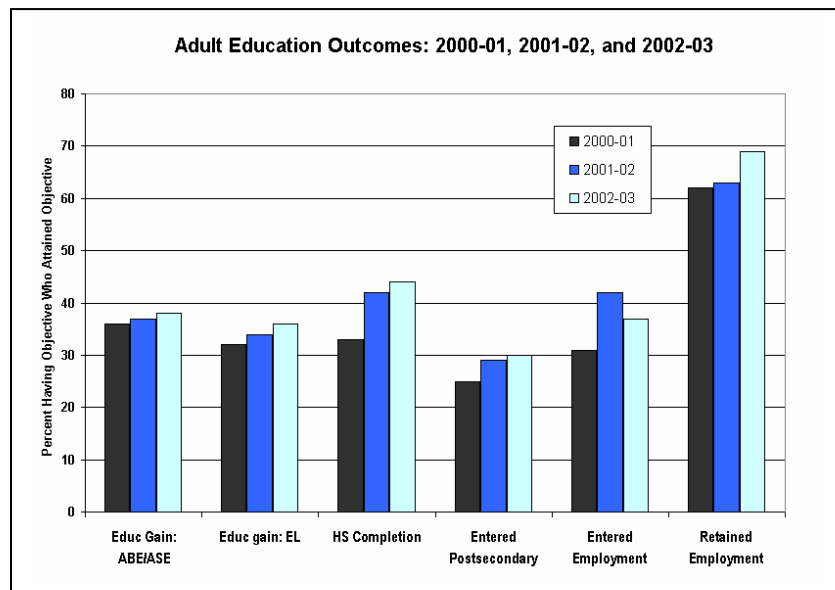
have access to data that include characteristics of students, program features, teacher characteristics,

student attendance, and student outcomes that they can use to demonstrate the value and effects of adult education instruction. For example, states and local programs can use NRS data to gain insight on the effects of class size, instructional hours, staffing patterns, and student characteristics on performance and other aspects of program operation. In addition, assessment systems are improving with more consistent and widespread use of standardized, psychometrically sound assessments.

## SUMMARY OF NATIONAL PERFORMANCE RESULTS

Program Year 2002–2003 marked the third year of the implementation of the NRS accountability requirements. Below is a summary chart providing a comparison of actual performance on each of the core measures for adult

education for the first three years under the NRS. All measures showed improvement over the three years, ranging from 6 to 33 percent gains. For the two educational gain measures, there was a steady, modest increase (a 6 to 13 percent increase), while high school



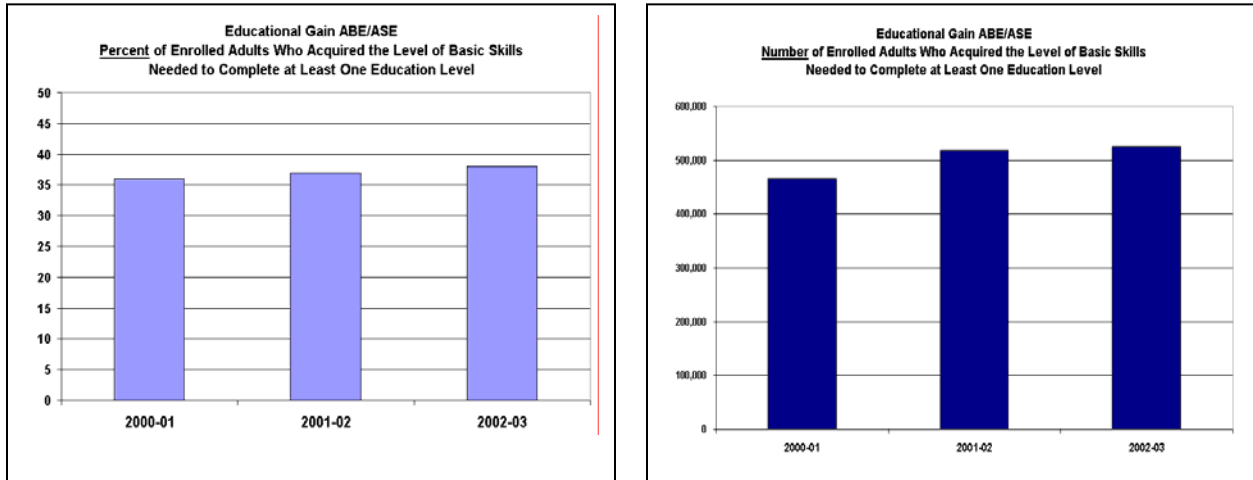
completion showed a 33 percent improvement. Postsecondary transition improved by 20 percent over the three years, and employment entrance and retention improved by 19 and 11 percent, respectively. From 2000–2001 to 2002–2003, program participation grew by 2 percent, while the program simultaneously demonstrated a 2 percent increase in the number of students attaining one or more outcome.



## Exhibit 1

### Educational Gain — Basic Literacy Skills

Percent of enrolled adults who acquired the level of basic skills needed to complete at least one educational level (minimum Grade Level Equivalent — 2 years).



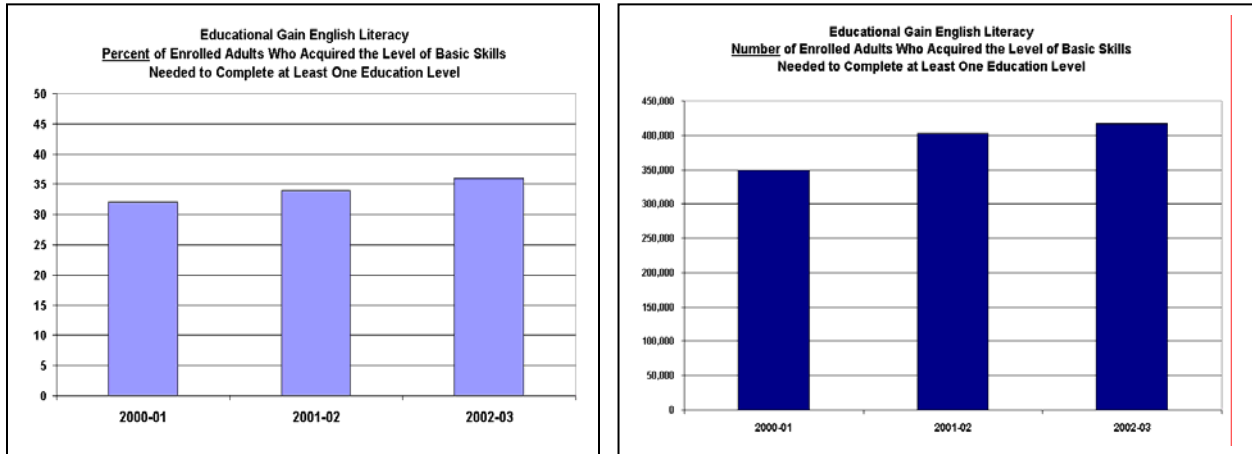
- **Over three program years, 1,509,475 adults advanced one or more educational levels**

Exhibit 1 shows that 38 percent of students enrolled in ABE and low ASE in PY 2002–2003 advanced at least one educational level. This is a modest 1 percentage point increase over the previous year and a 2 percentage point increase over the baseline year. The number of students who advanced one or more educational levels rose to a three-year high of over 525,000 in PY 2002–2003.

## Exhibit 2

### Educational Gain — English Language Acquisition

*Percent of enrolled adults who acquired the level of English language skills needed to complete at least one educational level.*



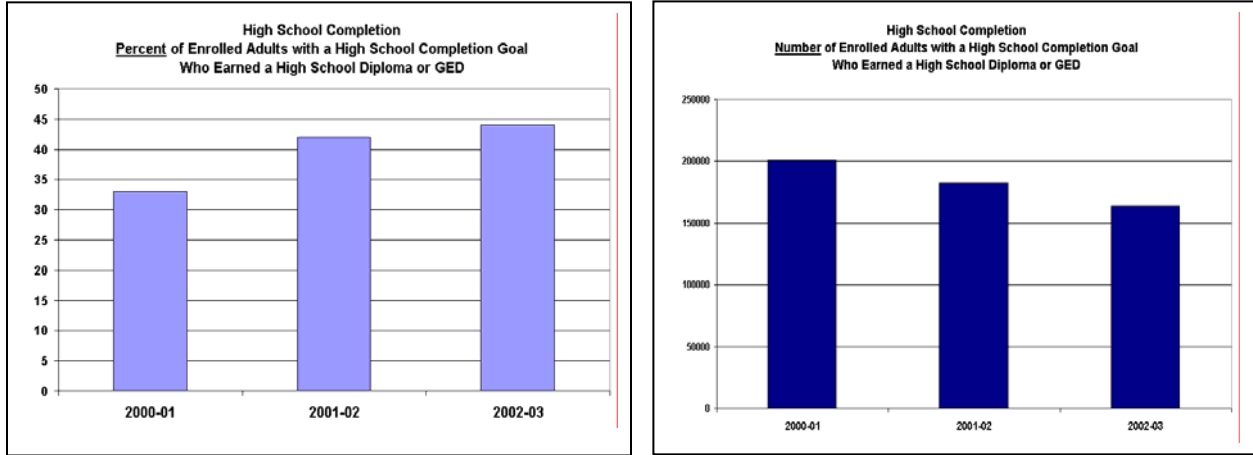
- **Over three program years, 1,169,696 adults advanced one or more education levels**

Exhibit 2 shows the percentage and number of learners enrolled in the six EL levels that advanced one or more educational levels in PY 2002–2003, compared to the baseline PY of 2000–2001 and PY 2001–2002. The number of learners advancing at least one level increased from 350,271 in the baseline year to a high of nearly 420,000 students in PY 2002–2003.

## Exhibit 3

### High School Completion

*Percent of enrolled adults with a high school completion goal who earned a high school diploma or GED.*



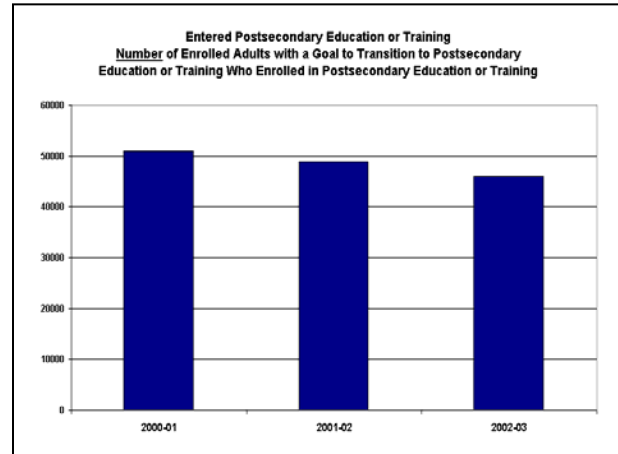
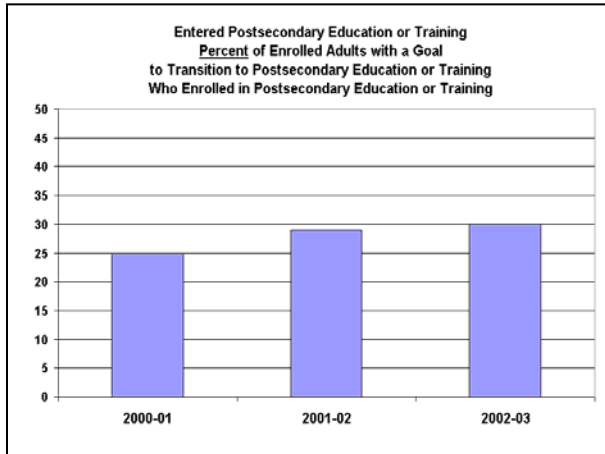
- **Over three program years, 547,590 earned a high school diploma or GED**

Exhibit 3 shows the percent and number of enrolled adults who had a goal of high school completion and obtained a diploma or passed the GED tests. The percent of students achieving this goal continued to increase to 44 percent in PY 2002–2003, a 33 percent increase over the baseline. However, the number of students having and attaining this goal has declined by almost 20 percent since PY 2000–01. This difference is, in part, a result of the publication of a revised version of the GED test in PY 2001 to replace the one that had been in use for over twenty years. A large number of adults enrolled in PY 2000–2001 to prepare to complete the GED prior to the publication of the new test.

## Exhibit 4

### Entered Postsecondary Education or Training

*Percent of enrolled adults with a goal to transition to postsecondary education or training who enrolled in postsecondary education or training after exiting the program.*



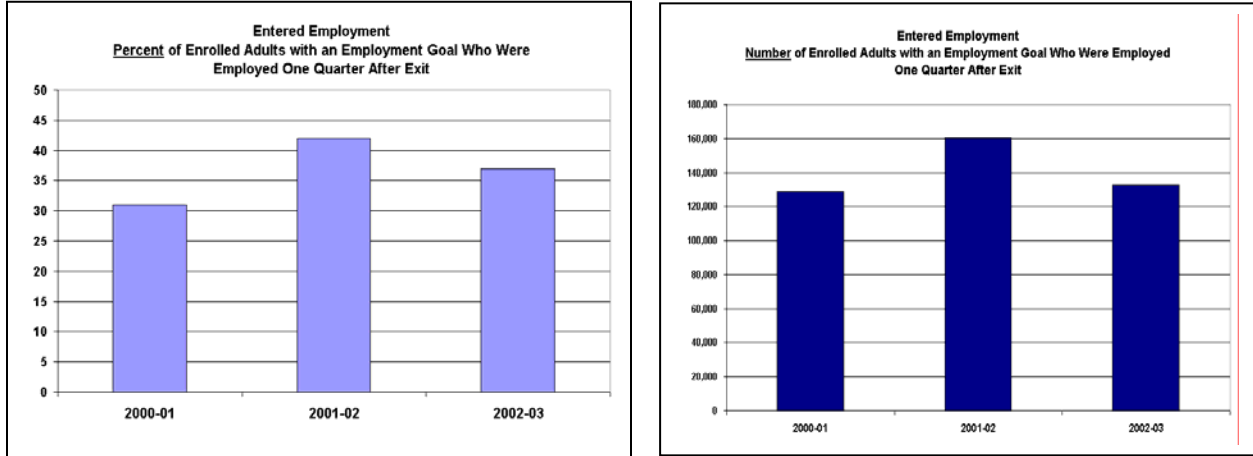
- **Over three program years, 145,845 adults enrolled in postsecondary education or training**

Exhibit 4 shows that, among adults who entered with a goal of transition to postsecondary education or training, 30 percent, or nearly 50,000 students, entered a postsecondary institution after exiting the program in PY 2002–2003. This is an increase from the 25 percent and 29 percent of adults in the two preceding program years who entered postsecondary education.

## Exhibit 5

### Entered Employment

*Percent of enrolled adults with an employment goal who were employed one quarter after exit.*



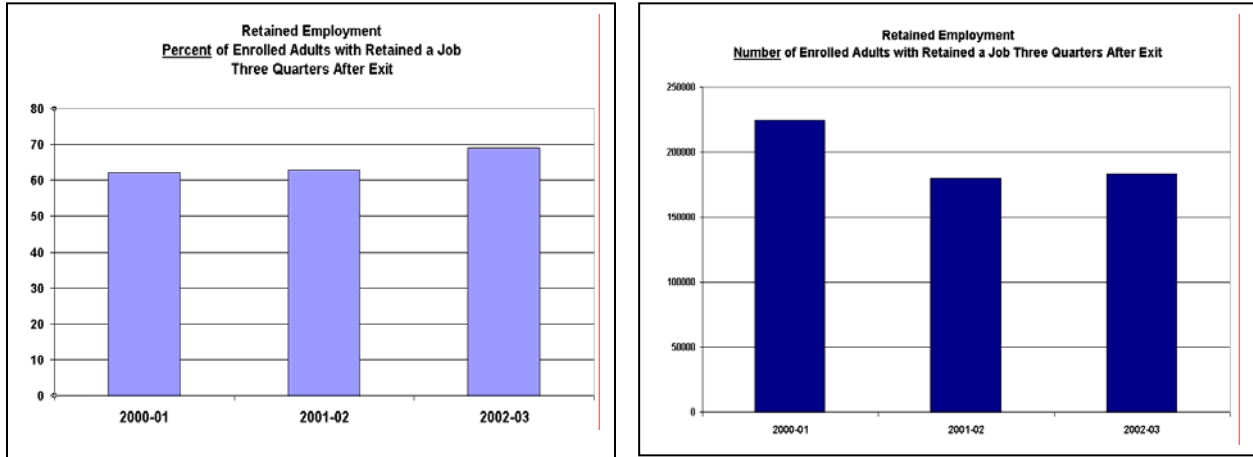
- **Over three program years, 421,862 adults were employed one quarter after program exit**

Exhibit 5 shows that, although the number declined from the previous year, in PY 2002–2003, the percent of enrolled adults who had a goal of obtaining employment and were employed one quarter after exiting the program increased by nearly 20 percent over the baseline year to about 37 percent (over 130,000 students).

## Exhibit 6

### Job Retention

*Percent of enrolled adults who retained a job three quarters after program exit.*



- Over three program years, **587,910** adults retained employment three quarters after leaving the program

Exhibit 6 shows that in PY 2002–2003, 69 percent of participants, or over 180,000 participants, retained a job three quarters after program exit, an 11 percent increase from the 62 percent of the students in PY 2000–2001.

The following table presents national student and program data from the NRS. Following this table are data tables for each of the 50 states, the District of Columbia, and Puerto Rico. The state tables begin with a one-page demographic display of each state's program, including the amount of federal adult education funds allocated to the state for FY 2002. The second page of each state analysis contains a summary of the state's performance on each performance measure required by AEFLA. The state's PY 2002–2003 performance is compared to its PY 2000–2001 and PY 2001–2002 performance on each measure.

# National Profile of Selected Program and Student Information



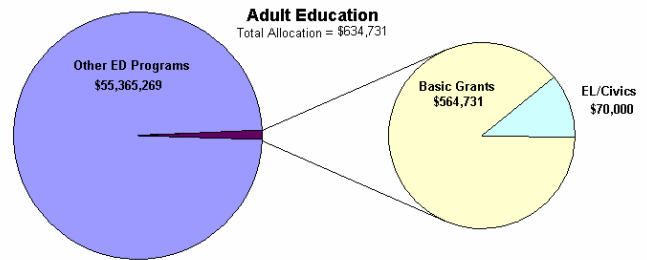
# PROGRAM FACTS 2002–2003

## UNITED STATES

### Participant Status

	2001–02	2002–03
Employed	1,009,918	1,022,394
Unemployed	1,168,693	1,044,223
Correctional Setting	264,251	265,575
On Public Assistance	289,485	284,272
Other Institutionalized	51,729	38,303

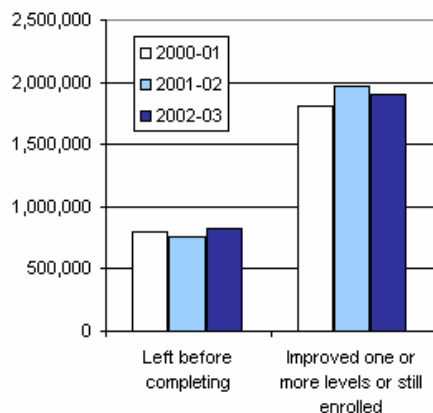
FY 2002 Federal Allocations in Thousands of Dollars



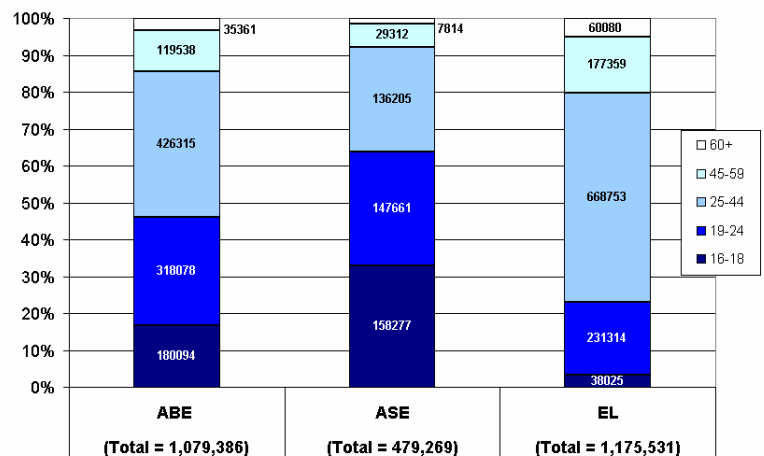
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	23,211	7,516	5,300	36,027	-13%
Asian	26,942	10,125	166,696	203,763	+1%
Black/African American	373,114	106,588	60,650	540,352	-3%
Hispanic/Latino	217,110	110,300	816,647	1,144,057	+3%
Native Hawaiian/Pacific Islander	8,189	8,499	6,793	23,481	-44%
White	432,826	236,241	119,445	788,512	-5%
<b>TOTAL</b>	<b>1,081,392</b>	<b>479,269</b>	<b>1,175,531</b>	<b>2,736,192</b>	<b>-2%</b>
<b>Gender</b>					
Male	529,845	239,384	493,152	1,262,381	-3%
Female	551,547	239,885	682,379	1,473,811	-1%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

## United States

	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	36	37	38	525,652	1,509,475
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	32	34	36	417,298	1,169,696
<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 GED after exiting the program.	33	42	44	164,028	547,590
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	25	29	30	46,061	145,845
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	31	42	37	132,844	421,862
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	62	63	69	183,334	587,910

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

# State Profiles of Selected Program and Student Information

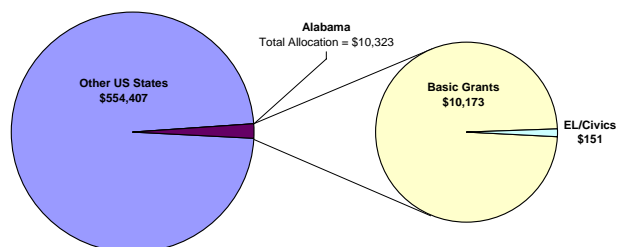
# PROGRAM FACTS 2002–2003

## ALABAMA

### Participant Status

	2001–02	2002–03
Employed	6,304	7,411
Unemployed	10,498	11,631
Correctional Setting	2,084	2,193
On Public Assistance	3,147	3,293
Other Institutionalized	795	501

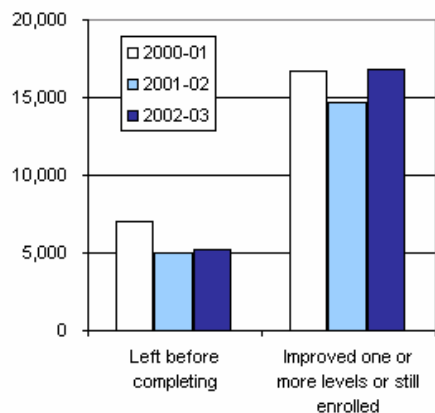
FY 2002 Federal Allocations in Thousands of Dollars



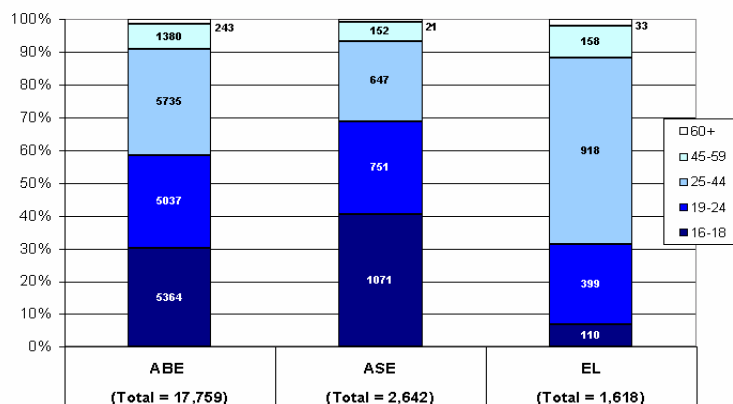
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	143	31	5	179	11%
Asian	79	11	231	321	33%
Black/African American	8,676	560	26	9,262	14%
Hispanic/Latino	327	45	1,204	1,576	23%
Native Hawaiian/Pacific Islander	38	2	23	63	-5%
White	8,496	1,993	129	10,618	7%
<b>TOTAL</b>	<b>17,759</b>	<b>2,642</b>	<b>1,618</b>	<b>22,019</b>	<b>12%</b>
<b>Gender</b>					
Male	8,326	1,241	743	10,310	16%
Female	9,433	1,401	875	11,709	8%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

Alabama	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>3</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	26	25	41	7,879	19,458
<b>2. English Literacy<sup>4</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 instruction in which they were initially enrolled.	26	34	39	634	1,484
<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 GED after exiting the program.	54	33	53	2,068	7,005
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	31	29	56	502	762
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	49	46	60	154	505
<b>Performance Measure V: Retained Employment*</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	70	73	77	51	262

\* Response rate was too low on follow-up survey to validate outcomes.

<sup>3</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>4</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.

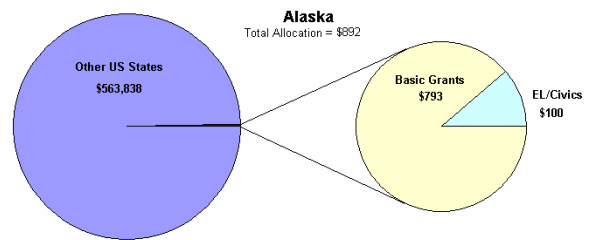
# PROGRAM FACTS 2002–2003

## ALASKA

### Participant Status

	2001–02	2002–03
Employed	1,406	1,419
Unemployed	2,593	2,297
Correctional Setting	646	666
On Public Assistance	925	694
Other Institutionalized	0	1

FY 2002 Federal Allocations in Thousands of Dollars

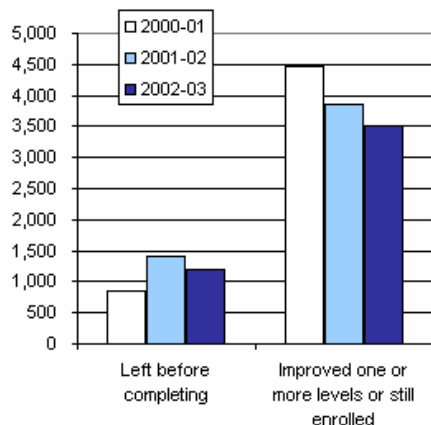


### Enrollment by Race/Ethnicity and by Gender\*

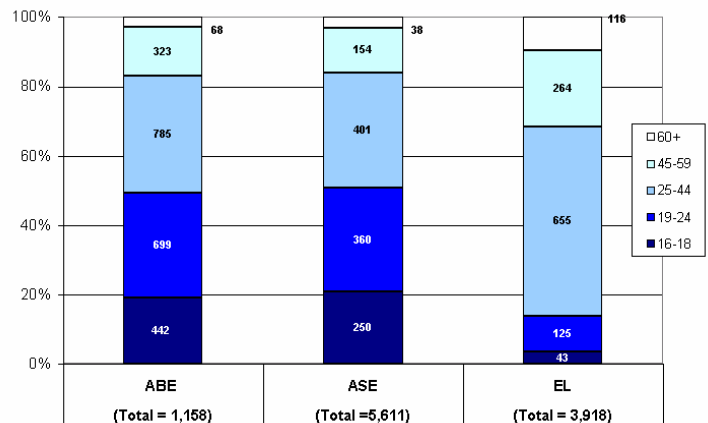
	2002–03				% Change from 2001–02*
	ABE	ASE	EL	Total*	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	1,012	411	8	1,431	-5%
Asian	178	23	480	681	9%
Black/African American	267	75	7	349	35%
Hispanic/Latino	1,283	39	470	1,792	161%
Native Hawaiian/Pacific Islander	38	20	15	73	-19%
White	1,545	635	223	2,403	14%
<b>TOTAL*</b>	<b>4,323</b>	<b>1,203</b>	<b>1,203</b>	<b>6,729*</b>	<b>28%</b>
<b>Gender</b>					
Male	1,775	693	374	2,842	20%
Female	2,548	510	829	3,887	34%

\* Alaska enrollment is report to total 4,723, however, the subcategory counts of gender and race/ethnicity each add to a total of 6,729.

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

Alaska	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>3. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	55	44	41	1,203	4,450
<b>4. English Literacy<sup>2</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 instruction in which they were initially enrolled.	36	19	32	385	1,018
<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 GED after exiting the program.	58	54	54	940	3,469
<b>Performance Measure III: Entered Postsecondary Education or Training*</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	42	37	32	105	707
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	52	44	55	446	1,700
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	65	53	55	71	525

\* Response rate was too low on follow-up survey to validate outcomes.

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

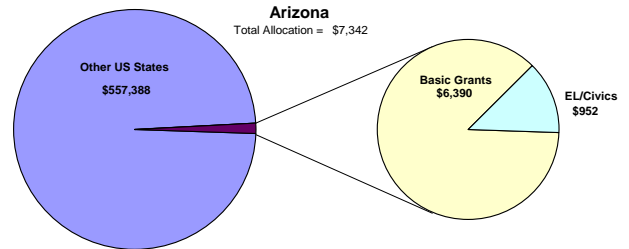
# PROGRAM FACTS 2002-2003

## ARIZONA

### Participant Status

	2001-02	2002-03
Employed	15,061	14,750
Unemployed	11,889	12,317
Correctional Setting	1,802	1,544
On Public Assistance	1,668	1,743
Other Institutionalized	183	165

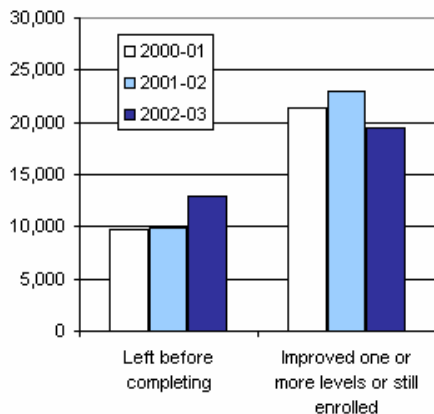
FY 2002 Federal Allocations in Thousands of Dollars



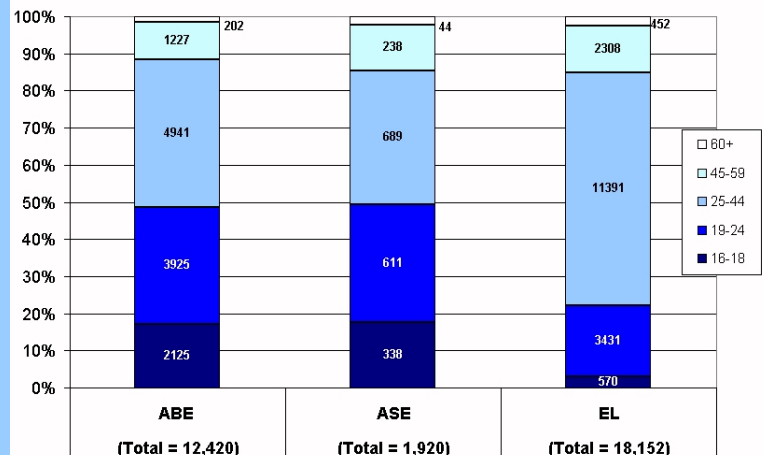
### Enrollment by Race/Ethnicity and by Gender

	2002-03				% Change from 2001-02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	1,334	142	22	1,498	0%
Asian	291	38	1,040	1,369	-2%
Black/African American	857	70	208	1,135	-9%
Hispanic/Latino	6,695	826	16,234	23,755	1%
Native Hawaiian/Pacific Islander	37	14	10	61	-3%
White	3,206	830	638	4,674	-7%
<b>TOTAL</b>	<b>12,420</b>	<b>1,920</b>	<b>18,152</b>	<b>32,492</b>	<b>-1%</b>
<b>Gender</b>					
Male	5,160	796	6,735	12,691	-6%
Female	7,260	1,124	11,417	19,801	2%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03





# PROGRAM FACTS 2002–2003

Arizona	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	34	39	24	3,209	12,620
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	34	47	42	7,578	22,510
<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 GED after exiting the program.	28	57	75	2,067	6,217
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	38	78	78	633	2,171
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	37	60	72	1,254	3,748
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	45	74	86	2,469	6,137

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

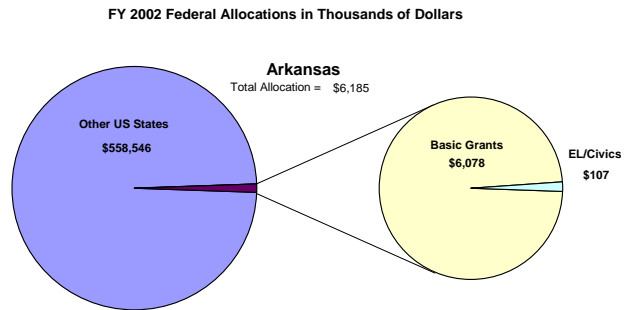
<sup>2</sup> English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

# PROGRAM FACTS 2002–2003

## ARKANSAS

### Participant Status

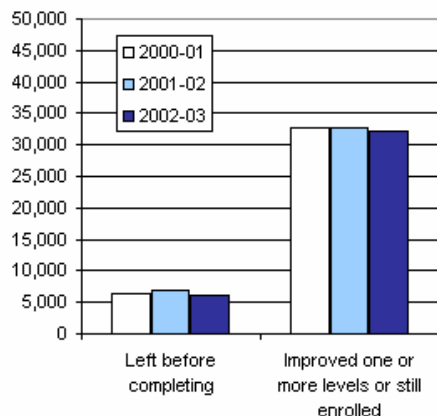
	2001–02	2002–03
Employed	13,324	13,018
Unemployed	17,394	17,016
Correctional Setting	4,344	4,282
On Public Assistance	6,239	5,515
Other Institutionalized	1,776	1,692



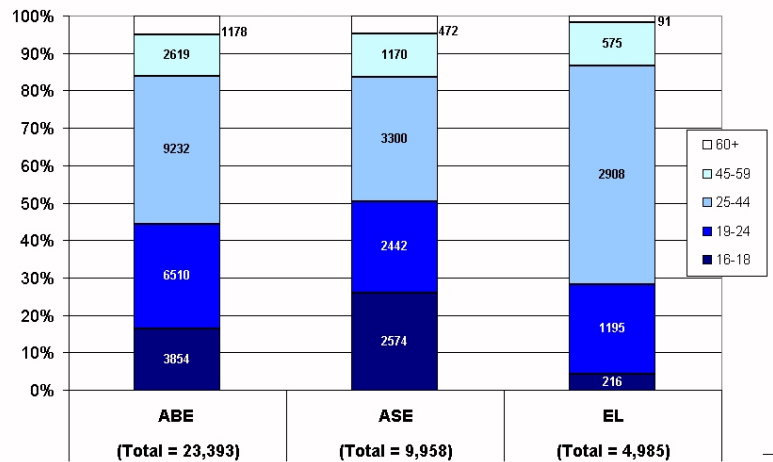
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	351	135	1	487	24%
Asian	190	53	667	910	3%
Black/African American	9,065	1,863	25	10,953	-7%
Hispanic/Latino	863	212	4,138	5,213	6%
Native Hawaiian/Pacific Islander	82	18	18	118	33%
White	12,842	7,677	136	20,655	-4%
<b>TOTAL</b>	<b>23,393</b>	<b>9,958</b>	<b>4,985</b>	<b>38,336</b>	<b>-3%</b>
<b>Gender</b>					
Male	11,240	4,570	2,498	18,308	-2%
Female	12,153	5,388	2,487	20,028	-4%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

Arkansas	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	<b>36</b>	<b>44</b>	<b>43</b>	<b>12,335</b>	<b>35,498</b>
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	<b>29</b>	<b>39</b>	<b>35</b>	<b>1,736</b>	<b>4,810</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 GED after exiting the program.	<b>77</b>	<b>77</b>	<b>65</b>	<b>4,752</b>	<b>15,802</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	<b>70</b>	<b>61</b>	<b>65</b>	<b>1,190</b>	<b>3,598</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	<b>78</b>	<b>69</b>	<b>62</b>	<b>2,121</b>	<b>7,816</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	<b>82</b>	<b>61</b>	<b>72</b>	<b>1,453</b>	<b>7,280</b>

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

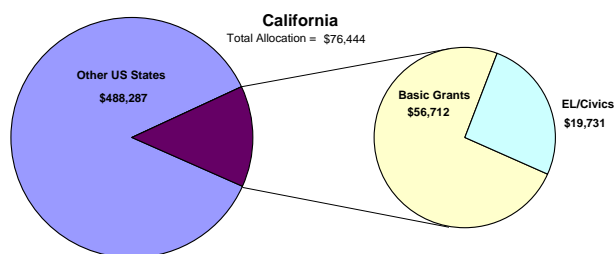
# PROGRAM FACTS 2002–2003

## CALIFORNIA

### Participant Status

	2001–02	2002–03
Employed	188,800	201,760
Unemployed	145,178	157,109
Correctional Setting	32,087	34,345
On Public Assistance	33,851	28,548
Other Institutionalized	1,177	Not Collected

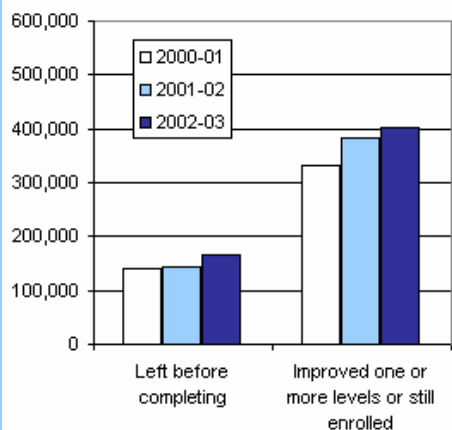
FY 2002 Federal Allocations in Thousands of Dollars



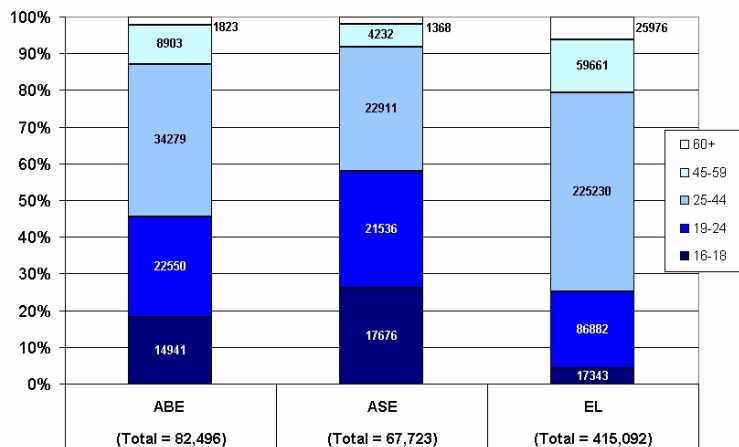
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	2,493	1,730	4,377	8,600	-34%
Asian	3,714	3,649	74,121	81,484	5%
Black/African American	16,763	8,663	2,868	28,294	18%
Hispanic/Latino	40,069	32,719	305,728	378,516	13%
Native Hawaiian/Pacific Islander	2,366	2,479	2,521	7,366	-65%
White	17,091	18,483	25,477	61,051	10%
<b>TOTAL</b>	<b>82,496</b>	<b>67,723</b>	<b>415,092</b>	<b>565,311</b>	<b>7%</b>
<b>Gender</b>					
Male	48,492	34,706	173,743	256,941	6%
Female	34,004	33,017	241,349	308,370	8%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

California	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	25	29	29	38,098	94,944
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	31	33	34	140,719	384,360
<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 GED after exiting the program.	27	32	29	12,364	29,334
<b>Performance Measure III: Entered Postsecondary Education or Training*</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	12	60	4	1,209	3,084
<b>Performance Measure IV: Entered Employment*</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	18	55	52	1,254	3,725
<b>Performance Measure V: Retained Employment*</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	34	86	82	852	3,483

\* Response rate was too low on follow-up survey to validate outcomes.

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

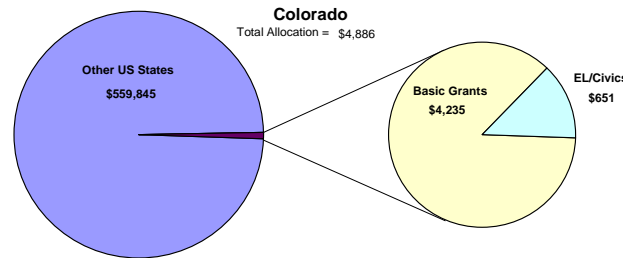
# PROGRAM FACTS 2002–2003

## COLORADO

### Participant Status

	2001–02	2002–03
Employed	7,337	7,827
Unemployed	4,512	5,059
Correctional Setting	1,500	703
On Public Assistance	1,178	1,427
Other Institutionalized	363	5

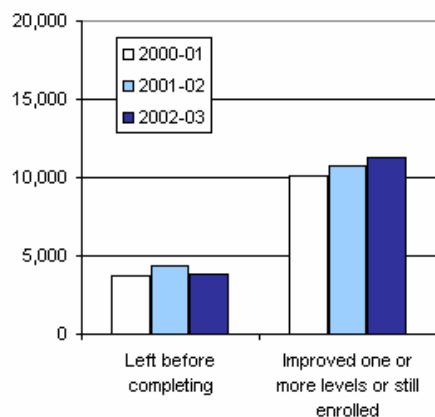
FY 2002 Federal Allocations in Thousands of Dollars



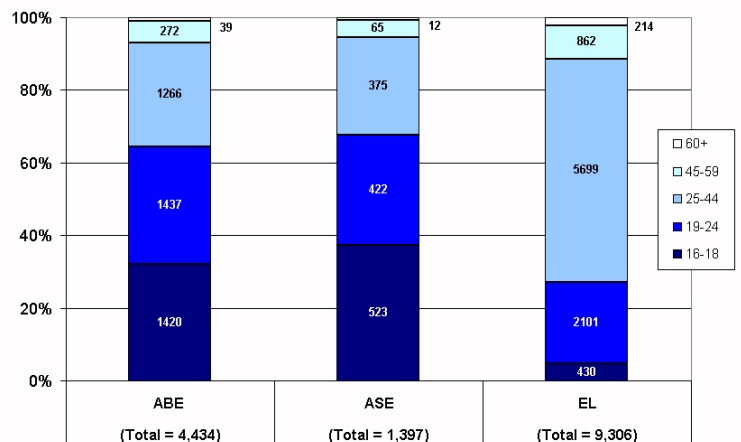
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	239	82	6	327	-10%
Asian	127	21	809	957	-2%
Black/African American	361	85	234	680	-10%
Hispanic/Latino	1,963	383	7,652	9,998	5%
Native Hawaiian/Pacific Islander	19	4	13	36	6%
White	1,725	822	592	3,139	-8%
<b>TOTAL</b>	<b>4,434</b>	<b>1,397</b>	<b>9,306</b>	<b>15,137</b>	<b>1%</b>
<b>Gender</b>					
Male	1,742	685	3,925	6,352	-10%
Female	2,692	712	5,381	8,785	10%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

Colorado	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	48	50	50	2,646	8,562
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	46	40	47	4,378	11,004
<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 GED after exiting the program.	25	59	51	1,163	4,271
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	20	73	49	220	1,480
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	26	93	77	331	1,293
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	25	94	91	547	2,404

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

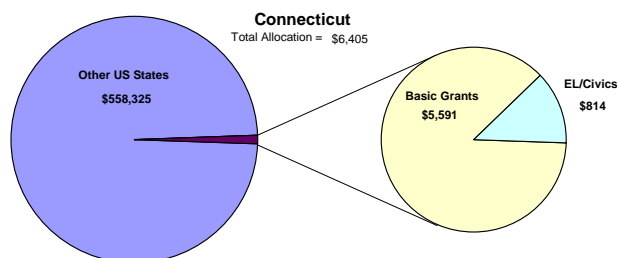
# PROGRAM FACTS 2002–2003

## CONNECTICUT

### Participant Status

	2001–02	2002–03
Employed	14,388	14,155
Unemployed	9,989	11,402
Correctional Setting	1,788	2,690
On Public Assistance	829	772
Other Institutionalized	149	140

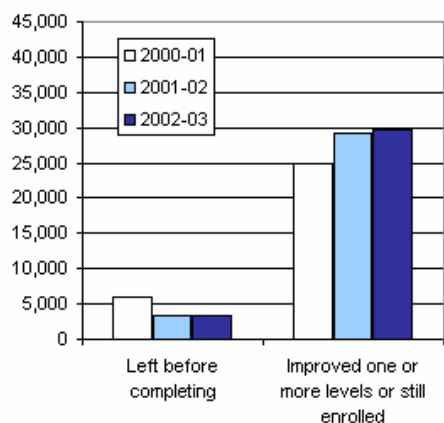
FY 2002 Federal Allocations in Thousands of Dollars



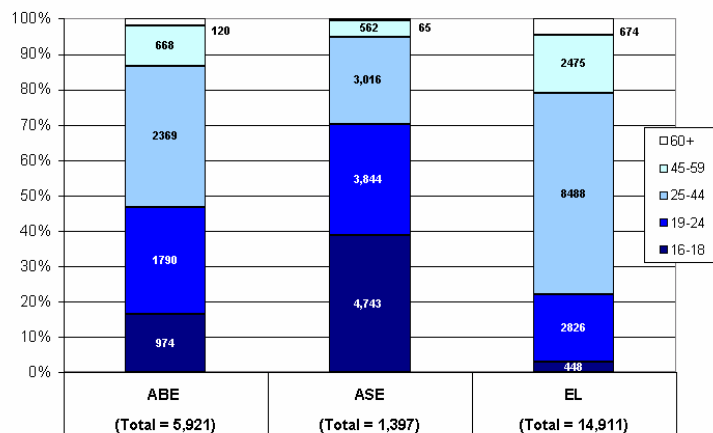
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	38	121	5	164	-6%
Asian	112	208	1,956	2,276	2%
Black/African American	2,597	3,267	1,005	6,869	2%
Hispanic/Latino	1,913	3,974	8,450	14,337	6%
Native Hawaiian/Pacific Islander	17	38	19	74	12%
White	1,244	4,622	3,476	9,342	-4%
<b>TOTAL</b>	<b>5,921</b>	<b>12,230</b>	<b>14,911</b>	<b>33,062</b>	<b>2%</b>
<b>Gender</b>					
Male	3,498	5,794	6,084	15,376	5%
Female	2,423	6,436	8,827	17,686	1%

### Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03





# PROGRAM FACTS 2002–2003

Connecticut	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	28	39	49	8,091	16,112
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	28	34	39	5,848	15,149
<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 GED after exiting the program.	76	83	67	622	2,689
<b>Performance Measure III: Entered Postsecondary Education or Training*</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	48	52	27	21	230
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	47	44	44	165	1,714
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	69	63	71	366	4,860

\* Response rate was too low on follow-up survey to validate outcomes.

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

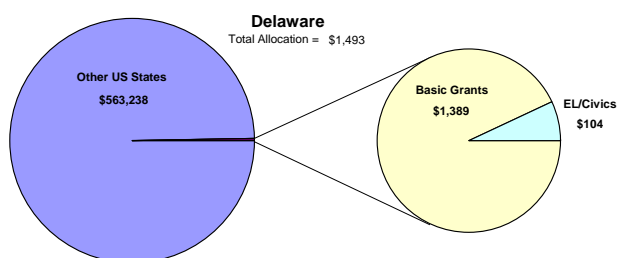
# PROGRAM FACTS 2002–2003

## DELAWARE

### Participant Status

	2001–02	2002–03
Employed	2,054	2,293
Unemployed	1,535	2,017
Correctional Setting	1,071	1,224
On Public Assistance	475	482
Other Institutionalized	60	23

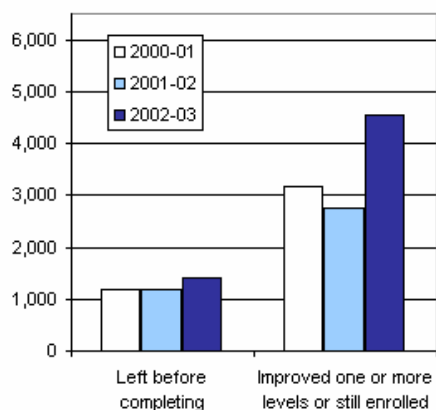
FY 2002 Federal Allocations in Thousands of Dollars



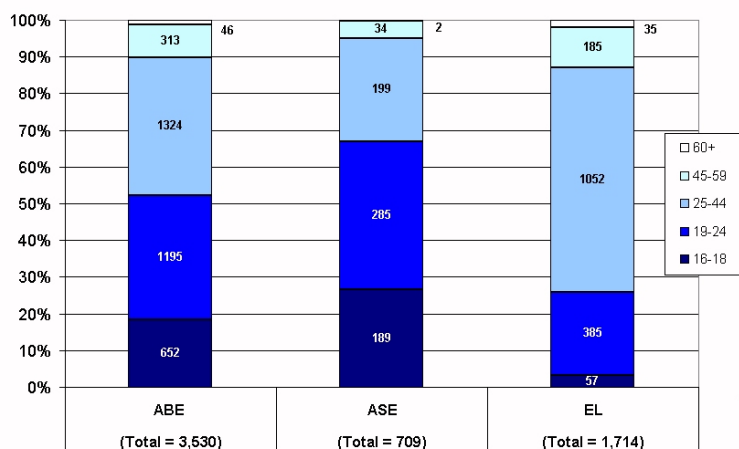
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	31	5	3	39	50%
Asian	30	7	282	319	11%
Black/African American	1,948	228	95	2,271	14%
Hispanic/Latino	272	36	1,196	1,504	8%
Native Hawaiian/Pacific Islander	5	1	2	8	33%
White	1,244	432	136	1,812	5%
<b>TOTAL</b>	<b>3,530</b>	<b>709</b>	<b>1,714</b>	<b>5,953</b>	<b>10%</b>
<b>Gender</b>					
Male	1,886	368	785	3,039	8%
Female	1,644	341	929	2,914	12%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

Delaware	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	27	35	35	1,451	3,560
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	20	23	23	388	1,009
<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 GED after exiting the program.	37	30	33	230	934
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	37	60	73	124	367
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	64	70	39	93	819
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	75	78	60	108	1,508

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

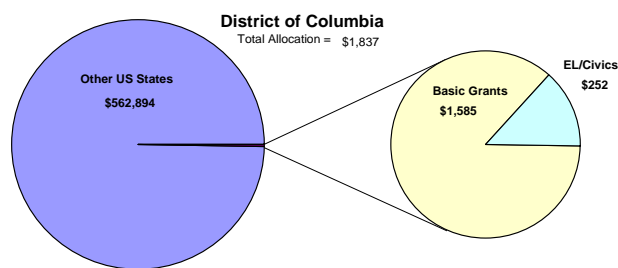
# PROGRAM FACTS 2002–2003

## DISTRICT OF COLUMBIA

### Participant Status

	2001–02	2002–03
Employed	2,075	2,238
Unemployed	970	732
Correctional Setting	126	143
On Public Assistance	195	434
Other Institutionalized	6	0

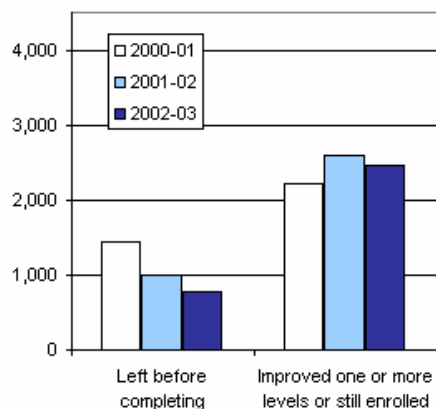
FY 2002 Federal Allocations in Thousands of Dollars



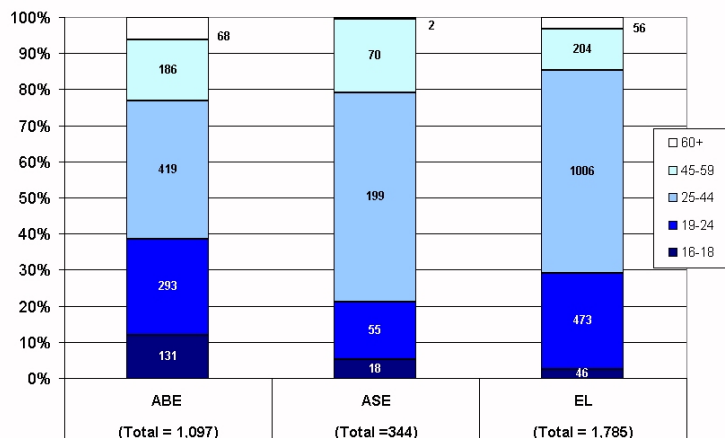
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	5	8	0	13	550%
Asian	11	1	82	94	31%
Black/African American	980	320	191	1,491	-22%
Hispanic/Latino	89	11	1,448	1,548	2%
Native Hawaiian/Pacific Islander	2	2	29	33	-30%
White	10	2	35	47	21%
<b>TOTAL</b>	<b>1,097</b>	<b>344</b>	<b>1,785</b>	<b>3,226</b>	<b>-10%</b>
<b>Gender</b>					
Male	507	216	812	1,535	-10%
Female	590	128	973	1,691	-11%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

District of Columbia	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	55	37	41	501	1,898
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	36	67	56	1,007	2,760
<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 GED after exiting the program.	62	19	63	50	184
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	85	21	100	9	211
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	62	43	75	131	686
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	42	76	92	774	2,153

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

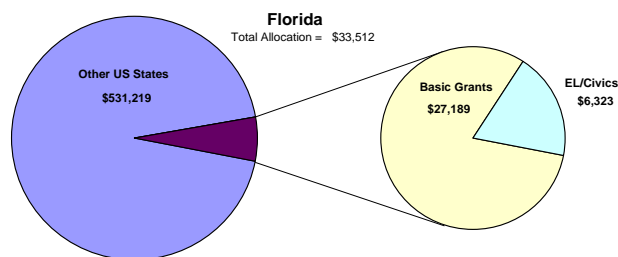
<sup>2</sup> English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

# PROGRAM FACTS 2002–2003

## FLORIDA

FY 2002 Federal Allocations in Thousands of Dollars

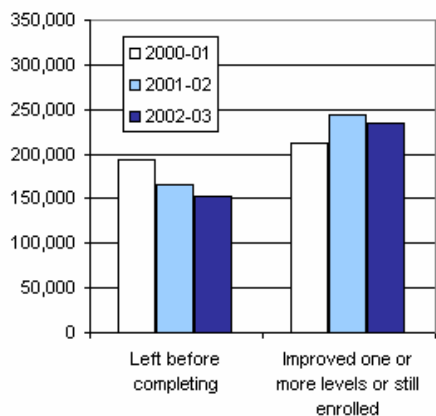
Participant Status		
	2001–02	2002–03
Employed	145,727	140,798
Unemployed	251,970	244,248
Correctional Setting	28,129	29,219
On Public Assistance	34,044	33,910
Other Institutionalized	14,292	13,643



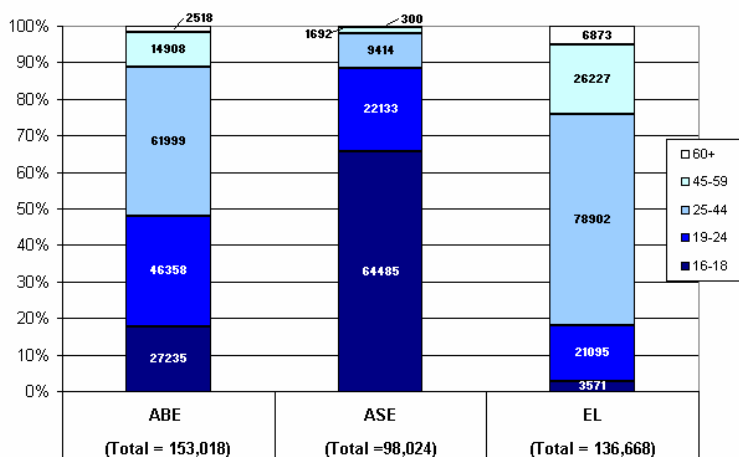
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	689	349	52	1,090	-26%
Asian	2,497	1,446	4,328	8,271	-36%
Black/African American	56,111	28,042	21,267	105,420	-1%
Hispanic/Latino	43,747	24,451	99,291	167,489	-5%
Native Hawaiian/Pacific Islander	1,675	1,024	1,777	4,476	-35%
White	48,299	42,712	9,953	100,964	-5%
<b>TOTAL</b>	<b>153,018</b>	<b>98,024</b>	<b>136,668</b>	<b>387,710</b>	<b>-6%</b>
<b>Gender</b>					
Male	76,834	50,627	56,775	184,236	-7%
Female	76,184	47,397	79,893	203,474	-4%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

Florida	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	36	36	40	87,927	250,276
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	26	33	35	47,375	137,469
<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 GED after exiting the program.	26	67	71	22,844	78,579
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	15	29	23	5,200	16,360
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	36	35	33	49,864	158,660
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	74	75	76	109,231	323,380

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

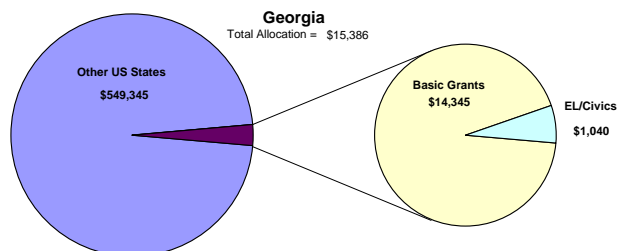
# PROGRAM FACTS 2002–2003

## GEORGIA

### Participant Status

	2001–02	2002–03
Employed	36,991	40,358
Unemployed	47,777	45,999
Correctional Setting	9,106	9,102
On Public Assistance	7,727	8,080
Other Institutionalized	515	344

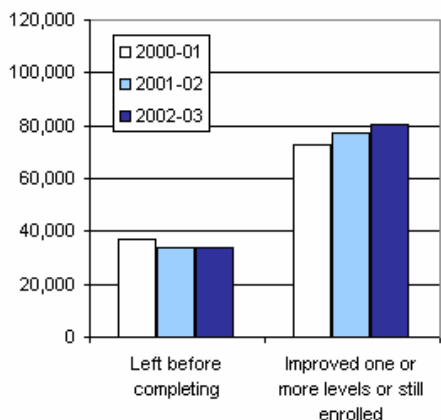
FY 2002 Federal Allocations in Thousands of Dollars



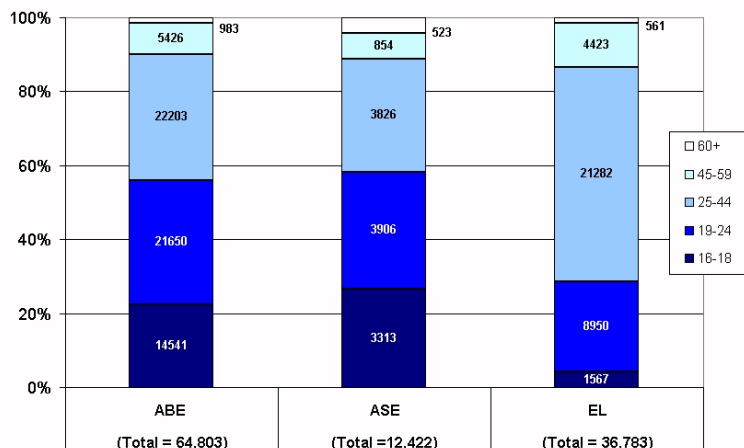
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	344	60	39	443	97%
Asian	1,214	289	5,362	6,865	-16%
Black/African American	36,442	4,761	5,385	46,588	10%
Hispanic/Latino	3,114	446	21,759	25,319	-13%
Native Hawaiian/Pacific Islander	152	47	242	441	53%
White	23,537	6,819	3,996	34,352	10%
<b>TOTAL</b>	<b>64,803</b>	<b>12,422</b>	<b>36,783</b>	<b>114,008</b>	<b>2%</b>
<b>Gender</b>					
Male	29,101	5,651	18,126	52,878	-5%
Female	35,702	6,771	18,657	61,130	10%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03





# PROGRAM FACTS 2002–2003

## Georgia

	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	29	28	31	22,381	61,522
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	25	27	30	11,092	28,771
<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 GED after exiting the program.	35	71	97	6,558	16,714
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	42	52	68	2,073	6,109
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	42	61	79	2,350	8,892
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	52	61	95	1,363	6,380

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

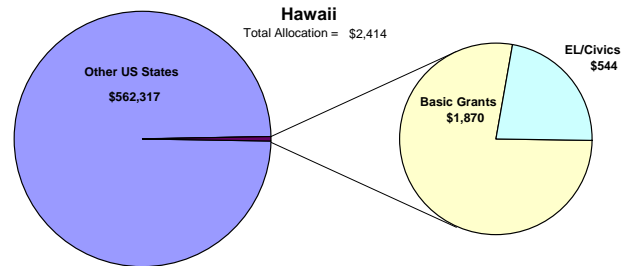
# PROGRAM FACTS 2002–2003

## HAWAII

### Participant Status

	2001–02	2002–03
Employed	3,300	3,471
Unemployed	3,669	4,668
Correctional Setting	121	182
On Public Assistance	826	784
Other Institutionalized	14	102

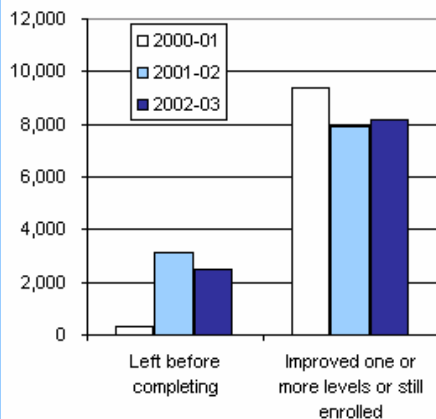
FY 2002 Federal Allocations in Thousands of Dollars



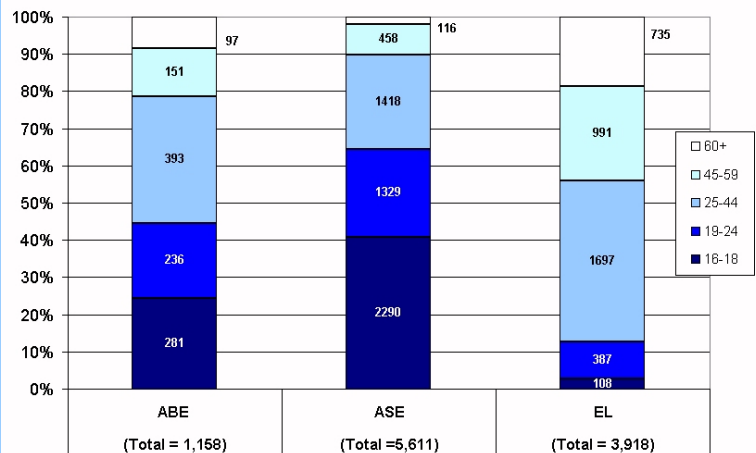
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	10	77	6	93	-9%
Asian	264	868	3,003	4,135	-5%
Black/African American	24	180	11	215	1%
Hispanic/Latino	88	384	332	804	-7%
Native Hawaiian/Pacific Islander	579	2,982	375	3,936	3%
White	193	1,120	191	1,504	-12%
<b>TOTAL</b>	<b>1,158</b>	<b>5,611</b>	<b>3,918</b>	<b>10,687</b>	<b>-3%</b>
<b>Gender</b>					
Male	425	2,528	940	3,893	-93%
Female	733	3,083	2,978	6,794	-88%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

Hawaii	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	39	36	35	1,616	5,698
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	16	50	41	1,615	3,888
<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 GED after exiting the program.	53	99	99	1,454	4,223
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	60	43	100	181	259
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	47	88	100	131	298
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	40	55	100	44	100

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

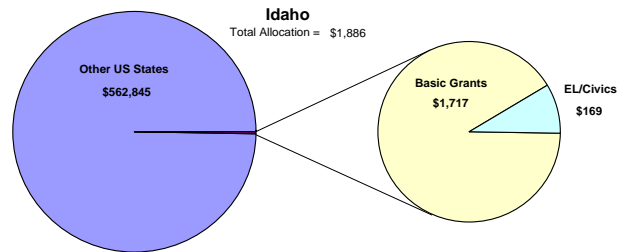
# PROGRAM FACTS 2002-2003

## IDAHO

### Participant Status

	2001-02	2002-03
Employed	4,113	3,691
Unemployed	3,712	3,158
Correctional Setting	1,325	1,082
On Public Assistance	1,125	1,075
Other Institutionalized	13	31

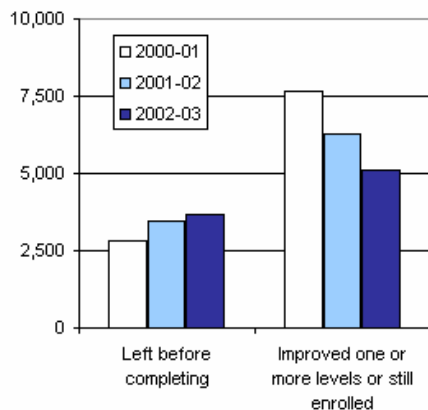
FY 2002 Federal Allocations in Thousands of Dollars



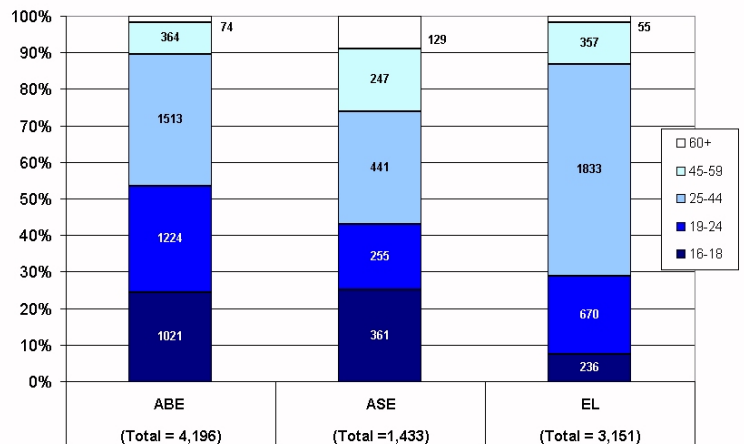
### Enrollment by Race/Ethnicity and by Gender

	2002-03				% Change from 2001-02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	172	42	2	216	-22%
Asian	58	9	322	389	-2%
Black/African American	55	5	35	95	-16%
Hispanic/Latino	790	114	2,511	3,415	-4%
Native Hawaiian/Pacific Islander	21	5	8	34	-6%
White	3,100	1,258	273	4,631	-14%
<b>TOTAL</b>	<b>4,196</b>	<b>1,433</b>	<b>3,151</b>	<b>8,780</b>	<b>-10%</b>
<b>Gender</b>					
Male	2,087	547	1,482	4,116	-13%
Female	2,109	886	1,669	4,664	-7%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

Idaho	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	55	44	36	1,736	7,659
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	35	28	25	778	2,772
<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 GED after exiting the program.	37	39	32	1,030	4,241
<b>Performance Measure III: Entered Postsecondary Education or Training*</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	27	24	22	314	1,128
<b>Performance Measure IV: Entered Employment*</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	93	37	20	230	1,221
<b>Performance Measure V: Retained Employment*</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	33	48	44	516	2,003

\* Response rate was too low on follow-up survey to validate outcomes.

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

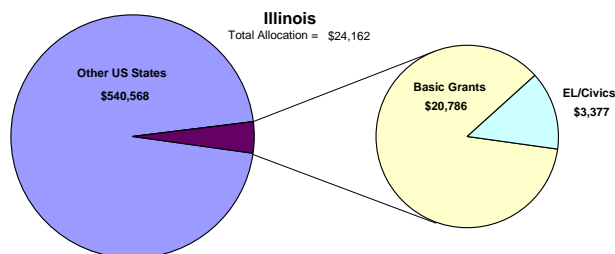
# PROGRAM FACTS 2002–2003

## ILLINOIS

### Participant Status

	2001–02	2002–03
Employed	41,362	62,343
Unemployed	31,658	51,584
Correctional Setting	6,692	6,504
On Public Assistance	19,050	18,196
Other Institutionalized	328	373

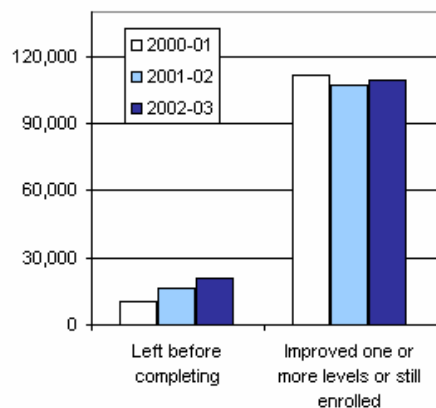
FY 2002 Federal Allocations in Thousands of Dollars



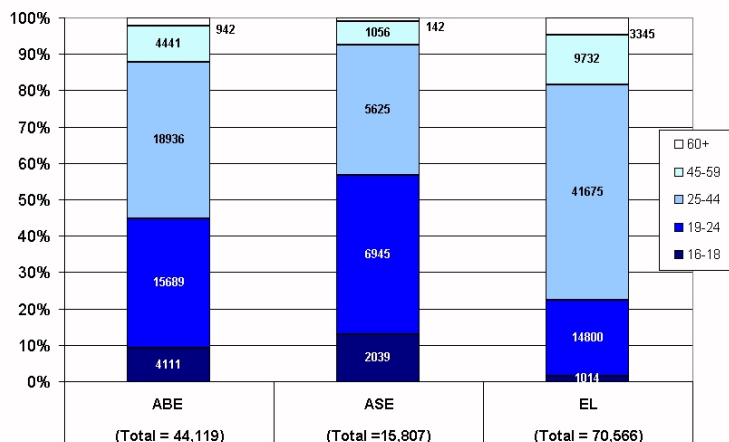
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	113	61	11	185	-8%
Asian	1,468	187	7,446	9,101	-2%
Black/African American	17,088	5,153	860	23,101	0%
Hispanic/Latino	13,917	2,688	48,430	65,035	11%
Native Hawaiian/Pacific Islander	9	3	11	23	-28%
White	11,524	7,715	13,808	33,047	2%
<b>TOTAL</b>	<b>44,119</b>	<b>15,807</b>	<b>70,566</b>	<b>130,492</b>	<b>5%</b>
<b>Gender</b>					
Male	20,673	7,162	31,128	58,963	5%
Female	23,446	8,645	39,438	71,529	6%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

Illinois	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	30	29	29	14,634	42,079
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	26	33	36	25,395	64,749
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	20	28	26	4,080	10,927
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	11	18	17	4,650	11,281
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	50	51	50	19,490	49,300
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	83	80	87	16,967	41,157

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

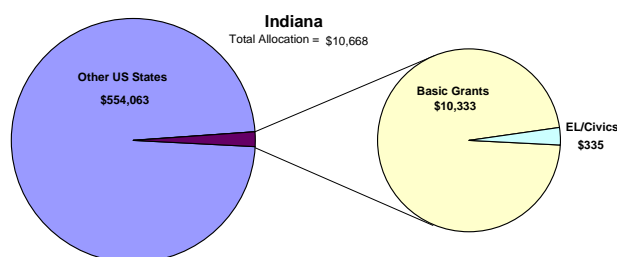
# PROGRAM FACTS 2002–2003

## INDIANA

### Participant Status

	2001–02	2002–03
Employed	17,637	15,687
Unemployed	16,224	15,732
Correctional Setting	5,492	5,534
On Public Assistance	5,785	4,906
Other Institutionalized	767	700

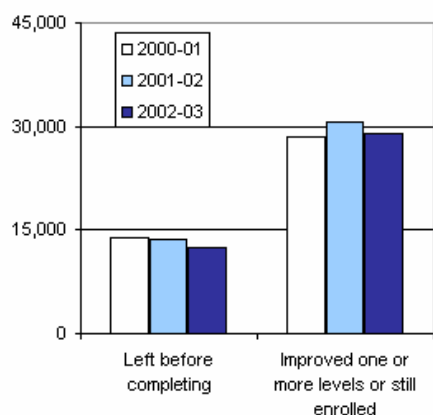
FY 2002 Federal Allocations in Thousands of Dollars



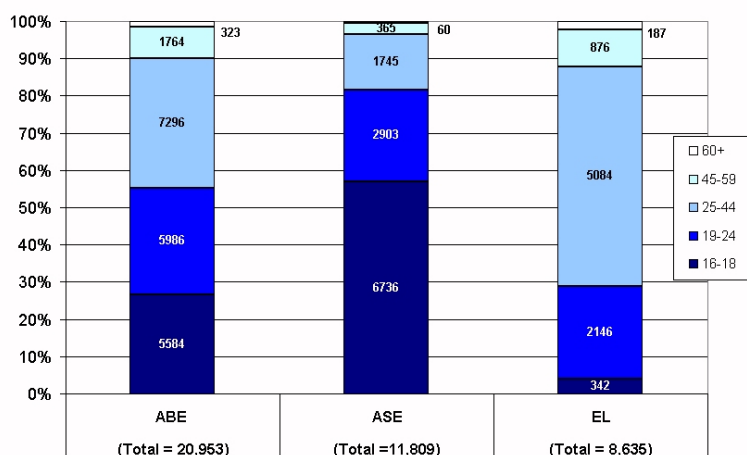
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	199	85	15	299	-26%
Asian	157	76	1,335	1,568	-8%
Black/African American	5,861	2,606	329	8,796	-5%
Hispanic/Latino	1,436	660	6,264	8,360	0%
Native Hawaiian/Pacific Islander	27	13	7	47	-28%
White	13,273	8,369	685	22,327	-10%
<b>TOTAL</b>	<b>20,953</b>	<b>11,809</b>	<b>8,635</b>	<b>41,397</b>	<b>-7%</b>
<b>Gender</b>					
Male	10,917	6,238	4,139	21,294	-6%
Female	10,036	5,571	4,496	20,103	-8%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03





# PROGRAM FACTS 2002–2003

Indiana	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	38	37	39	10,048	30,225
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	34	35	40	3,447	9,504
<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 GED after exiting the program.	46	74	84	5,588	18,076
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	53	77	83	1,643	4,648
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	62	82	96	5,057	15,028
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	63	87	62	3,422	9,618

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

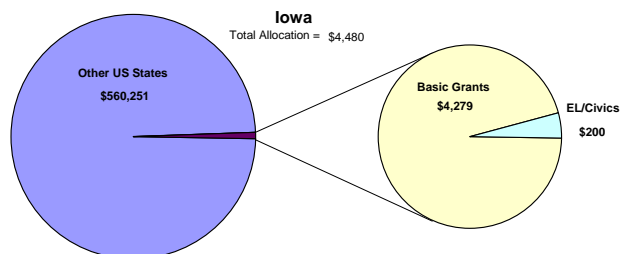
# PROGRAM FACTS 2002–2003

## IOWA

### Participant Status

	2001–02	2002–03
Employed	8,037	6,467
Unemployed	7,498	6,992
Correctional Setting	1,676	1,396
On Public Assistance	1,730	1,460
Other Institutionalized	0	2,242

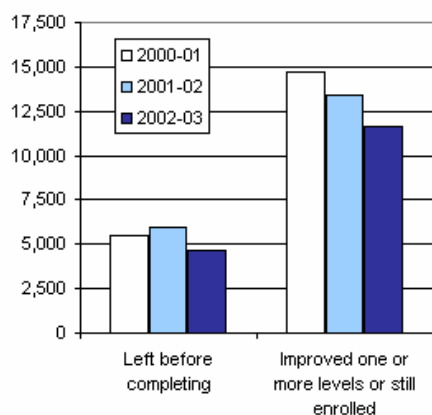
FY 2002 Federal Allocations in Thousands of Dollars



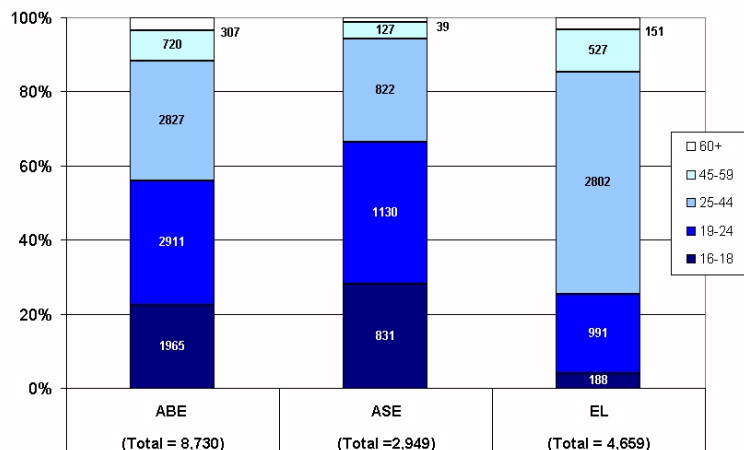
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	201	58	22	281	-21%
Asian	102	36	896	1,034	-6%
Black/African American	1,198	154	267	1,619	-15%
Hispanic/Latino	580	174	2,831	3,585	-3%
Native Hawaiian/Pacific Islander	25	8	28	61	-14%
White	6,624	2,519	615	9,758	-20%
<b>TOTAL</b>	<b>8,730</b>	<b>2,949</b>	<b>4,659</b>	<b>16,338</b>	<b>-16%</b>
<b>Gender</b>					
Male	4,250	1,608	2,187	8,045	-17%
Female	4,480	1,341	2,472	8,293	-14%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

Iowa	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	27	39	43	4,705	14,016
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	03	14	26	1,199	2,047
<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 GED after exiting the program.	51	69	63	2,054	8,690
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	10	27	53	633	1,424
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	75	73	66	802	2,324
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	71	81	84	675	1,412

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

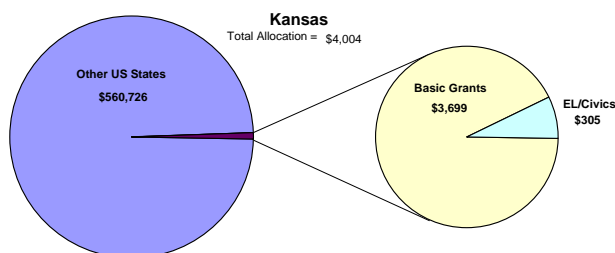
# PROGRAM FACTS 2002–2003

## KANSAS

### Participant Status

	2001–02	2002–03
Employed	5,356	4,869
Unemployed	3,707	4,105
Correctional Setting	730	777
On Public Assistance	1,034	1,272
Other Institutionalized	171	132

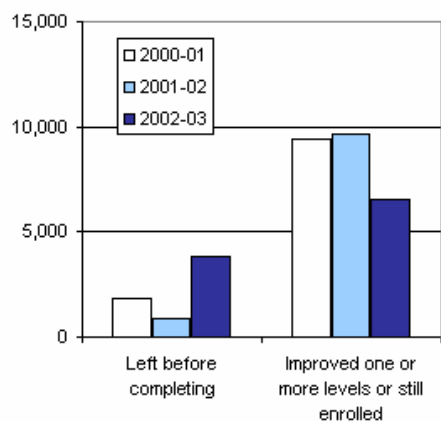
FY 2002 Federal Allocations in Thousands of Dollars



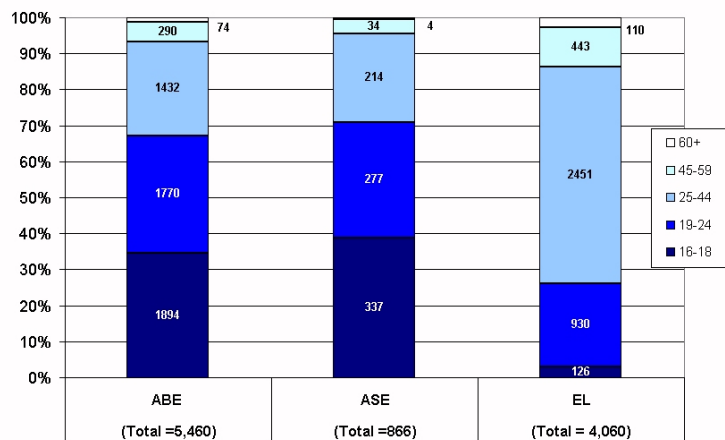
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	190	34	3	227	20%
Asian	156	21	712	889	1%
Black/African American	990	59	76	1,125	-20%
Hispanic/Latino	884	123	3,123	4,130	1%
Native Hawaiian/Pacific Islander	17	1	3	21	-9%
White	3,223	628	143	3,994	-4%
<b>TOTAL</b>	<b>5,460</b>	<b>866</b>	<b>4,060</b>	<b>10,386</b>	<b>-3%</b>
<b>Gender</b>					
Male	2,382	450	1,748	4,580	-7%
Female	3,078	416	2,312	5,806	0%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

## Kansas

	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	53	76	58	3,492	11,926
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	42	68	55	2,245	6,865
<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 GED after exiting the program.	50	71	61	1,722	5,297
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	25	69	62	286	372
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	50	59	52	550	1,083
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	53	74	54	334	1,005

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

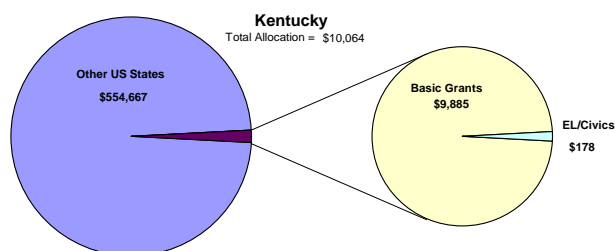
# PROGRAM FACTS 2002-2003

## KENTUCKY

### Participant Status

	2001-02	2002-03
Employed	12,508	10,132
Unemployed	15,552	16,546
Correctional Setting	6,214	7,825
On Public Assistance	4,872	5,124
Other Institutionalized	0	75

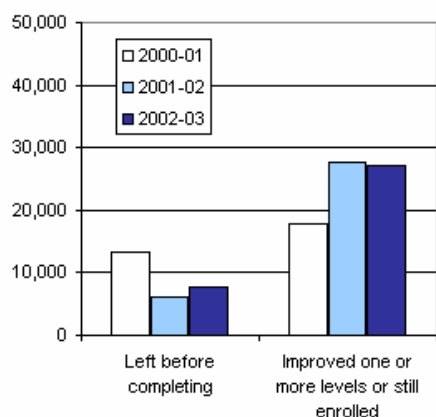
FY 2002 Federal Allocations in Thousands of Dollars



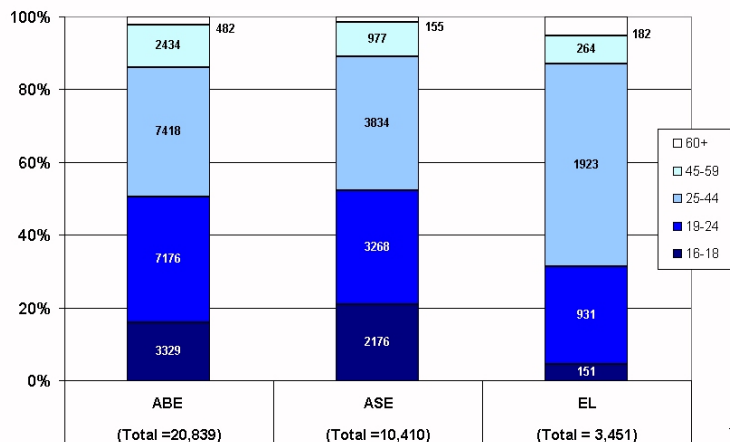
### Enrollment by Race/Ethnicity and by Gender

	2002-03				% Change from 2001-02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	211	88	2	301	11%
Asian	133	28	768	929	3%
Black/African American	3,919	803	163	4,885	-5%
Hispanic/Latino	347	161	2,121	2,629	10%
Native Hawaiian/Pacific Islander	21	8	3	32	
White	16,208	9,322	394	25,924	3%
<b>TOTAL</b>	<b>20,839</b>	<b>10,410</b>	<b>3,451</b>	<b>34,700</b>	<b>3%</b>
<b>Gender</b>					
Male	10,123	5,073	1,723	16,919	4%
Female	10,716	5,337	1,728	17,781	1%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

Kentucky	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	58	57	67	17,465	44,564
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	32	50	52	1,789	4,517
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	66	67	63	6,416	27,961
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	73	74	77	2,643	7,619
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	74	67	72	2,855	9,889
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	80	90	94	6,416	22,639

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

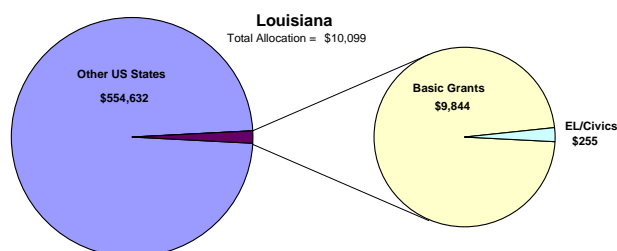
# PROGRAM FACTS 2002–2003

## LOUISIANA

### Participant Status

	2001–02	2002–03
Employed	10,503	10,460
Unemployed	13,453	14,717
Correctional Setting	5,145	4,909
On Public Assistance	3,613	3,822
Other Institutionalized	732	694

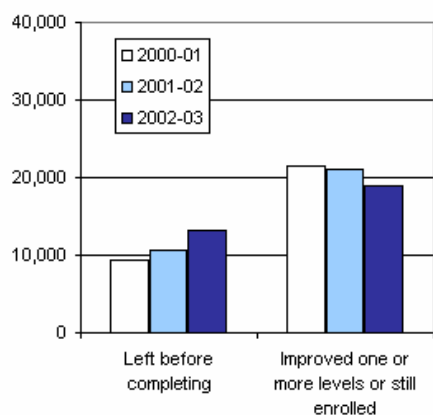
FY 2002 Federal Allocations in Thousands of Dollars



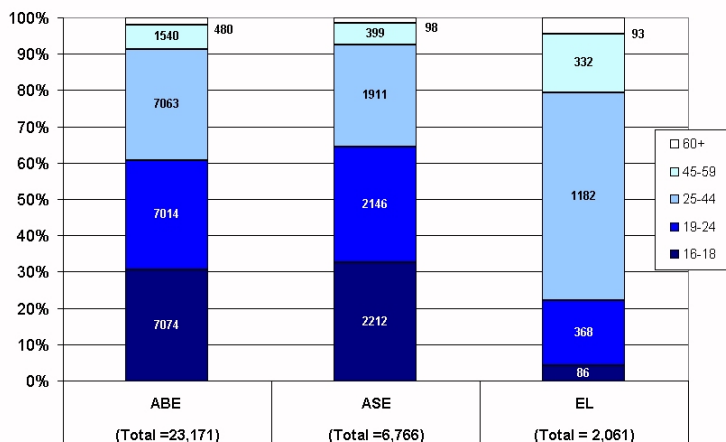
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	225	57	1	283	6%
Asian	204	62	441	707	6%
Black/African American	12,597	2,201	87	14,885	3%
Hispanic/Latino	539	153	1,347	2,039	17%
Native Hawaiian/Pacific Islander	16	3	7	26	-7%
White	9,590	4,290	178	14,058	-3%
<b>TOTAL</b>	<b>23,171</b>	<b>6,766</b>	<b>2,061</b>	<b>31,998</b>	<b>1%</b>
<b>Gender</b>					
Male	11,445	3,325	760	15,530	0%
Female	11,726	3,441	1,301	16,468	2%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03





# PROGRAM FACTS 2002–2003

Louisiana	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	38	45	45	12,149	33,551
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	20	34	28	583	1,432
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	78	78	54	3,928	16,109
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	15	70	23	130	616
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	43	38	52	973	2,649
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	52	44	57	135	1,096

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

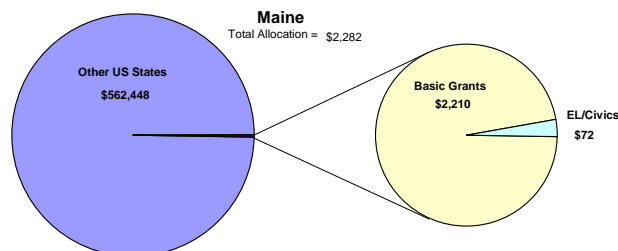
# PROGRAM FACTS 2002–2003

## MAINE

### Participant Status

	2001–02	2002–03
Employed	3,158	2,436
Unemployed	3,476	2,466
Correctional Setting	1,120	1,408
On Public Assistance	2,476	1,544
Other Institutionalized	421	13

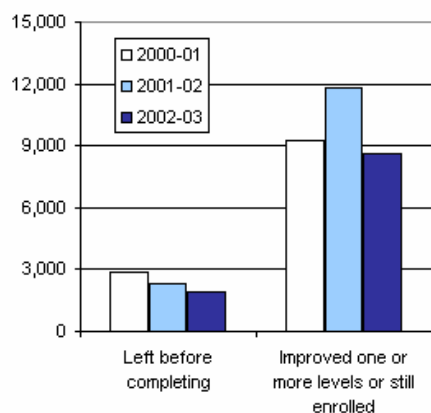
FY 2002 Federal Allocations in Thousands of Dollars



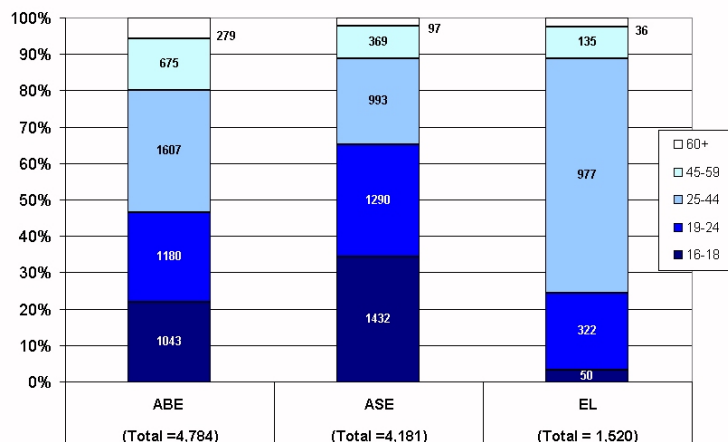
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	74	45	0	119	-24%
Asian	80	39	351	470	-7%
Black/African American	132	111	599	842	-7%
Hispanic/Latino	121	76	237	434	-19%
Native Hawaiian/Pacific Islander	2	3	1	6	-65%
White	4,375	3,907	332	8,614	-4%
<b>TOTAL</b>	<b>4,784</b>	<b>4,181</b>	<b>1,520</b>	<b>10,485</b>	<b>-6%</b>
<b>Gender</b>					
Male	2,485	2,032	563	5,080	-1%
Female	2,299	2,149	957	5,405	-10%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

Maine	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	38	43	44	3,272	9,994
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	32	28	39	592	1,426
<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 GED after exiting the program.	65	72	79	1,887	7,307
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	50	63	67	614	1,849
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	56	66	42	481	1,849
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	72	92	61	93	1,373

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

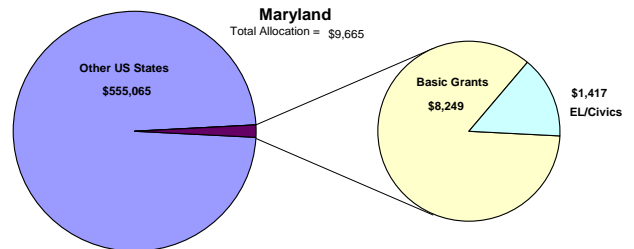
# PROGRAM FACTS 2002–2003

## MARYLAND

### Participant Status

	2001–02	2002–03
Employed	13,595	13,611
Unemployed	8,912	8,442
Correctional Setting	6,222	5,405
On Public Assistance	1,790	1,874
Other Institutionalized	336	768

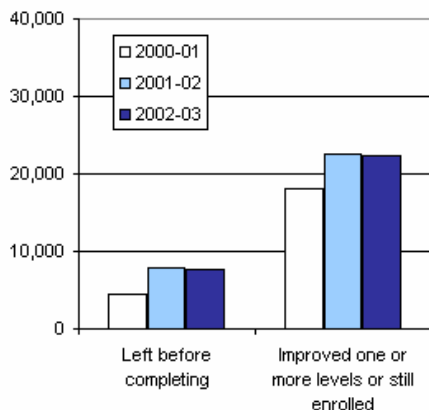
FY 2002 Federal Allocations in Thousands of Dollars



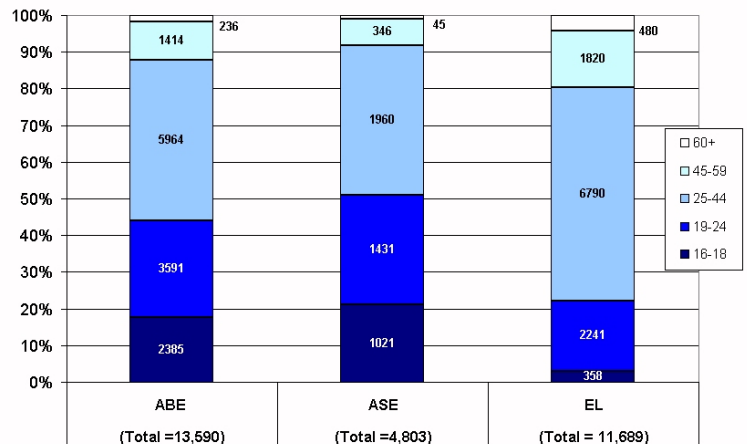
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	206	77	24	307	-10%
Asian	273	82	2,578	2,933	-1%
Black/African American	8,602	2,097	1,016	11,715	-5%
Hispanic/Latino	796	231	6,875	7,902	9%
Native Hawaiian/Pacific Islander	32	16	28	76	7%
White	3,681	2,300	1,168	7,149	-5%
<b>TOTAL</b>	<b>13,590</b>	<b>4,803</b>	<b>11,689</b>	<b>30,082</b>	<b>-1%</b>
<b>Gender</b>					
Male	7,708	2,582	4,695	14,985	0%
Female	5,882	2,221	6,994	15,097	-3%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

## Maryland

	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	55	46	46	8,023	23,355
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	43	33	38	4,426	12,027
<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 GED after exiting the program.	26	22	64	2,562	6,991
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	13	18	27	124	224
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	44	39	59	414	1,540
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	58	66	68	389	1,024

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

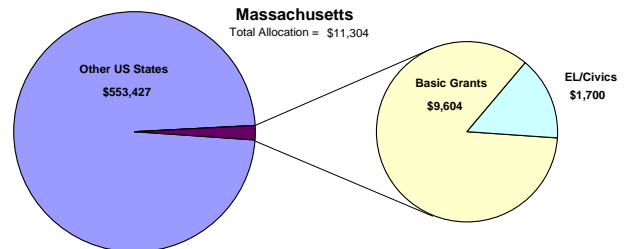
# PROGRAM FACTS 2002–2003

## MASSACHUSETTS

### Participant Status

	2001–02	2002–03
Employed	12,607	10,825
Unemployed	5,361	4,617
Correctional Setting	1,209	1,171
On Public Assistance	3,413	3,135
Other Institutionalized	0	0

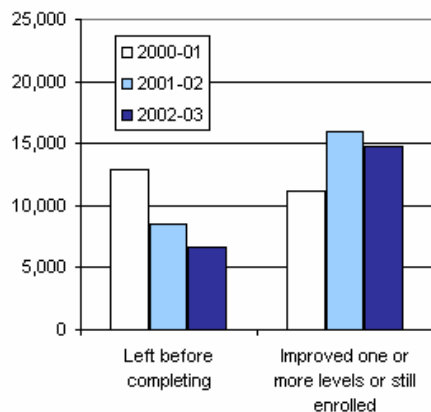
FY 2002 Federal Allocations in Thousands of Dollars



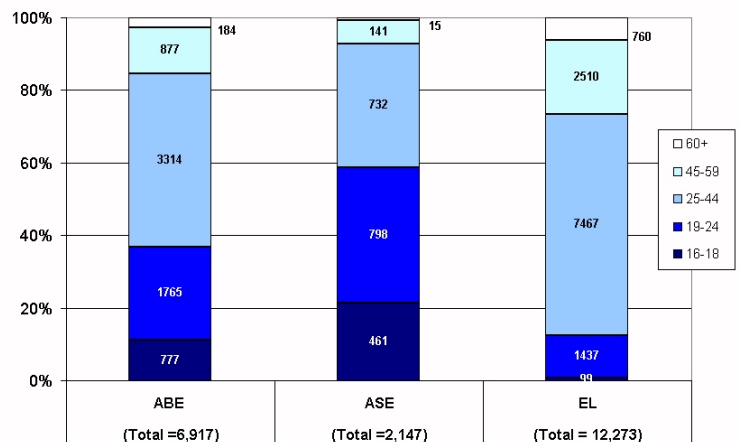
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	44	17	21	82	-33%
Asian	395	67	2,180	2,642	-9%
Black/African American	1,968	301	1,815	4,084	-13%
Hispanic/Latino	1,741	448	4,724	6,913	-11%
Native Hawaiian/Pacific Islander	10	2	11	23	53%
White	2,759	1,312	3,522	7,593	-15%
<b>TOTAL</b>	<b>6,917</b>	<b>2,147</b>	<b>12,273</b>	<b>21,337</b>	<b>-13%</b>
<b>Gender</b>					
Male	3,239	1,052	4,085	8,376	-14%
Female	3,678	1,095	8,188	12,961	-12%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

Massachusetts	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	22	23	24	1,966	6,177
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	35	36	33	4,038	13,682
<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 GED after exiting the program.	43	65	31	586	3,435
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	95	63	45	183	1,675
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	82	76	48	538	1,901
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	77	36	56	254	1,158

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

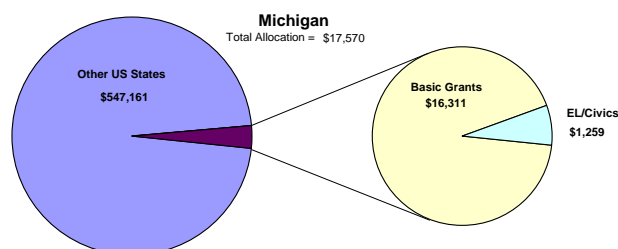
# PROGRAM FACTS 2002-2003

## MICHIGAN

### Participant Status

	2001-02	2002-03
Employed	26,323	22,830
Unemployed	26,067	28,635
Correctional Setting	14,577	12,023
On Public Assistance	6,163	6,027
Other Institutionalized	2,055	1,438

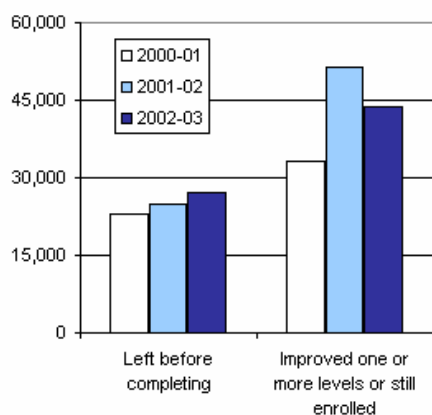
FY 2002 Federal Allocations in Thousands of Dollars



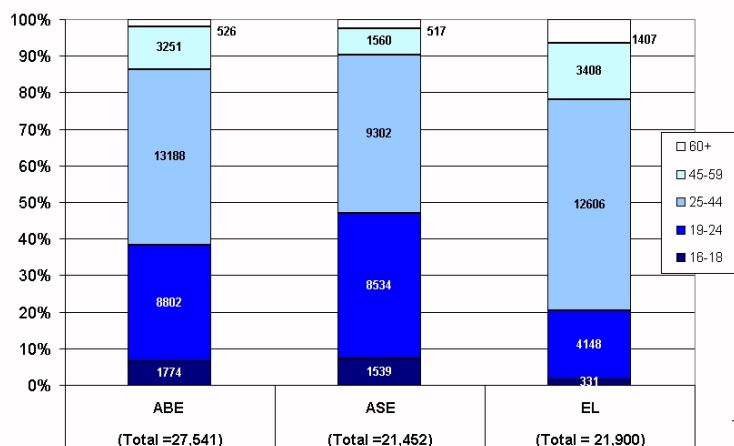
### Enrollment by Race/Ethnicity and by Gender

	2002-03				% Change from 2001-02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	304	416	37	757	-15%
Asian	6,445	455	4,068	10,968	148%
Black/African American	8,782	8,396	600	17,778	-30%
Hispanic/Latino	1,311	913	8,282	10,506	-7%
Native Hawaiian/Pacific Islander	50	139	50	239	-15%
White	10,649	11,133	8,863	30,645	-9%
<b>TOTAL</b>	<b>27,541</b>	<b>21,452</b>	<b>21,900</b>	<b>70,893</b>	<b>-7%</b>
<b>Gender</b>					
Male	18,054	9,743	9,248	37,045	-10%
Female	9,487	11,709	12,652	33,848	-3%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03





# PROGRAM FACTS 2002–2003

Michigan	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	26	29	17	7,407	30,216
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	25	34	37	8,047	19,718
<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 GED after exiting the program.	25	37	32	6,675	20,963
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	23	35	52	536	973
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	40	54	64	818	1,921
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	64	49	50	173	605

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

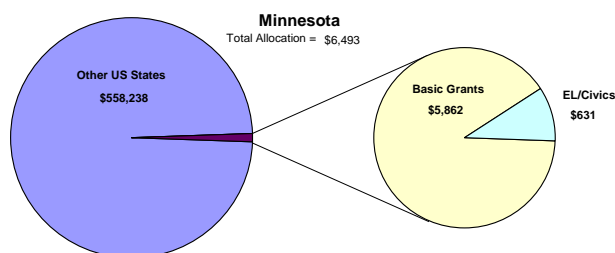
# PROGRAM FACTS 2002-2003

## MINNESOTA

### Participant Status

	2001-02	2002-03
Employed	17,415	16,853
Unemployed	16,603	15,652
Correctional Setting	7,389	10,158
On Public Assistance	8,900	8,909
Other Institutionalized	418	409

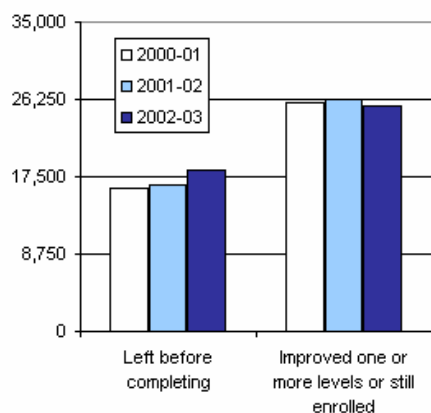
FY 2002 Federal Allocations in Thousands of Dollars



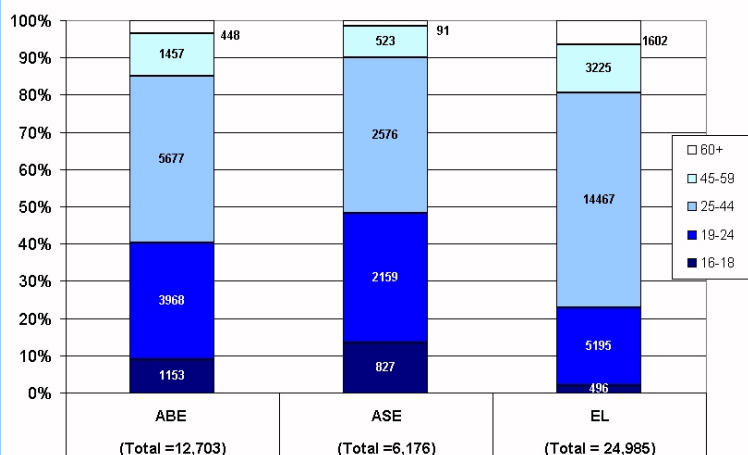
### Enrollment by Race/Ethnicity and by Gender

	2002-03				% Change from 2001-02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	1,008	399	16	1,423	-9%
Asian	494	228	5,436	6,158	0%
Black/African American	4,568	1,653	6,799	13,020	3%
Hispanic/Latino	1,042	404	9,997	11,443	7%
Native Hawaiian/Pacific Islander	153	29	35	217	193%
White	5,438	3,463	2,702	11,603	-1%
<b>TOTAL</b>	<b>12,703</b>	<b>6,176</b>	<b>24,985</b>	<b>43,864</b>	<b>2%</b>
<b>Gender</b>					
Male	7,498	3,479	10,394	21,371	2%
Female	5,205	2,697	14,591	22,493	3%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

Minnesota	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	24	22	25	3,934	11,373
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	18	20	25	6,201	15,051
<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 GED after exiting the program.	35	29	32	2,024	7,058
<b>Performance Measure III: Entered Postsecondary Education or Training*</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	34	28	25	740	2,085
<b>Performance Measure IV: Entered Employment*</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	45	32	28	982	3,631
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	76	56	54	895	4,284

\* Response rate was too low on follow-up survey to validate outcomes.

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

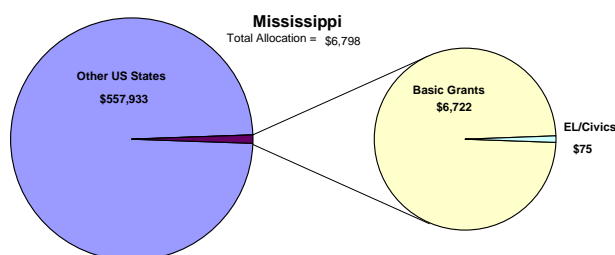
# PROGRAM FACTS 2002–2003

## MISSISSIPPI

### Participant Status

	2001–02	2002–03
Employed	11,365	12,911
Unemployed	15,488	16,765
Correctional Setting	3,798	7,268
On Public Assistance	4,602	3,732
Other Institutionalized	9,809	4,824

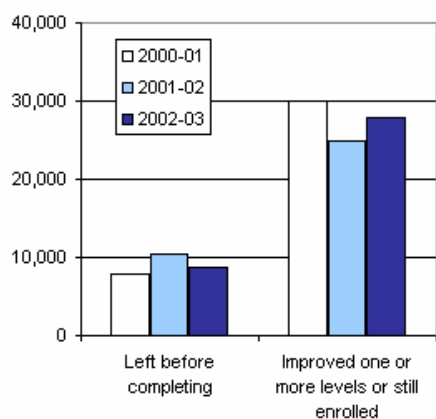
FY 2002 Federal Allocations in Thousands of Dollars



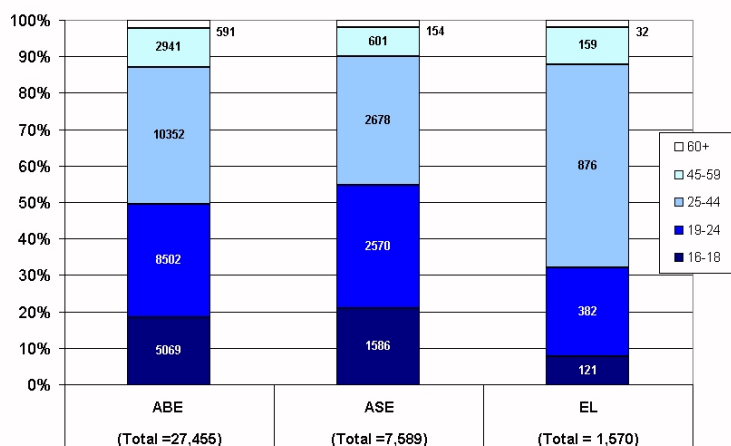
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	59	27	2	88	-56%
Asian	96	149	323	568	45%
Black/African American	17,630	3,082	59	20,771	-1%
Hispanic/Latino	290	432	1,081	1,803	17%
Native Hawaiian/Pacific Islander	17	5	3	25	-11%
White	9,363	3,894	102	13,359	9%
<b>TOTAL</b>	<b>27,455</b>	<b>7,589</b>	<b>1,570</b>	<b>36,614</b>	<b>4%</b>
<b>Gender</b>					
Male	11,717	3,467	803	15,987	-2%
Female	15,738	4,122	767	20,627	8%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

Mississippi	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	42	43	43	13,457	39,574
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	41	37	36	566	2,172
<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 GED after exiting the program.	34	50	41	2,344	7,717
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	26	56	55	1,022	4,556
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	21	72	49	537	2,756
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	23	84	76	993	4,038

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

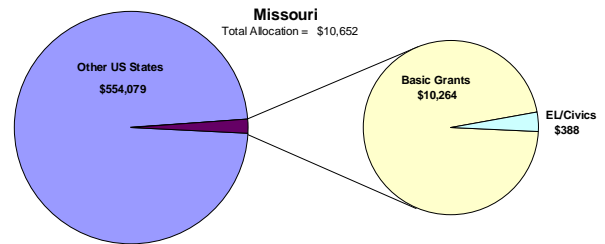
# PROGRAM FACTS 2002–2003

## MISSOURI

### Participant Status

	2001–02	2002–03
Employed	10,092	11,051
Unemployed	16,192	16,359
Correctional Setting	9,121	9,210
On Public Assistance	2,711	2,657
Other Institutionalized	1,314	484

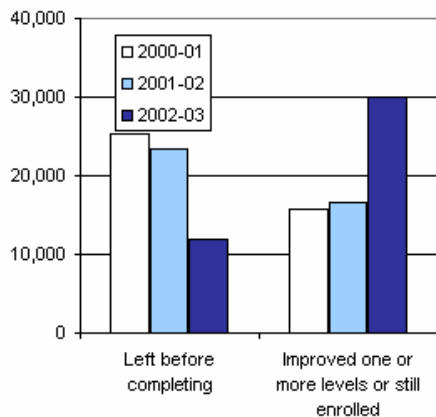
FY 2002 Federal Allocations in Thousands of Dollars



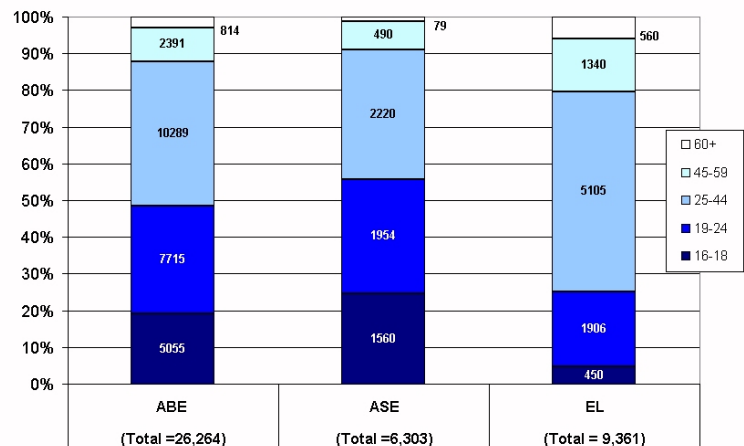
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	294	78	10	382	2%
Asian	168	50	2,279	2,497	5%
Black/African American	9,747	1,100	825	11,672	6%
Hispanic/Latino	755	131	4,430	5,316	14%
Native Hawaiian/Pacific Islander	50	11	18	79	20%
White	15,250	4,933	1,799	21,982	2%
<b>TOTAL</b>	<b>26,264</b>	<b>6,303</b>	<b>9,361</b>	<b>41,928</b>	<b>5%</b>
<b>Gender</b>					
Male	14,451	3,392	4,413	22,256	5%
Female	11,813	2,911	4,948	19,672	5%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

Missouri	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	31	31	48	14,150	31,741
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	16	29	31	2,906	6,891
<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 GED after exiting the program.	44	33	37	1,580	4,971
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	27	19	19	1,320	3,027
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	44	51	54	9,136	23,134
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	34	70	67	945	2,528

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

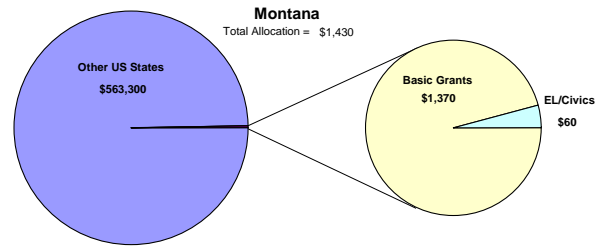
# PROGRAM FACTS 2002–2003

## MONTANA

### Participant Status

	2001–02	2002–03
Employed	1,266	1,173
Unemployed	1,966	1,952
Correctional Setting	1,093	981
On Public Assistance	1,280	1,304
Other Institutionalized	16	49

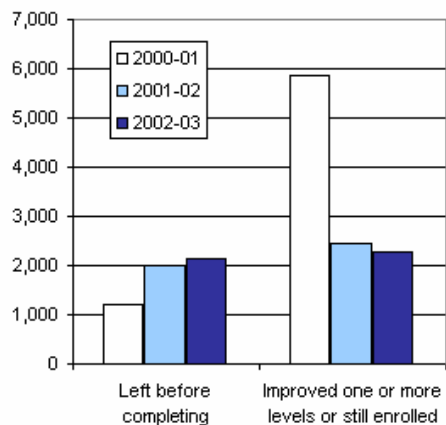
FY 2002 Federal Allocations in Thousands of Dollars



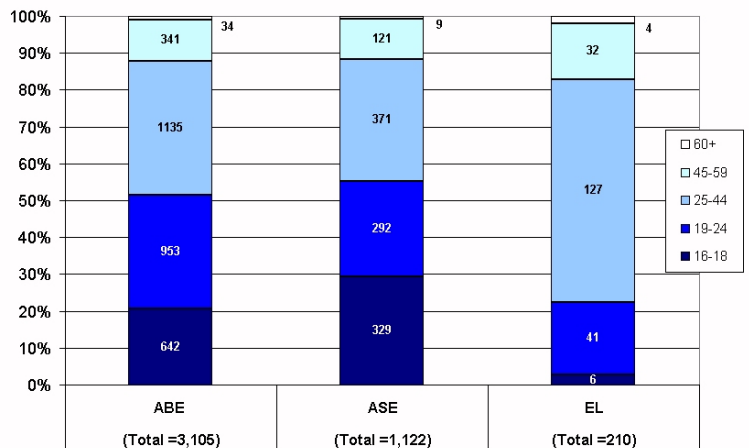
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	745	115	5	865	-2%
Asian	41	12	71	124	5%
Black/African American	38	11	2	51	0%
Hispanic/Latino	48	173	95	316	8%
Native Hawaiian/Pacific Islander	13	4	0	17	-48%
White	2,095	932	37	3,064	1%
<b>TOTAL</b>	<b>3,105</b>	<b>1,122</b>	<b>210</b>	<b>4,437</b>	<b>0%</b>
<b>Gender</b>					
Male	1,537	566	69	2,172	-3%
Female	1,568	556	141	2,265	4%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03





# PROGRAM FACTS 2002–2003

Montana	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	53	35	30	1,100	4,514
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	75	48	49	103	274
<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 GED after exiting the program.	35	48	73	874	2,656
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	40	44	82	330	745
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	52	63	77	310	723
<b>Performance Measure V: Retained Employment*</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	61	58	59	58	313

\* Response rate was too low on follow-up survey to validate outcomes.

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

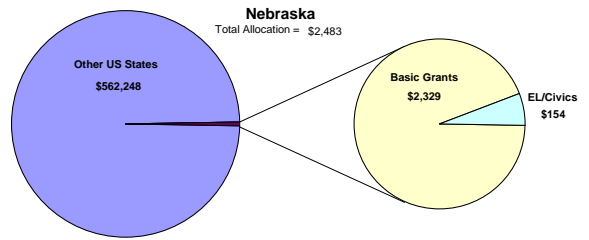
# PROGRAM FACTS 2002–2003

## NEBRASKA

### Participant Status

	2001–02	2002–03
Employed	3,857	4,085
Unemployed	3,784	4,457
Correctional Setting	1,335	1,306
On Public Assistance	774	894
Other Institutionalized	93	50

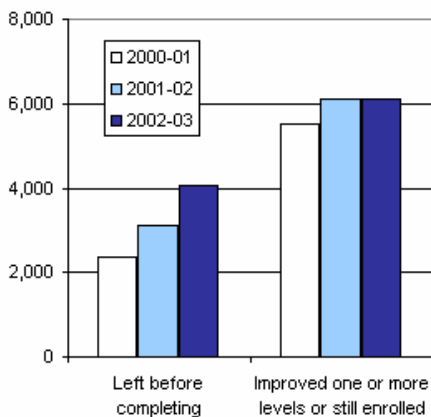
FY 2002 Federal Allocations in Thousands of Dollars



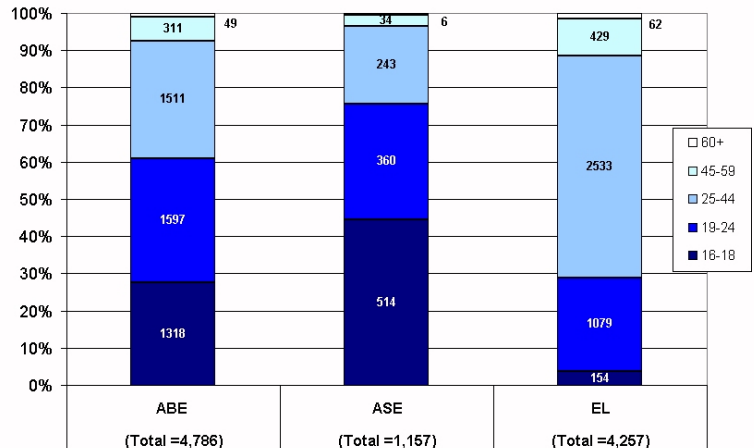
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	292	62	11	365	13%
Asian	78	12	332	422	1%
Black/African American	1,142	71	238	1,451	18%
Hispanic/Latino	843	107	3,538	4,488	16%
Native Hawaiian/Pacific Islander	22	4	3	29	-12%
White	2,409	901	135	3,445	4%
<b>TOTAL</b>	<b>4,786</b>	<b>1,157</b>	<b>4,257</b>	<b>10,200</b>	<b>11%</b>
<b>Gender</b>					
Male	2,432	640	2,122	5,194	7%
Female	2,354	517	2,135	5,006	15%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

Nebraska	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	<b>30</b>	<b>36</b>	<b>35</b>	<b>1,931</b>	<b>5,140</b>
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	<b>23</b>	<b>34</b>	<b>34</b>	<b>1,441</b>	<b>3,408</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 GED after exiting the program.	<b>35</b>	<b>63</b>	<b>44</b>	<b>925</b>	<b>3,281</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	<b>28</b>	<b>61</b>	<b>25</b>	<b>103</b>	<b>306</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	<b>28</b>	<b>41</b>	<b>32</b>	<b>80</b>	<b>341</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	<b>28</b>	<b>70</b>	<b>49</b>	<b>44</b>	<b>243</b>

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

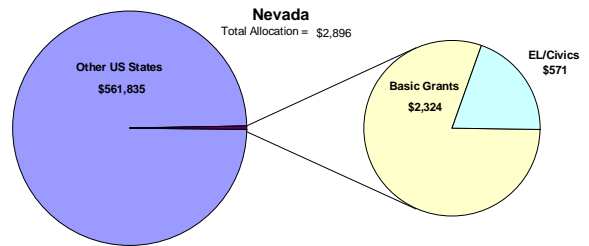
# PROGRAM FACTS 2002–2003

## NEVADA

### Participant Status

	2001–02	2002–03
Employed	3,393	3,615
Unemployed	3,547	3,174
Correctional Setting	195	220
On Public Assistance	565	589
Other Institutionalized	1	0

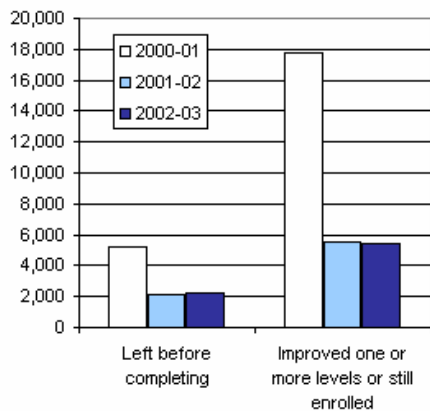
FY 2002 Federal Allocations in Thousands of Dollars



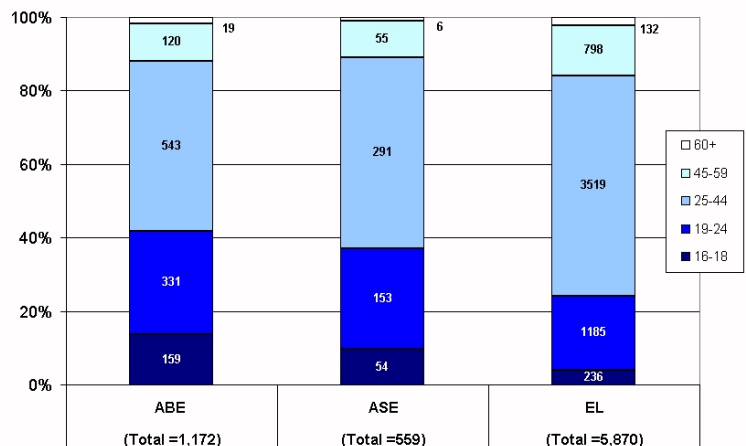
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	57	19	5	81	-30%
Asian	46	20	534	600	3%
Black/African American	194	48	89	331	-24%
Hispanic/Latino	323	122	4,873	5,318	5%
Native Hawaiian/Pacific Islander	28	2	16	46	-28%
White	524	348	353	1,225	-13%
<b>TOTAL</b>	<b>1,172</b>	<b>559</b>	<b>5,870</b>	<b>7,601</b>	<b>-1%</b>
<b>Gender</b>					
Male	603	317	2,418	3,338	-2%
Female	569	242	3,452	4,263	0%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

Nevada	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	31	46	46	686	3,038
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	37	52	50	2,938	10,056
<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 GED after exiting the program.	38	32	24	244	3,331
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	43	22	5	26	376
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	70	62	45	341	2,233
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	83	74	35	82	5,387

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

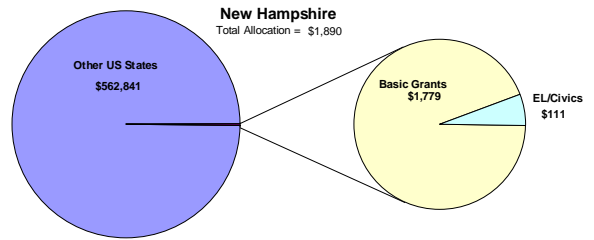
# PROGRAM FACTS 2002–2003

## NEW HAMPSHIRE

### Participant Status

	2001–02	2002–03
Employed	3,427	3,244
Unemployed	2,367	2,195
Correctional Setting	192	156
On Public Assistance	296	252
Other Institutionalized	44	87

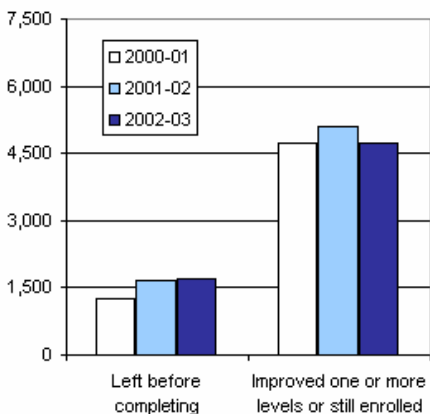
FY 2002 Federal Allocations in Thousands of Dollars



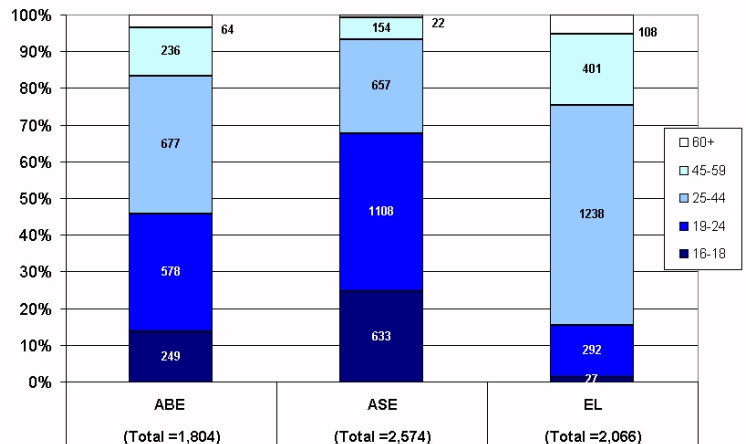
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	23	9	1	33	-35%
Asian	42	34	501	577	-12%
Black/African American	68	41	92	201	6%
Hispanic/Latino	142	64	912	1,118	6%
Native Hawaiian/Pacific Islander	4	4	45	53	382%
White	1,525	2,422	515	4,462	-7%
<b>TOTAL</b>	<b>1,804</b>	<b>2,574</b>	<b>2,066</b>	<b>6,444</b>	<b>-5%</b>
<b>Gender</b>					
Male	719	1,053	734	2,506	-8%
Female	1,085	1,521	1,332	3,938	-2%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

New Hampshire	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	55	40	36	1,106	3,463
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	42	35	33	677	2,245
<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 GED after exiting the program.	55	76	70	900	2,637
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	55	76	68	81	285
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	59	95	91	193	486
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	78	97	95	105	278

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

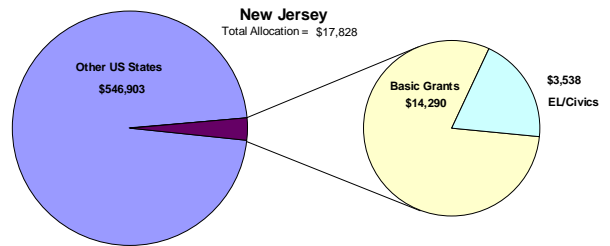
# PROGRAM FACTS 2002–2003

## NEW JERSEY

### Participant Status

	2001–02	2002–03
Employed	18,153	22,069
Unemployed	8,960	12,518
Correctional Setting	4,334	4,039
On Public Assistance	2,274	2,493
Other Institutionalized	64	78

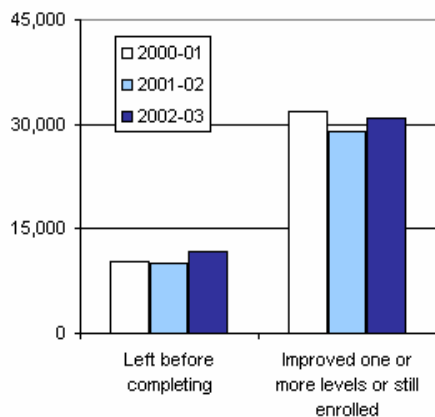
FY 2002 Federal Allocations in Thousands of Dollars



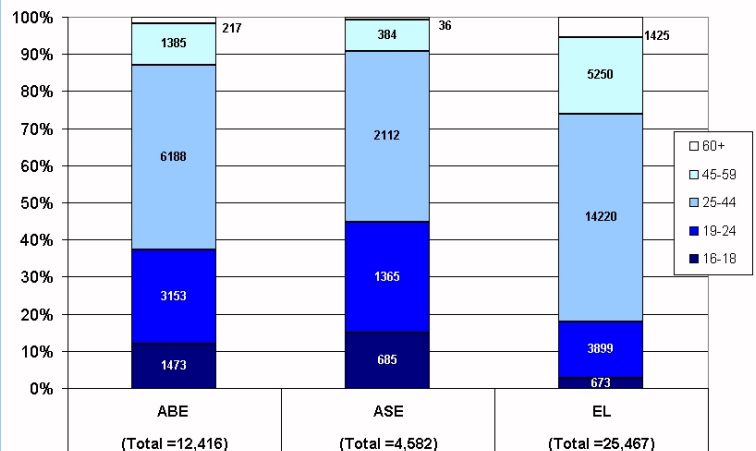
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	42	8	17	67	-26%
Asian	285	63	2,366	2,714	25%
Black/African American	6,227	1,963	1,544	9,734	4%
Hispanic/Latino	3,603	1,469	18,200	23,272	12%
Native Hawaiian/Pacific Islander	27	2	20	49	-58%
White	2,232	1,077	3,320	6,629	4%
<b>TOTAL</b>	<b>12,416</b>	<b>4,582</b>	<b>25,467</b>	<b>42,465</b>	<b>9%</b>
<b>Gender</b>					
Male	6,440	2,338	9,566	18,344	4%
Female	5,976	2,244	15,901	24,121	13%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03





# PROGRAM FACTS 2002–2003

New Jersey	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	27	32	29	4,308	13,354
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	38	36	37	9,314	27,046
<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 GED after exiting the program.	30	39	54	2,984	6,250
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	25	39	94	1,391	2,691
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	41	54	85	2,095	5,124
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	89	71	65	3,912	17,967

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

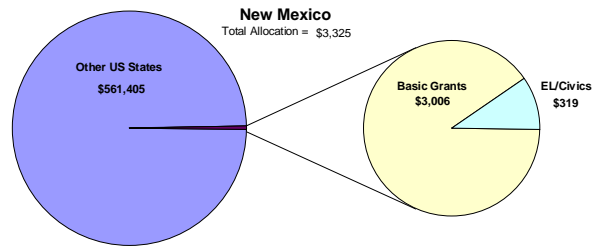
# PROGRAM FACTS 2002–2003

## NEW MEXICO

### Participant Status

	2001–02	2002–03
Employed	8,394	8,319
Unemployed	8,988	8,573
Correctional Setting	1,780	1,773
On Public Assistance	4,090	3,546
Other Institutionalized	298	167

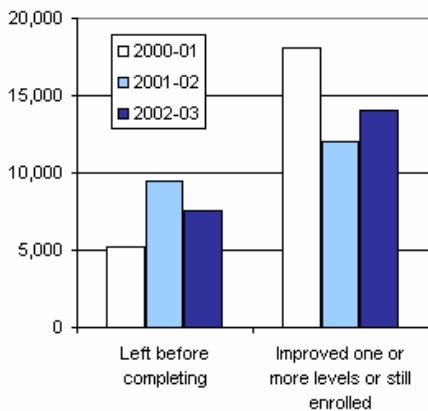
FY 2002 Federal Allocations in Thousands of Dollars



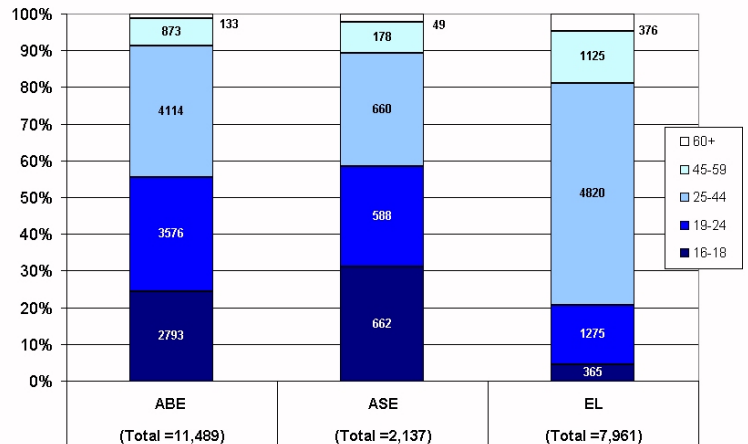
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	2,053	225	182	2,460	-23%
Asian	92	26	550	668	1924%
Black/African American	333	42	55	430	-97%
Hispanic/Latino	6,959	1,101	6,714	14,774	3198%
Native Hawaiian/Pacific Islander	17	7	2	26	-96%
White	2,035	736	458	3,229	1%
<b>TOTAL</b>	<b>11,489</b>	<b>2,137</b>	<b>7,961</b>	<b>21,587</b>	<b>1%</b>
<b>Gender</b>					
Male	5,531	1,060	3,034	9,625	4%
Female	5,958	1,077	4,927	11,962	-2%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

New Mexico	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	42	29	31	3,984	14,128
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	45	29	30	2,354	7,813
<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 GED after exiting the program.	25	30	56	1,108	4,279
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	20	64	48	570	2,553
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	26	38	52	287	1,091
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	25	79	79	531	883

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

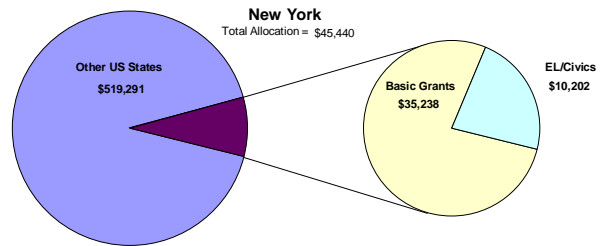
# PROGRAM FACTS 2002–2003

## NEW YORK

### Participant Status

	2001–02	2002–03
Employed	60,576	65,443
Unemployed	49,446	47,709
Correctional Setting	7,845	8,659
On Public Assistance	18,080	15,915
Other Institutionalized	3,378	3,042

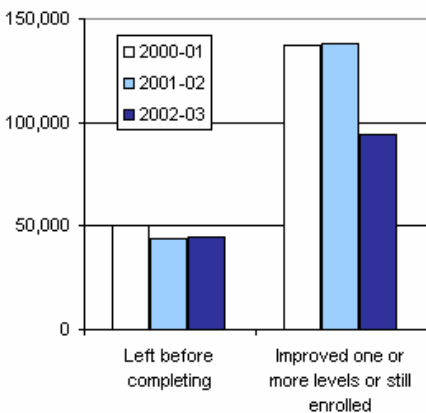
FY 2002 Federal Allocations in Thousands of Dollars



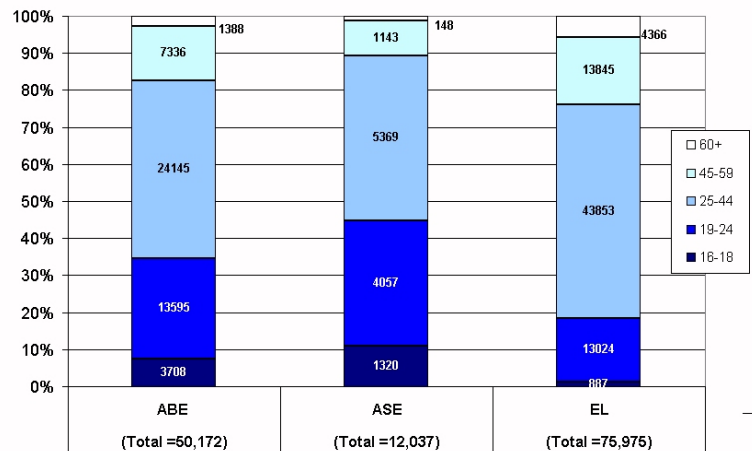
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	615	152	78	845	-10%
Asian	1,628	254	9,709	11,591	-19%
Black/African American	22,371	3,597	5,559	31,527	-11%
Hispanic/Latino	9,056	2,578	49,510	61,144	-21%
Native Hawaiian/Pacific Islander	125	24	76	225	-94%
White	16,377	5,432	11,043	32,852	-35%
<b>TOTAL</b>	<b>50,172</b>	<b>12,037</b>	<b>75,975</b>	<b>138,184</b>	<b>-24%</b>
<b>Gender</b>					
Male	21,074	5,637	30,032	56,743	-28%
Female	29,098	6,400	45,943	81,441	-22%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

New York	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	35	31	24	13,915	61,571
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	46	43	37	28,102	110,601
<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 GED after exiting the program.	35	48	76	3,084	16,028
<b>Performance Measure III: Entered Postsecondary Education or Training*</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	59	58	79	1,102	9,871
<b>Performance Measure IV: Entered Employment*</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	48	63	85	1,060	13,145
<b>Performance Measure V: Retained Employment*</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	70	81	44	224	15,871

\* Response rate was too low on follow-up survey to validate outcomes.

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

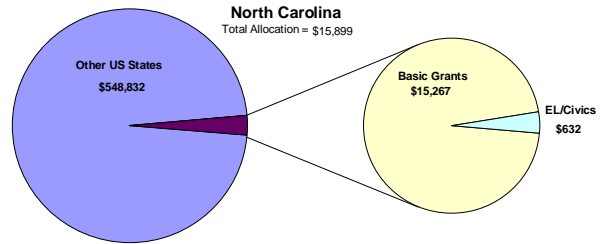
# PROGRAM FACTS 2002–2003

## NORTH CAROLINA

### Participant Status

	2001–02	2002–03
Employed	45,806	41,511
Unemployed	43,405	36,658
Correctional Setting	14,240	12,854
On Public Assistance	7,558	7,626
Other Institutionalized	4,845	313

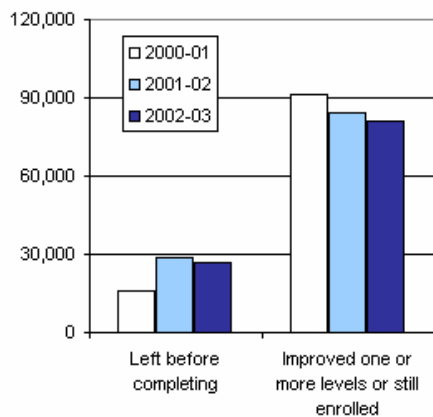
FY 2002 Federal Allocations in Thousands of Dollars



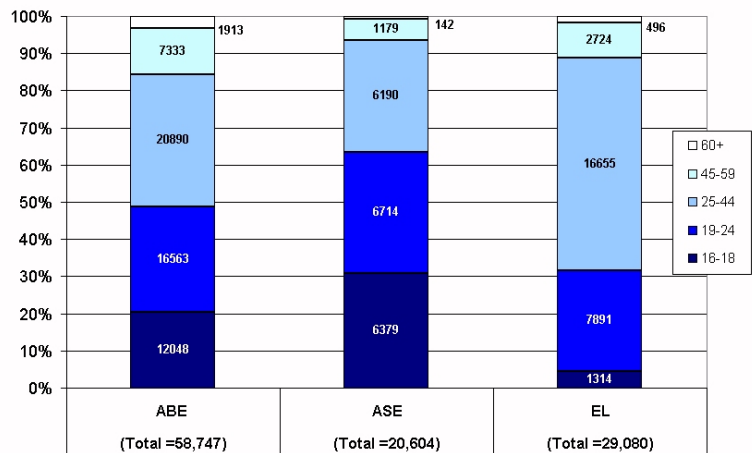
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	1,645	471	41	2,157	18%
Asian	734	244	3,491	4,469	10%
Black/African American	28,919	6,630	802	36,351	-5%
Hispanic/Latino	2,803	912	22,604	26,319	-2%
Native Hawaiian/Pacific Islander	631	223	390	1,244	26%
White	24,015	12,124	1,752	37,891	-6%
<b>TOTAL</b>	<b>58,747</b>	<b>20,604</b>	<b>29,080</b>	<b>108,431</b>	<b>-4%</b>
<b>Gender</b>					
Male	30,270	10,561	15,312	56,143	-5%
Female	28,477	10,043	13,768	52,288	-3%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

North Carolina	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	36	36	34	23,723	75,522
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	25	28	31	9,106	24,238
<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 GED after exiting the program.	38	52	41	7,054	37,420
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	12	19	14	843	4,520
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	15	35	23	943	4,165
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	25	37	29	2,608	9,451

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

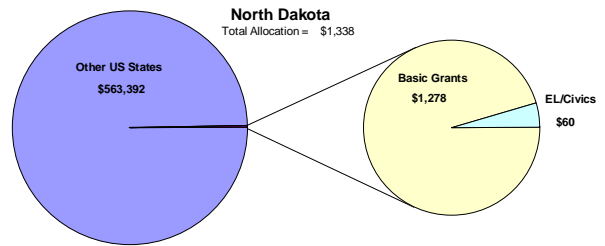
# PROGRAM FACTS 2002–2003

## NORTH DAKOTA

### Participant Status

	2001–02	2002–03
Employed	785	665
Unemployed	988	1,069
Correctional Setting	325	316
On Public Assistance	785	915
Other Institutionalized	3	11

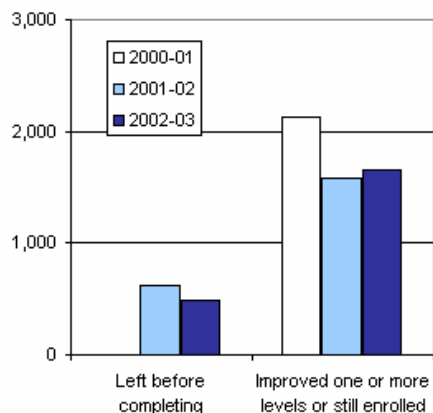
FY 2002 Federal Allocations in Thousands of Dollars



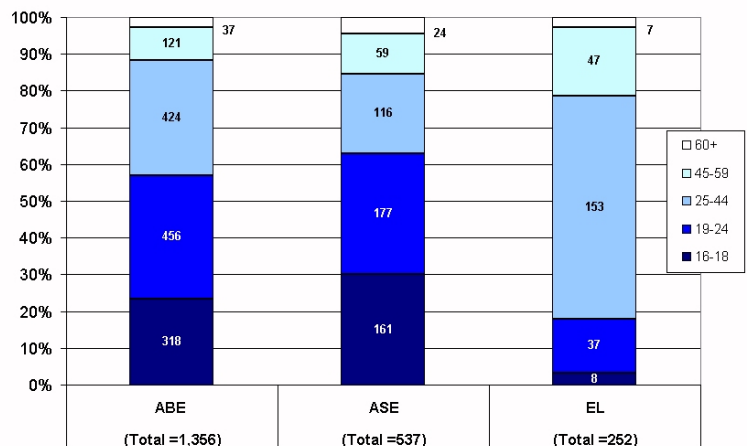
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	447	78	2	527	-3%
Asian	26	4	33	63	-34%
Black/African American	46	5	70	121	-36%
Hispanic/Latino	68	9	29	121	3%
Native Hawaiian/Pacific Islander	5	1	5	11	57%
White	764	440	113	1,317	5%
<b>TOTAL</b>	<b>1,356</b>	<b>537</b>	<b>252</b>	<b>2,145</b>	<b>-3%</b>
<b>Gender</b>					
Male	678	253	88	1,019	-4%
Female	678	284	164	1,126	-1%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03





# PROGRAM FACTS 2002–2003

## North Dakota

	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	<b>82</b>	<b>69</b>	<b>74</b>	<b>1,181</b>	<b>3,546</b>
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	<b>66</b>	<b>67</b>	<b>80</b>	<b>202</b>	<b>670</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 GED after exiting the program.	<b>71</b>	<b>76</b>	<b>73</b>	<b>643</b>	<b>2,175</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	<b>50</b>	<b>100</b>	<b>100</b>	<b>34</b>	<b>184</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	<b>67</b>	<b>82</b>	<b>86</b>	<b>267</b>	<b>873</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	<b>78</b>	<b>81</b>	<b>80</b>	<b>302</b>	<b>971</b>

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

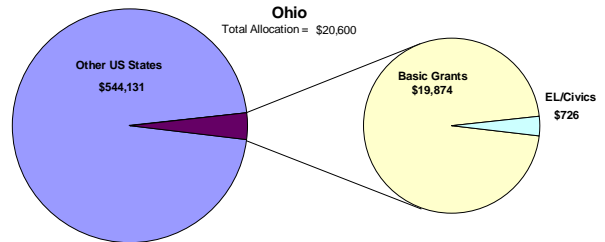
# PROGRAM FACTS 2002–2003

## OHIO

### Participant Status

	2001–02	2002–03
Employed	26,210	24,389
Unemployed	23,636	24,513
Correctional Setting	3,961	4,034
On Public Assistance	11,268	12,054
Other Institutionalized	709	514

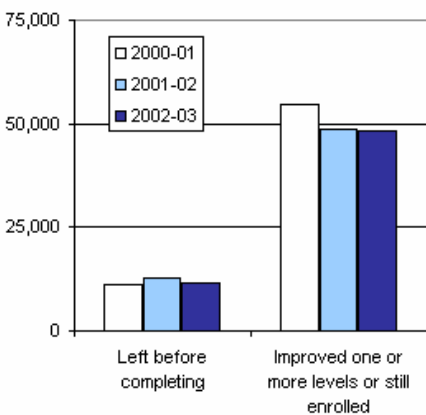
FY 2002 Federal Allocations in Thousands of Dollars



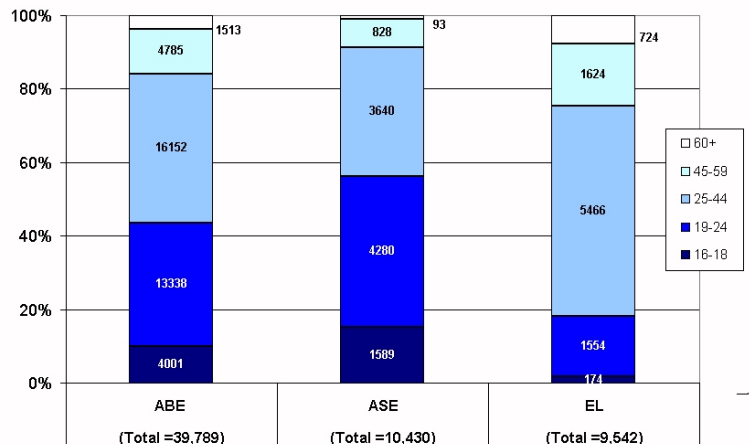
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	471	87	8	566	3%
Asian	331	54	2,379	2,764	-6%
Black/African American	13,293	1,897	1,232	16,422	-1%
Hispanic/Latino	1,588	323	3,136	5,047	4%
Native Hawaiian/Pacific Islander	84	19	13	116	35%
White	24,022	8,050	2,774	34,846	-5%
<b>TOTAL</b>	<b>39,789</b>	<b>10,430</b>	<b>9,542</b>	<b>59,761</b>	<b>-3%</b>
<b>Gender</b>					
Male	16,888	5,213	3,579	25,680	-1%
Female	22,901	5,217	5,963	34,081	-4%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

Ohio	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	59	55	54	24,871	81,590
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	41	44	48	4,586	12,275
<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 GED after exiting the program.	56	50	60	6,929	20,091
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	45	54	100	1,823	5,106
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	74	62	66	2,719	11,246
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	93	50	69	893	9,018

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

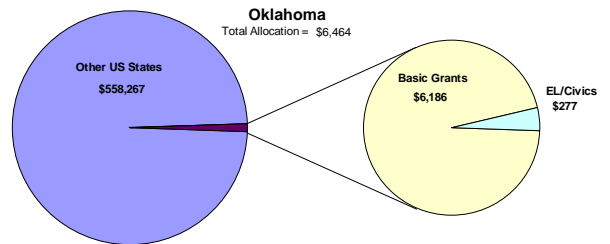
# PROGRAM FACTS 2002–2003

## OKLAHOMA

### Participant Status

	2001–02	2002–03
Employed	6,745	7,215
Unemployed	7,025	7,698
Correctional Setting	6,099	5,901
On Public Assistance	2,218	2,075
Other Institutionalized	977	1,111

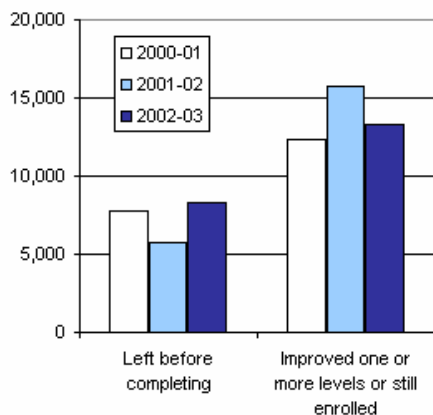
FY 2002 Federal Allocations in Thousands of Dollars



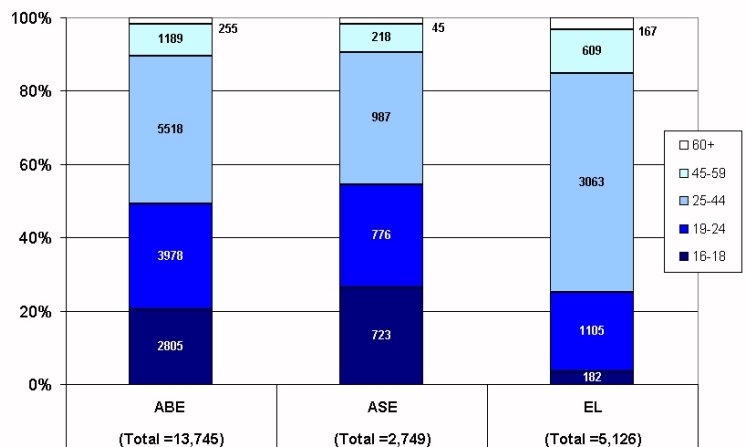
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	1,808	355	3	2,166	-10%
Asian	132	25	734	891	-7%
Black/African American	2,575	237	43	2,855	-6%
Hispanic/Latino	1,157	133	4,071	5,361	7%
Native Hawaiian/Pacific Islander	24	6	7	37	-16%
White	8,049	1,993	268	10,310	2%
<b>TOTAL</b>	<b>13,745</b>	<b>2,749</b>	<b>5,126</b>	<b>21,620</b>	<b>0%</b>
<b>Gender</b>					
Male	7,378	1,412	1,968	10,758	1%
Female	6,367	1,337	3,158	10,862	0%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

Oklahoma	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	29	42	40	6,108	17,085
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	28	24	33	1,687	3,855
<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 GED after exiting the program.	30	36	43	1,866	5,308
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	53	23	11	146	766
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	39	64	76	2,311	4,020
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	57	85	65	1,758	2,785

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

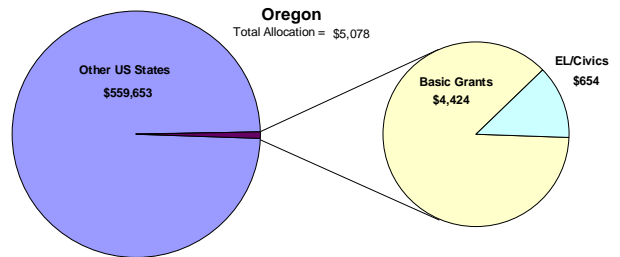
# PROGRAM FACTS 2002–2003

## OREGON

### Participant Status

	2001–02	2002–03
Employed	9,905	9,453
Unemployed	10,840	10,487
Correctional Setting	4,384	3,660
On Public Assistance	2,052	1,737
Other Institutionalized	N/A	Not Collected

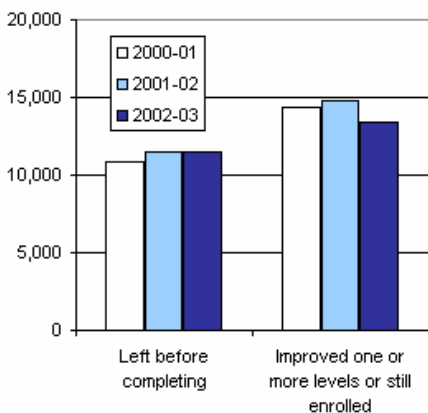
FY 2002 Federal Allocations in Thousands of Dollars



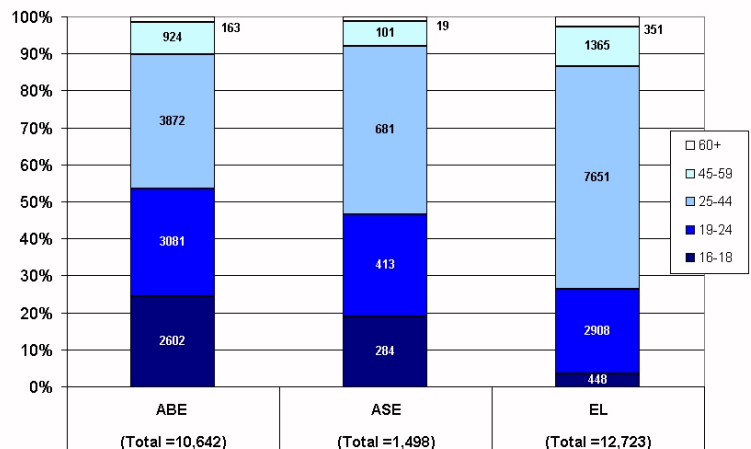
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	635	57	57	749	-11%
Asian	308	19	1,699	2,026	14%
Black/African American	726	67	263	1,056	-3%
Hispanic/Latino	1,663	300	9,305	11,268	-1%
Native Hawaiian/Pacific Islander	141	11	90	242	7%
White	7,169	1,044	1,309	9,522	-14%
<b>TOTAL</b>	<b>10,642</b>	<b>1,498</b>	<b>12,723</b>	<b>24,863</b>	<b>-6%</b>
<b>Gender</b>					
Male	5,819	958	5,957	12,734	-9%
Female	4,823	540	6,766	12,129	-1%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

Oregon	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	43	47	46	5,400	17,492
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	26	26	31	3,920	10,134
<b>Performance Measure II: High School Completion</b>					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	48	46	46	2,353	7,192
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	21	32	41	484	1,178
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	38	51	51	838	2,298
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	64	58	28	142	808

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

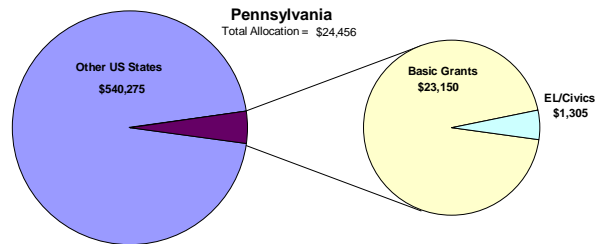
# PROGRAM FACTS 2002–2003

## PENNSYLVANIA

### Participant Status

	2001–02	2002–03
Employed	18,903	18,233
Unemployed	20,178	24,132
Correctional Setting	6,881	5,870
On Public Assistance	9,307	11,092
Other Institutionalized	2,141	881

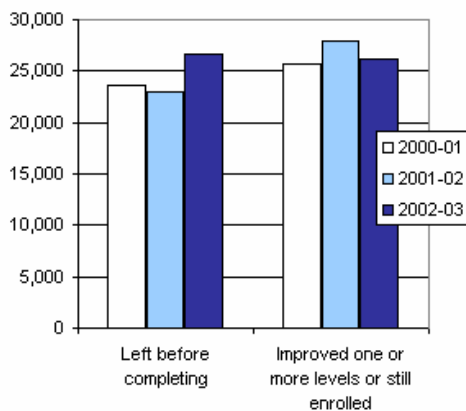
FY 2002 Federal Allocations in Thousands of Dollars



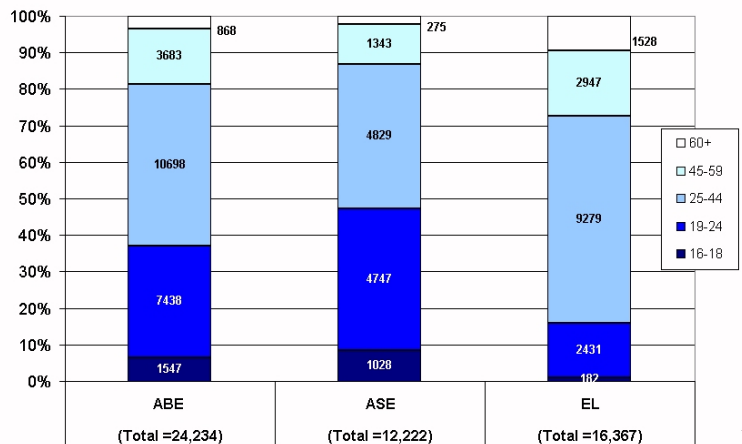
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	88	37	11	136	-27%
Asian	371	130	4,313	4,814	0%
Black/African American	9,192	2,750	984	12,926	7%
Hispanic/Latino	2,506	832	6,916	10,254	9%
Native Hawaiian/Pacific Islander	24	9	14	47	4%
White	12,053	8,464	4,129	24,646	1%
<b>TOTAL</b>	<b>24,234</b>	<b>12,222</b>	<b>16,367</b>	<b>52,823</b>	<b>4%</b>
<b>Gender</b>					
Male	10,670	5,825	6,447	22,942	-3%
Female	13,564	6,397	9,920	29,881	9%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03





# PROGRAM FACTS 2002–2003

Pennsylvania	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	29	33	33	9,887	27,175
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	27	29	32	5,227	14,152
<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 GED after exiting the program.	37	50	45	3,478	10,795
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	30	38	46	1,056	1,439
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	42	43	37	1,183	3,086
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	42	43	45	404	1,326

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

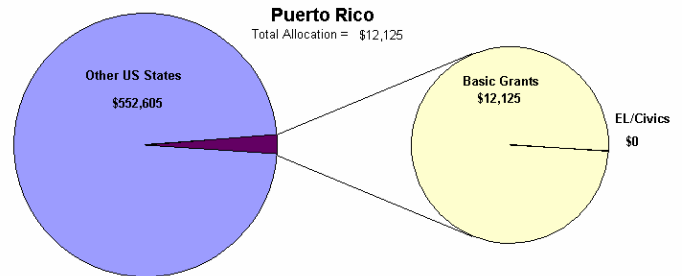
<sup>2</sup> English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

# PROGRAM FACTS 2002–2003

## PUERTO RICO

FY 2002 Federal Allocations in Thousands of Dollars

Participant Status		
	2001–02	2002–03
Employed	5,583	6,386
Unemployed	18,374	14,210
Correctional Setting	4,000	3,120
On Public Assistance	23,750	9,337
Other Institutionalized	348	100

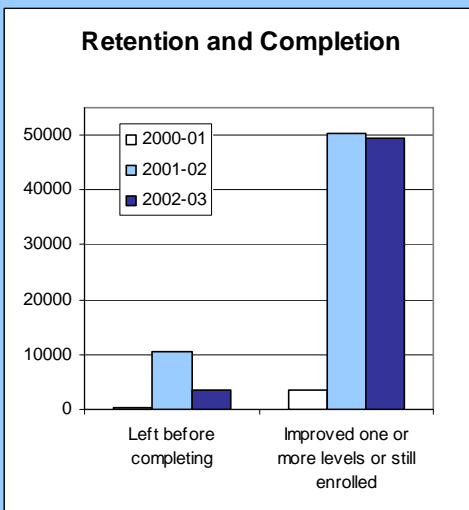


### Enrollment by Race/Ethnicity and by Gender

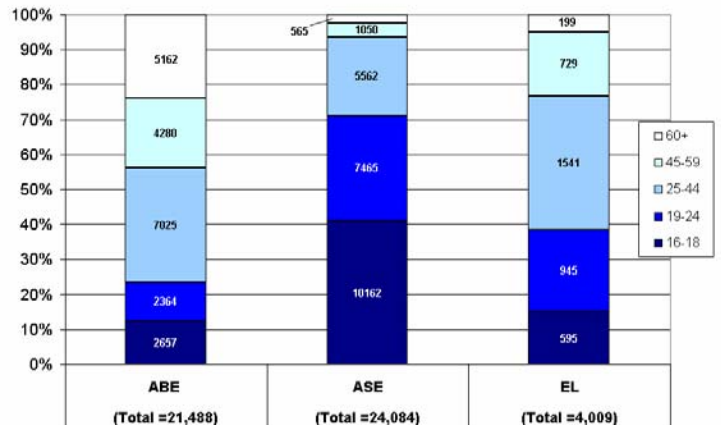
	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	0	0	0	0	*
Asian	21	2	0	23	*
Black/African American	27	0	0	27	*
Hispanic/Latino	21,402	24,802	4,009	50,213	-10%
Native Hawaiian/Pacific Islander	0	0	0	0	*
White	38	0	0	38	*
<b>TOTAL</b>	<b>21,448</b>	<b>24,804</b>	<b>4,009</b>	<b>50,301</b>	<b>-10%</b>
<b>Gender</b>					
Male	9,923	13,111	1,774	24,808	-11%
Female	11,565	11,693	2,235	25,493	-8%

\* In 2001-2002, there were no participants reported in the demographic category.

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

Puerto Rico	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>5. Adult Basic and Secondary Education<sup>81</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	75	53	74	22,517	56,198
<b>6. English Literacy<sup>82</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 instruction in which they were initially enrolled.	76	77	57	2,299	5,173
<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 GED after exiting the program.	32	56	51	222	9,925
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	46	37	32	97	4,075
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	31	49	58	196	2,448
<b>Performance Measure V: Retained Employment*</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	75	59	53	148	2,847

\* Response rate was too low on follow-up survey to validate outcomes.

<sup>81</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>82</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.

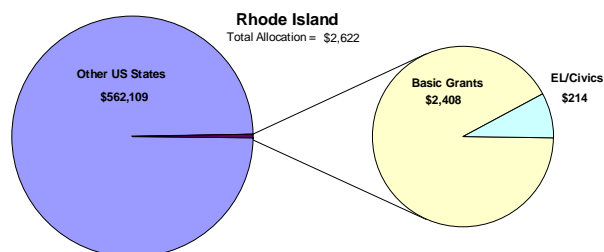
# PROGRAM FACTS 2002–2003

## RHODE ISLAND

### Participant Status

	2001–02	2002–03
Employed	1,824	1,778
Unemployed	1,649	1,575
Correctional Setting	472	470
On Public Assistance	589	488
Other Institutionalized	24	5

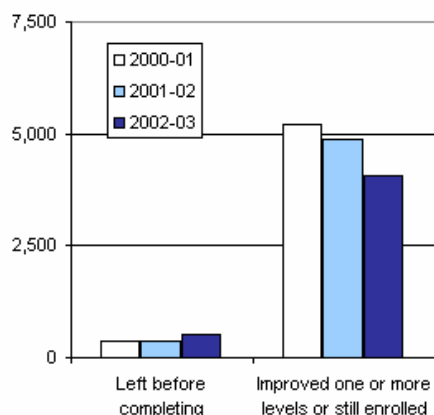
FY 2002 Federal Allocations in Thousands of Dollars



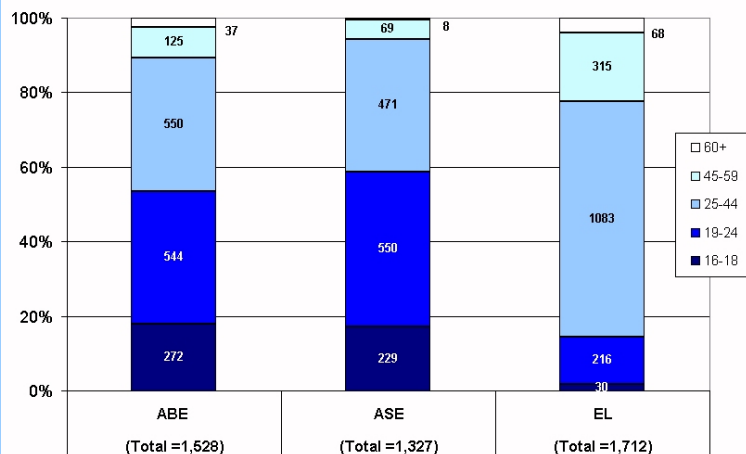
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	47	16	19	82	44%
Asian	60	21	157	238	-30%
Black/African American	298	167	290	755	3%
Hispanic/Latino	319	184	984	1,487	-14%
Native Hawaiian/Pacific Islander	15	9	21	45	137%
White	789	930	241	1,960	-16%
<b>TOTAL</b>	<b>1,528</b>	<b>1,327</b>	<b>1,712</b>	<b>4,567</b>	<b>-13%</b>
<b>Gender</b>					
Male	718	682	508	1,908	-22%
Female	810	645	1,204	2,659	-5%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

Rhode Island	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	55	82	68	1,460	4,973
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	46	67	52	889	3,066
<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 GED after exiting the program.	52	52	82	749	2,940
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	43	43	69	158	585
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	44	83	95	245	674
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	28	28	63	120	281

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

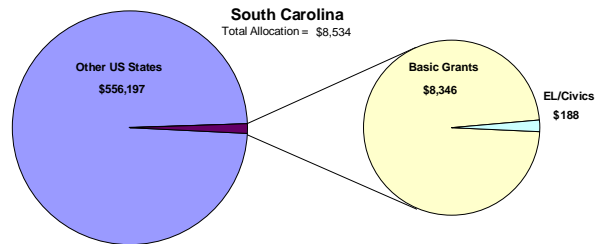
# PROGRAM FACTS 2002–2003

## SOUTH CAROLINA

### Participant Status

	2001–02	2002–03
Employed	35,810	30,287
Unemployed	15,572	13,504
Correctional Setting	11,379	10,595
On Public Assistance	3,761	2,481
Other Institutionalized	778	810

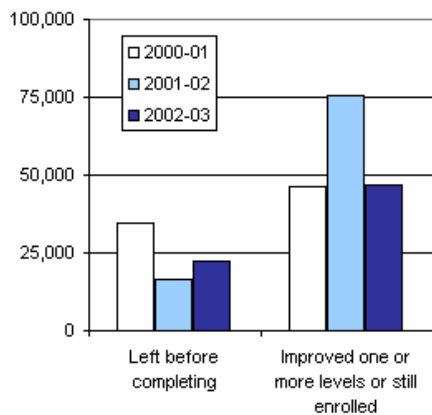
FY 2002 Federal Allocations in Thousands of Dollars



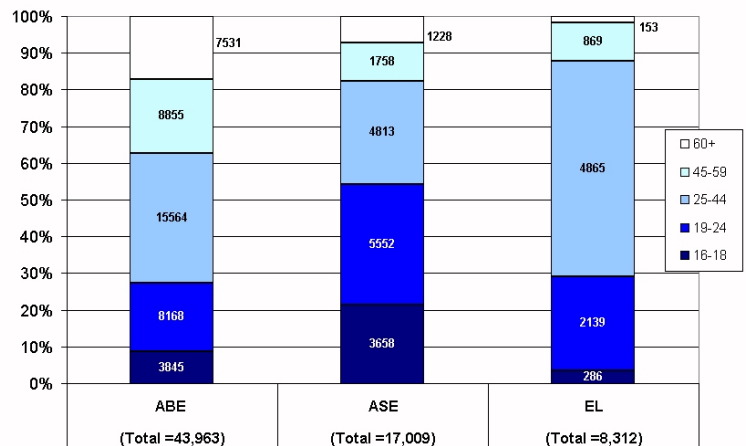
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	161	58	7	226	-31%
Asian	253	104	916	1,273	-18%
Black/African American	24,619	7,798	77	32,494	-28%
Hispanic/Latino	919	359	6,657	7,935	2%
Native Hawaiian/Pacific Islander	32	13	13	58	-49%
White	17,979	8,677	642	27,298	-27%
<b>TOTAL</b>	<b>43,963</b>	<b>17,009</b>	<b>8,312</b>	<b>69,284</b>	<b>-25%</b>
<b>Gender</b>					
Male	19,556	6,870	4,404	30,830	-22%
Female	24,407	10,139	3,908	38,454	-28%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

South Carolina	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	20	36	41	21,931	51,976
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	14	28	37	3,035	6,222
<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 GED after exiting the program.	64	89	99	3,177	11,642
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	62	74	99	190	6,033
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	44	47	97	230	919
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	41	12	100	149	567

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

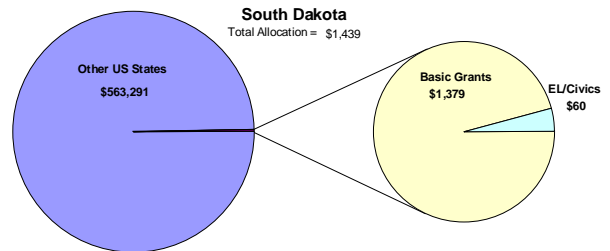
# PROGRAM FACTS 2002–2003

## SOUTH DAKOTA

### Participant Status

	2001–02	2002–03
Employed	1,091	1,308
Unemployed	1,017	1,325
Correctional Setting	367	621
On Public Assistance	521	590
Other Institutionalized	9	20

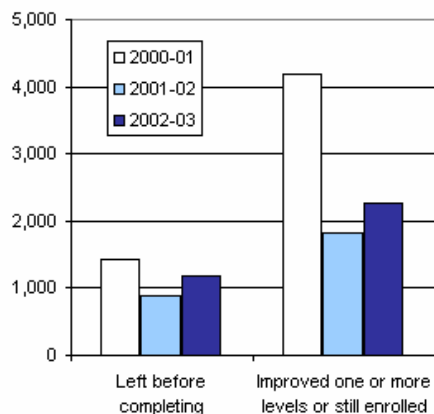
FY 2002 Federal Allocations in Thousands of Dollars



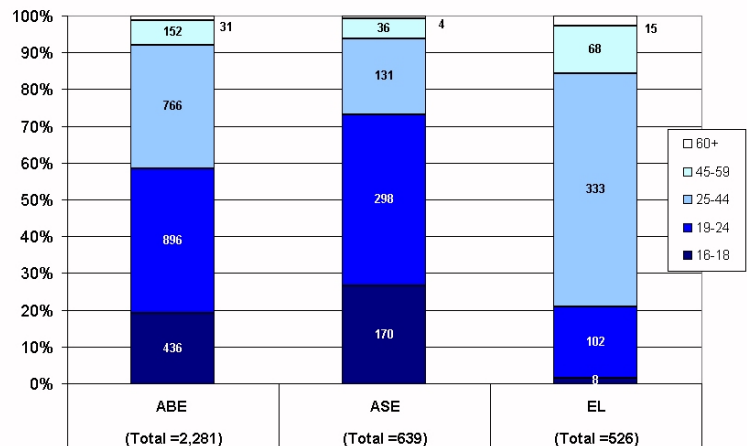
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	761	142	3	906	46%
Asian	31	5	71	107	-11%
Black/African American	166	9	121	296	23%
Hispanic/Latino	104	20	226	350	21%
Native Hawaiian/Pacific Islander	9	0	0	9	350%
White	1,210	463	105	1,778	23%
<b>TOTAL</b>	<b>2,281</b>	<b>639</b>	<b>526</b>	<b>3,446</b>	<b>27%</b>
<b>Gender</b>					
Male	1,145	338	248	1,731	41%
Female	1,136	301	278	1,715	15%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03





# PROGRAM FACTS 2002–2003

## South Dakota

	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	<b>34</b>	<b>42</b>	<b>46</b>	<b>1,213</b>	<b>3,403</b>
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	<b>63</b>	<b>40</b>	<b>51</b>	<b>266</b>	<b>970</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 GED after exiting the program.	<b>56</b>	<b>77</b>	<b>81</b>	<b>721</b>	<b>2,413</b>
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	<b>46</b>	<b>76</b>	<b>63</b>	<b>74</b>	<b>257</b>
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	<b>47</b>	<b>73</b>	<b>41</b>	<b>225</b>	<b>666</b>
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	<b>56</b>	<b>95</b>	<b>80</b>	<b>61</b>	<b>687</b>

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

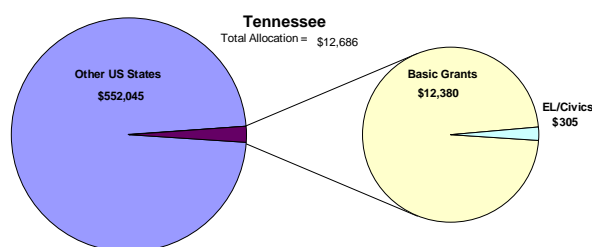
# PROGRAM FACTS 2002–2003

## TENNESSEE

### Participant Status

	2001–02	2002–03
Employed	26,197	16,630
Unemployed	22,862	21,166
Correctional Setting	4,315	3,247
On Public Assistance	11,936	11,117
Other Institutionalized	338	230

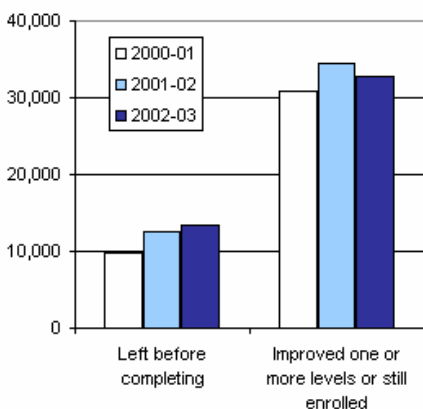
FY 2002 Federal Allocations in Thousands of Dollars



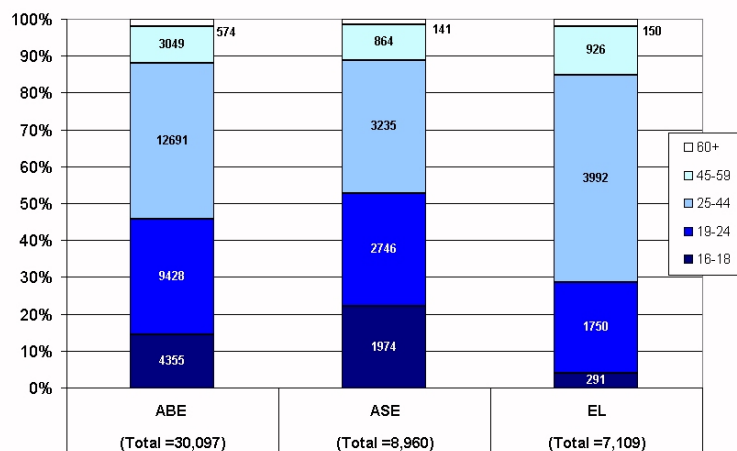
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	210	43	10	263	41%
Asian	264	51	1,154	1,469	3%
Black/African American	10,517	1,067	598	12,182	-7%
Hispanic/Latino	550	184	4,407	5,141	15%
Native Hawaiian/Pacific Islander	15	8	23	46	-23%
White	18,541	7,607	917	27,065	-3%
<b>TOTAL</b>	<b>30,097</b>	<b>8,960</b>	<b>7,109</b>	<b>46,166</b>	<b>-2%</b>
<b>Gender</b>					
Male	11,843	4,087	3,482	19,412	-3%
Female	18,254	4,873	3,627	26,754	-1%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

Tennessee	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	38	40	44	15,473	42,230
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	32	30	32	2,307	6,173
<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 GED after exiting the program.	42	35	46	5,471	19,047
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	67	51	78	1,417	5,978
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	50	47	51	3,558	11,445
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	72	82	88	5,219	18,095

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

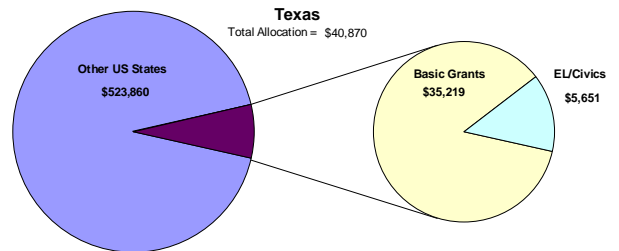
# PROGRAM FACTS 2002–2003

## TEXAS

### Participant Status

	2001–02	2002–03
Employed	54,235	56,168
Unemployed	33,050	30,569
Correctional Setting	12,579	9,179
On Public Assistance	8,651	9,191
Other Institutionalized	1,472	1,347

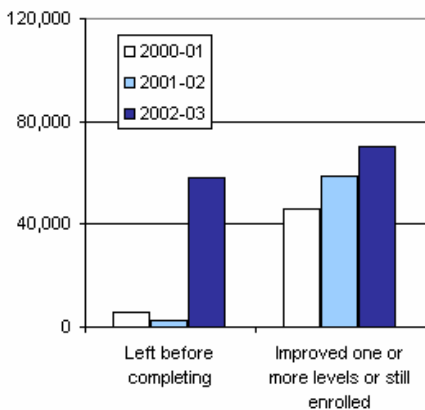
FY 2002 Federal Allocations in Thousands of Dollars



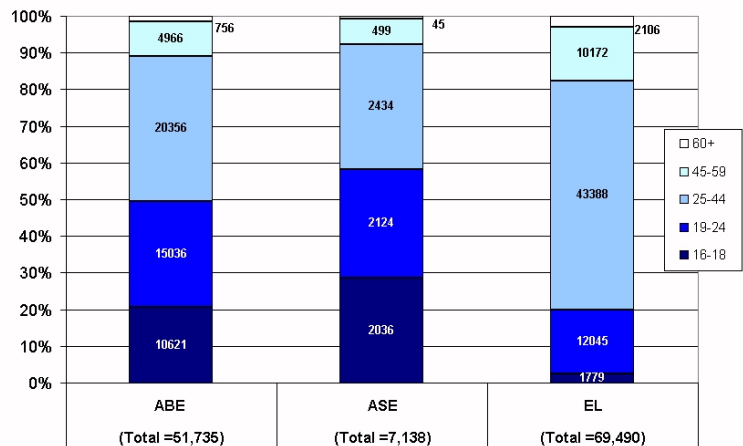
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	346	60	52	458	-13%
Asian	743	75	3,720	4,538	-3%
Black/African American	9,984	723	395	11,102	-2%
Hispanic/Latino	28,831	3,246	64,458	96,530	9%
Native Hawaiian/Pacific Islander	85	6	46	137	1%
White	11,746	3,028	824	15,598	2%
<b>TOTAL</b>	<b>51,735</b>	<b>7,138</b>	<b>69,490</b>	<b>128,363</b>	<b>6%</b>
<b>Gender</b>					
Male	22,966	3,434	25,524	51,924	6%
Female	28,769	3,704	43,966	76,439	7%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

Texas	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	25	29	34	18,827	47,633
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	31	35	39	27,076	66,853
<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 GED after exiting the program.	22	38	64	9,945	23,817
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	06	14	24	1,725	3,649
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	08	69	17	5,848	30,576
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	19	20	59	11,030	25,444

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

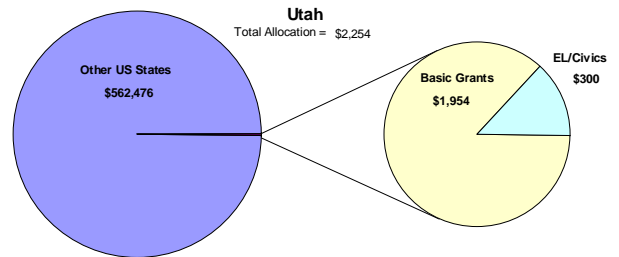
# PROGRAM FACTS 2002–2003

## UTAH

### Participant Status

	2001–02	2002–03
Employed	12,278	10,816
Unemployed	8,197	8,762
Correctional Setting	8,845	9,239
On Public Assistance	6,075	6,611
Other Institutionalized	148	233

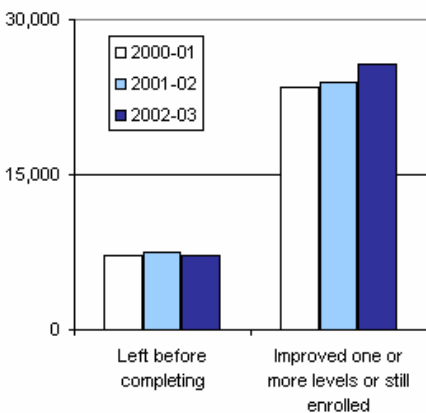
FY 2002 Federal Allocations in Thousands of Dollars



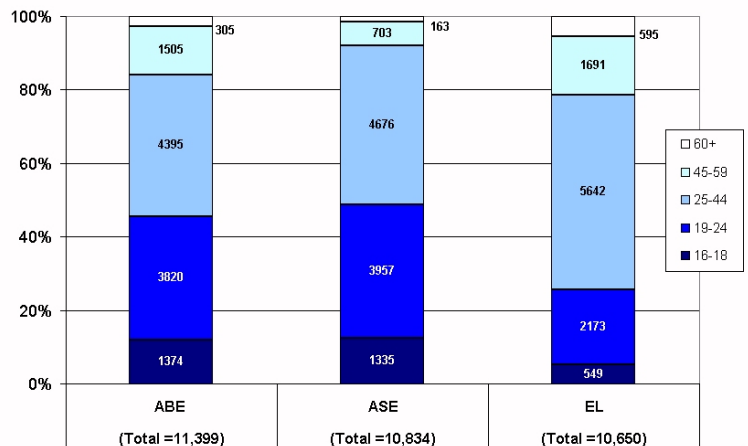
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	621	456	35	1,112	33%
Asian	145	328	744	1,217	-2%
Black/African American	477	481	255	1,213	7%
Hispanic/Latino	2,841	1,949	8,158	12,948	4%
Native Hawaiian/Pacific Islander	134	218	23	375	-1%
White	7,181	7,402	1,435	16,018	5%
<b>TOTAL</b>	<b>11,399</b>	<b>10,834</b>	<b>10,650</b>	<b>32,883</b>	<b>5%</b>
<b>Gender</b>					
Male	6,835	7,199	4,883	18,917	7%
Female	4,564	3,635	5,767	13,966	2%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

Utah	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	40	42	33	5,629	17,460
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	43	42	39	4,185	13,369
<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 GED after exiting the program.	41	13	80	6,303	14,181
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	34	12	90	2,778	3,167
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	37	13	53	4,974	6,502
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	85	16	88	4,031	5,992

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

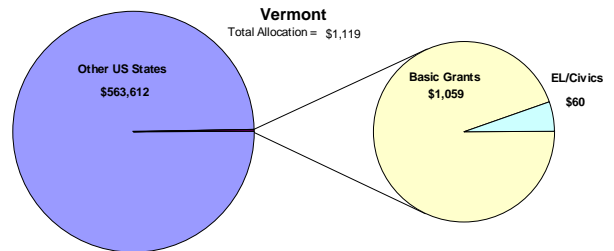
# PROGRAM FACTS 2002–2003

## VERMONT

### Participant Status

	2001–02	2002–03
Employed	482	733
Unemployed	389	704
Correctional Setting	40	83
On Public Assistance	421	527
Other Institutionalized	1	6

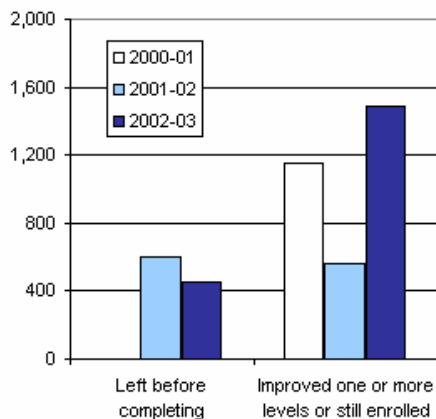
FY 2002 Federal Allocations in Thousands of Dollars



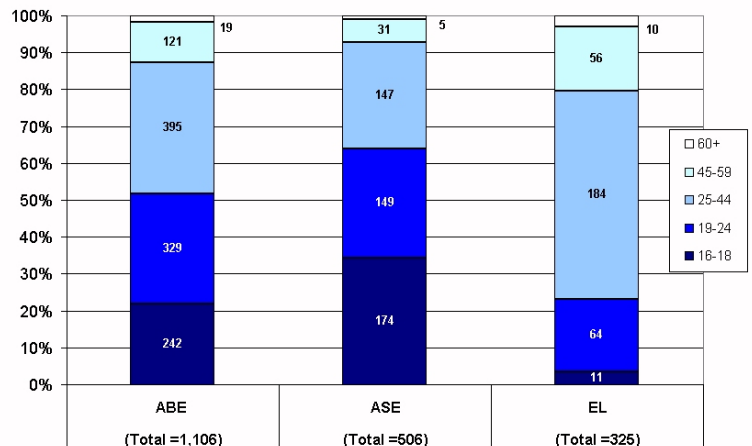
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	19	5	13	37	-5%
Asian	7	9	112	128	266%
Black/African American	25	10	19	54	93%
Hispanic/Latino	22	5	53	80	158%
Native Hawaiian/Pacific Islander	23	31	0	54	2600%
White	1,010	446	128	1,584	54%
<b>TOTAL</b>	<b>1,106</b>	<b>506</b>	<b>325</b>	<b>1,937</b>	<b>66%</b>
<b>Gender</b>					
Male	395	232	121	748	78%
Female	711	274	204	1,189	60%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03





# PROGRAM FACTS 2002–2003

Vermont	Actual Performance				TOTAL
	2000–01	2001–02	2002–03		
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	10	11	35	483	681
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	03	14	16	53	73
<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 GED after exiting the program.	23	47	84	345	666
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	71	61	61	22	87
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	75	70	73	24	82
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	88	74	50	10	48

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

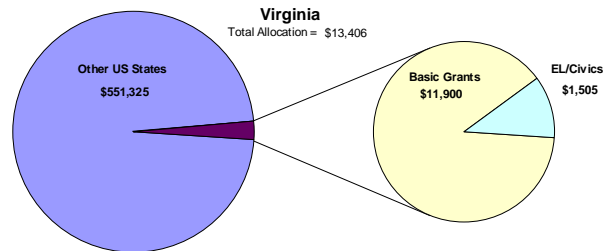
# PROGRAM FACTS 2002–2003

## VIRGINIA

### Participant Status

	2001–02	2002–03
Employed	1,284	1,051
Unemployed	9,658	10,001
Correctional Setting	3,568	3,037
On Public Assistance	2,346	2,277
Other Institutionalized	238	85

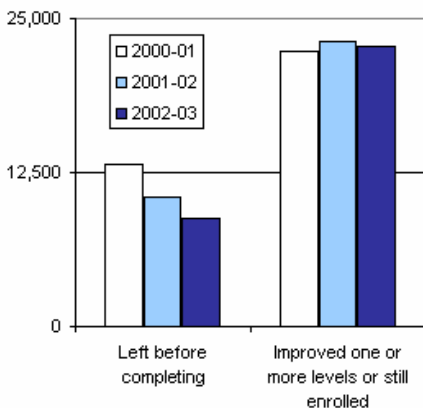
FY 2002 Federal Allocations in Thousands of Dollars



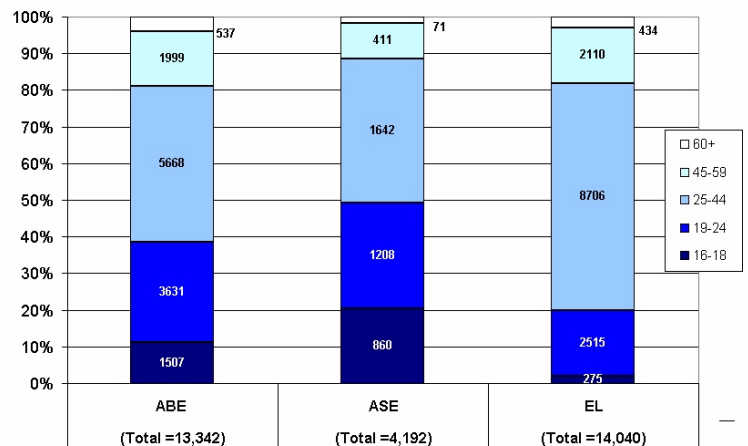
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	33	10	10	53	-54%
Asian	292	60	3,485	3,837	1%
Black/African American	6,142	1,295	823	8,260	-4%
Hispanic/Latino	897	146	7,964	9,007	7%
Native Hawaiian/Pacific Islander	47	8	26	81	37%
White	5,931	2,673	1,732	10,336	-9%
<b>TOTAL</b>	<b>13,342</b>	<b>4,192</b>	<b>14,040</b>	<b>31,574</b>	<b>-3%</b>
<b>Gender</b>					
Male	6,028	2,023	5,461	13,512	-4%
Female	7,314	2,169	8,579	18,062	-1%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

## Virginia

	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	30	40	41	6,581	17,849
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	28	36	34	4,813	14,175
<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 GED after exiting the program.	54	95	66	1,629	6,049
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	58	78	48	161	1,018
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	54	33	57	841	2,713
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	66	57	28	599	3,606

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

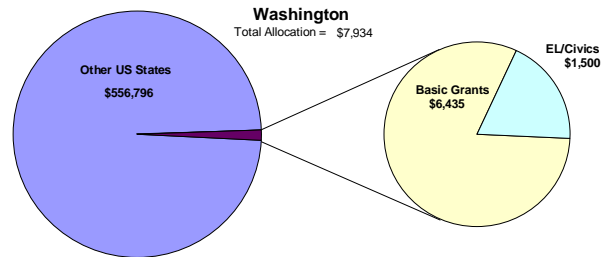
# PROGRAM FACTS 2002–2003

## WASHINGTON

### Participant Status

	2001–02	2002–03
Employed	17,129	15,331
Unemployed	18,041	17,442
Correctional Setting	8,950	8,626
On Public Assistance	8,228	7,292
Other Institutionalized	49	45

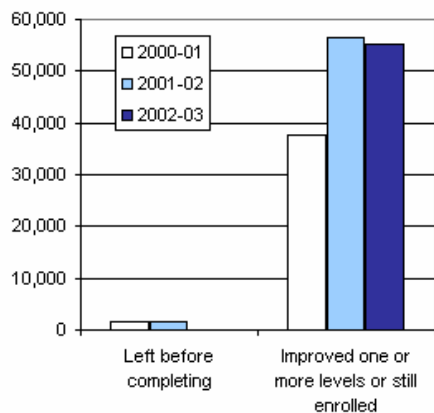
FY 2002 Federal Allocations in Thousands of Dollars



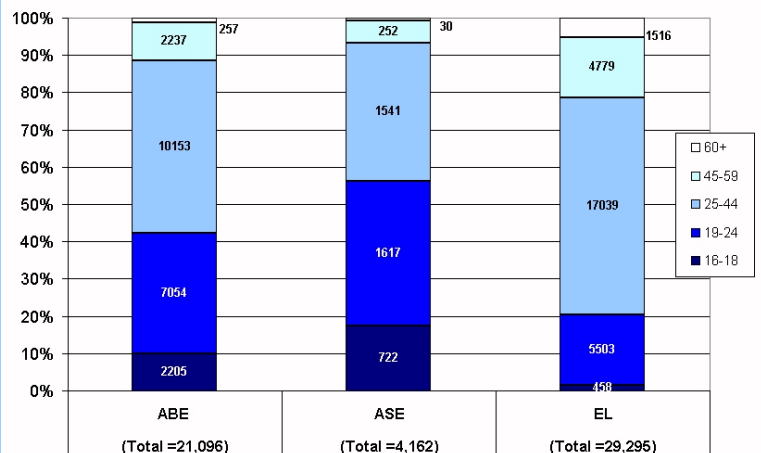
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	1,365	191	33	1,589	-6%
Asian	1,073	202	6,536	7,811	-5%
Black/African American	3,154	491	1,602	5,247	-6%
Hispanic/Latino	2,984	539	14,007	17,530	-5%
Native Hawaiian/Pacific Islander	354	89	137	580	9%
White	12,976	2,650	6,980	22,606	-4%
<b>TOTAL</b>	<b>21,906</b>	<b>4,162</b>	<b>29,295</b>	<b>55,363</b>	<b>-4%</b>
<b>Gender</b>					
Male	11,507	2,452	12,298	26,257	-6%
Female	10,399	1,710	16,997	29,106	-3%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

## Washington

	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	33	41	48	12,189	30,283
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	39	42	49	14,152	39,376
<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 GED after exiting the program.	25	25	22	1,920	6,046
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	60	31	93	2,490	6,070
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	31	44	19	983	5,668
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	80	77	42	243	6,696

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

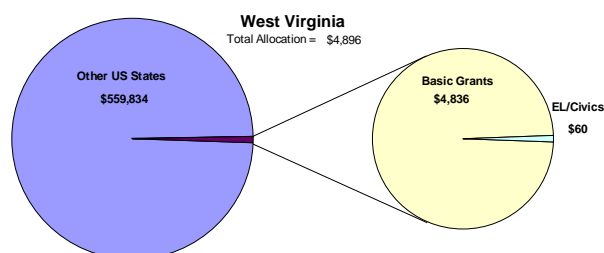
# PROGRAM FACTS 2002–2003

## WEST VIRGINIA

### Participant Status

	2001–02	2002–03
Employed	3,520	3,001
Unemployed	3,610	3,531
Correctional Setting	2,224	2,146
On Public Assistance	3,045	6,918
Other Institutionalized	8	21

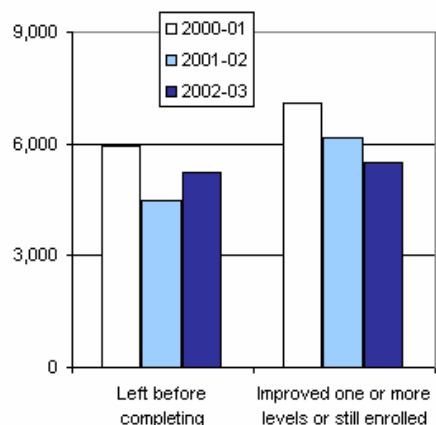
FY 2002 Federal Allocations in Thousands of Dollars



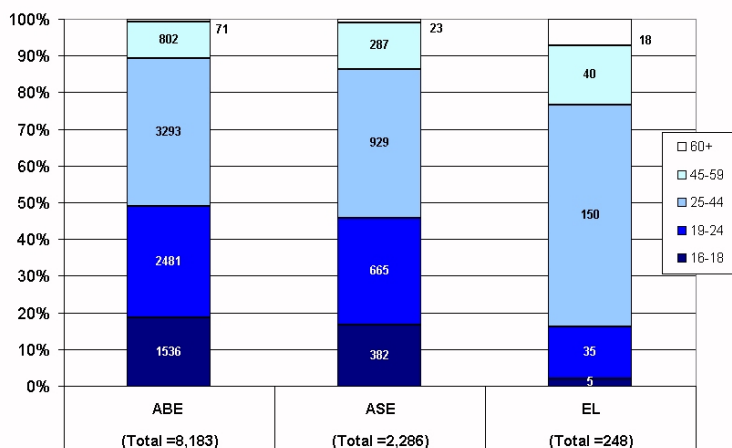
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	45	17	4	66	-10%
Asian	19	7	125	151	-6%
Black/African American	760	108	12	880	7%
Hispanic/Latino	74	23	60	157	-10%
Native Hawaiian/Pacific Islander	7	2	1	10	-41%
White	7,278	2,129	46	9,453	1%
<b>TOTAL</b>	<b>8,183</b>	<b>2,286</b>	<b>248</b>	<b>10,717</b>	<b>1%</b>
<b>Gender</b>					
Male	3,891	970	67	4,928	8%
Female	4,292	1,316	181	5,789	-4%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

## West Virginia

	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	55	54	50	4,809	16,607
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	47	46	57	141	421
<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 GED after exiting the program.	47	56	54	840	2,251
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	76	47	40	416	2,049
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	49	47	33	152	638
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	50	66	62	203	484

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

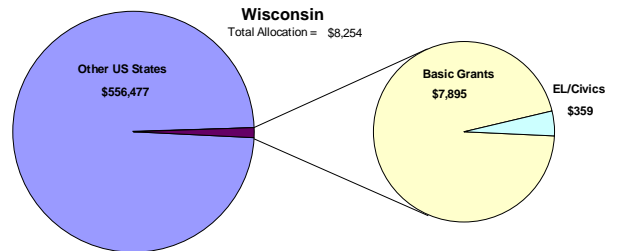
# PROGRAM FACTS 2002–2003

## WISCONSIN

### Participant Status

	2001–02	2002–03
Employed	10,431	14,624
Unemployed	8,124	9,705
Correctional Setting	3,098	2,976
On Public Assistance	808	2,256
Other Institutionalized	0	15

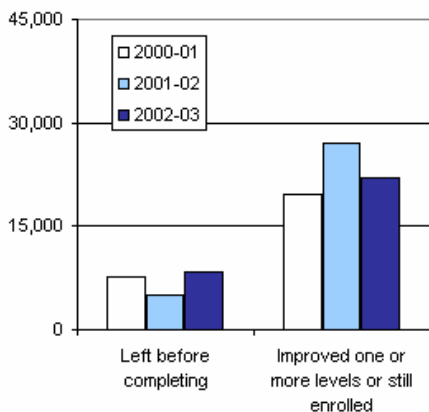
FY 2002 Federal Allocations in Thousands of Dollars



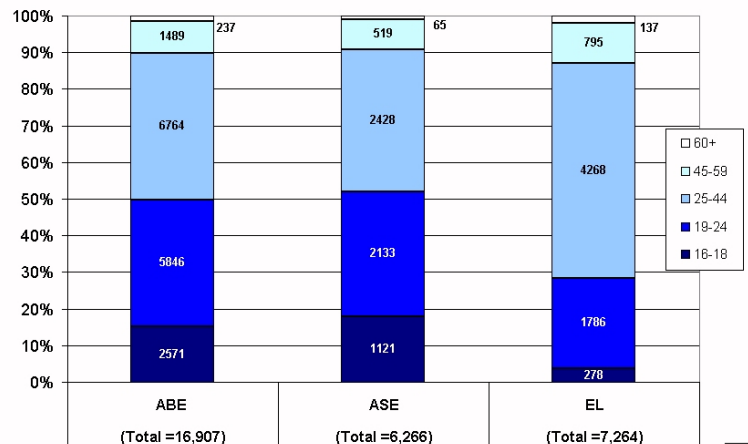
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	472	161	3	636	-12%
Asian	917	170	1,212	2,299	-9%
Black/African American	4,228	889	201	5,318	12%
Hispanic/Latino	1,995	534	5,251	7,780	-6%
Native Hawaiian/Pacific Islander	11	6	8	25	213%
White	9,284	4,506	589	14,379	-10%
<b>TOTAL</b>	<b>16,907</b>	<b>6,266</b>	<b>7,264</b>	<b>30,437</b>	<b>-5%</b>
<b>Gender</b>					
Male	7,713	3,095	3,455	14,263	-8%
Female	9,194	3,171	3,809	16,174	-3%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03





# PROGRAM FACTS 2002–2003

Wisconsin	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	60	80	58	11,547	38,644
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	43	50	54	3,914	10,854
<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 GED after exiting the program.	29	36	47	1,961	6,012
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	35	42	54	1,967	5,436
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	18	44	48	1,762	4,042
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	72	56	46	907	7,544

<sup>1</sup> Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

<sup>2</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.

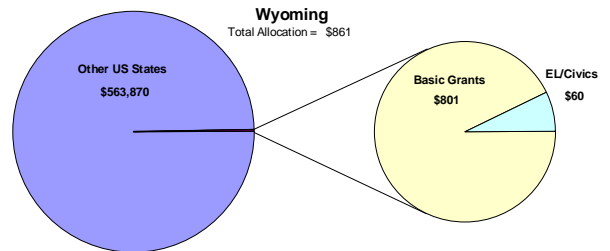
# PROGRAM FACTS 2002–2003

## WYOMING

### Participant Status

	2001–02	2002–03
Employed	917	1,010
Unemployed	897	1,099
Correctional Setting	392	425
On Public Assistance	373	467
Other Institutionalized	17	36

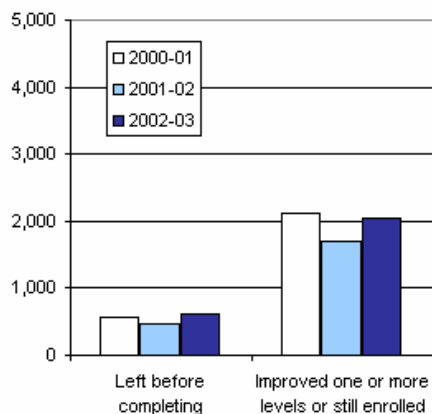
FY 2002 Federal Allocations in Thousands of Dollars



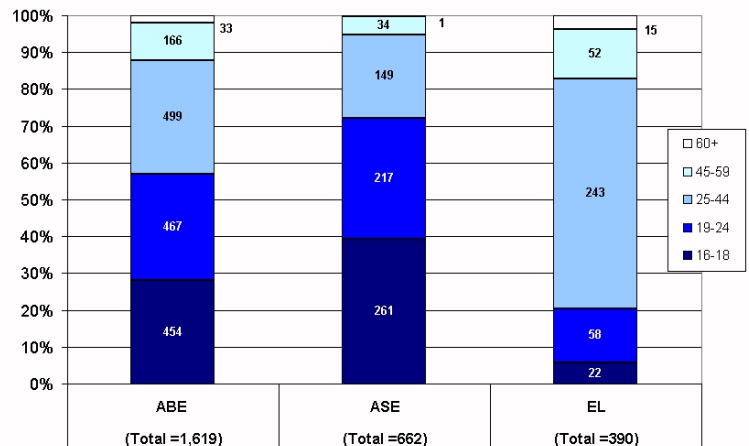
### Enrollment by Race/Ethnicity and by Gender

	2002–03				% Change from 2001–02
	ABE	ASE	EL	Total	
<b>Race/Ethnicity</b>					
American Indian/Alaskan Native	219	47	0	266	4%
Asian	21	3	72	96	3%
Black/African American	30	4	0	34	26%
Hispanic/Latino	254	46	284	584	39%
Native Hawaiian/Pacific Islander	4	2	1	7	-13%
White	1,091	560	33	1,684	18%
<b>TOTAL</b>	<b>1,619</b>	<b>662</b>	<b>390</b>	<b>2,671</b>	<b>20%</b>
<b>Gender</b>					
Male	764	363	143	1,270	18%
Female	855	299	247	1,401	21%

### Retention and Completion



### Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2002-03



# PROGRAM FACTS 2002–2003

## Wyoming

	Actual Performance				
	2000–01	2001–02	2002–03		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
<b>Performance Measure I: Demonstrated Improvement in Literacy Skills</b>					
<i>Sub Measures:</i>					
<b>1. Adult Basic and Secondary Education<sup>1</sup></b> The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	48	53	52	1,018	2,872
<b>2. English Literacy<sup>2</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 instruction in which they were initially enrolled.	35	35	34	134	400
<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 GED after exiting the program.	46	76	76	715	1,994
<b>Performance Measure III: Entered Postsecondary Education or Training</b>					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	39	52	66	261	606
<b>Performance Measure IV: Entered Employment</b>					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	41	59	47	22	257
<b>Performance Measure V: Retained Employment</b>					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	26	70	76	25	152

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