



Adult Education and Family Literacy Act of 1998

Annual Report to Congress 2007-08



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Literacy Act of 1998***

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

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ABBREVIATIONS

ABE/ASE	Adult basic education/adult secondary education program (consists of six educational levels)
ABE	adult basic education
<i>AEFLA</i>	<i>Adult Education and Family Literacy Act of 1998</i>
ASE	adult secondary education
BEST	Basic English Skills Test
BEST Plus	Basic English Skills Test (used exclusively with English language learners)
CASAS	Comprehensive Adult Student Assessment System
Department	U.S. Department of Education
DOL	U.S. Department of Labor
EL	English literacy
FY	fiscal year
GED	General Educational Development (tests)
LEA	local education agency
NRS	National Reporting System
OVAE	U.S. Department of Education’s Office of Vocational and Adult Education
<i>Perkins III</i>	<i>Carl D. Perkins Vocational and Technical Education Act of 1998</i>
<i>Perkins IV</i>	<i>Carl D. Perkins Vocational and Technical Education Act of 2006</i>
PY	program year
SEA	state educational agency
SLDS	Statewide Longitudinal Data Systems
TABE	Test of Adult Basic Education
TANF	Temporary Assistance for Needy Families
UI	unemployment insurance
WIA	<i>Workforce Investment Act of 1998</i>

EXECUTIVE SUMMARY

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

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

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

² The Adult Education—Basic Grants to States program year begins July 1 and ends June 30 of the next year. For example, PY 2007–08 refers to July 1, 2007 through June 30, 2008.

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

Highlights:

The Adult Education—Basic Grants to States program enrolled 2,334,751 learners during PY 2007–08, of whom 41 percent were enrolled in adult basic education (ABE), 14 percent were enrolled in adult secondary education (ASE), and 46 percent were enrolled in English literacy (EL) programs.

Table 1 provides a comparison of actual performance on the core outcome measures for adult education under the NRS, during a 3-year period from PY 2005–06 through PY 2007–08. The percentage of adults demonstrating educational gain in ABE/ASE⁵ decreased slightly from 39 percent in PY 2005–06 to 37 percent in PY 2006–07 and returned to 39 percent in PY 2007–08, while educational gain in EL showed slight growth, increasing from 37 percent in PY 2005–06 to 39 percent in PY 2006–07 and PY 2007–08. Adults completing high school increased from 55 percent in PY 2005–06 to 61 percent in PY 2007–08. Adults entering postsecondary education or training and adults entering employment showed the largest increases over the 3-year period—increasing by 11 and 12 percent respectively. However, adults retaining employment decreased from 74 percent in PY 2005–06 to 70 percent in PY 2007–08.

³ The term “State” means “each of the several States of the United States, the District of Columbia, and the Commonwealth of Puerto Rico,” as defined in Sec. 203(17) of the *Adult Education and Family Literacy Act of 1998*.

⁴ The program funds each of the 50 states of the United States, the District of Columbia, and the Commonwealth of Puerto Rico. The program also funds the outlying areas of the United States, including the United States Virgin Islands, Guam, American Samoa, Commonwealth of the Northern Mariana Islands, and the Republic of Palau, but they are not represented in this report.

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

Table 1.
Adult Education National Performance: Percentage and Number of Students
Completing Educational Levels and Core Outcome Measures, From
Program Year 2005–06 to Program Year 2007–08

	Percentage Achieving Outcome (National Averages) 2005–06	Percentage Achieving Outcome (National Averages) 2006–07	Percentage Achieving Outcome (National Averages) 2007–08	Number Achieving Outcome (Three year Total) (2005–06 to 2007–08)
Educational Gain ABE/ASE ^a	39	37	39	1,306,416
Educational Gain English Literacy ^a	37	39	39	1,246,260
High School Completion ^b	55	59	61	463,831
Entered Postsecondary Education or Training ^b	44	55	56	135,499
Entered Employment ^b	51	61	62	368,863
Retained Employment ^b	74	73	70	320,529

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

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

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

Source: U.S. Department of Education, Office of Vocational and Adult Education, National Reporting System Annual Performance and Annual Status Reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, Program Year 2007–08 (OMB Number 1830-0027).

INTRODUCTION

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

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

The state-administered grant program provides educational assistance for adults, as defined in Sec. 203(1) of *WIA*, who are aged 16 and older, not currently enrolled or required to be enrolled in secondary school under state law; and who lack sufficient mastery of basic educational skills to function effectively in the workplace or to be self-sufficient in their daily lives; who do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education, or are unable to speak, read, or write the English language. These state grants are allocated by formula based upon each state’s count of “qualifying adults.” Sec. 211(d) of *WIA* defines a “qualifying adult” as one who is at least 16 years of age, beyond the age of compulsory school attendance under the law of the state or outlying area, does not have a secondary school diploma or its recognized equivalent and is not enrolled in high school. These data are drawn from the U.S. Census of Population and Housing. The federal allocation for *AEFLA* grants⁶ to states for PY 2007–08 was \$553,945,534⁷. States⁸ distribute 82.5 percent of the federal funds competitively to local adult education providers, using 12 considerations identified in Sec. 231(e) of *AEFLA*⁹.

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

⁷ The \$553,945,534 federal allocation for *AEFLA* grants to states and outlying areas for PY 2007-08 includes \$67,896,180 for EL/Civics.

⁸ The term “State” means “each of the several States of the United States, the District of Columbia, and the Commonwealth of Puerto Rico,” as defined in Sec. 203(17) of the *Adult Education and Family Literacy Act of 1998*.

⁹ See appendix B of this report.

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

Courses of instruction offered by local providers include:

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

Adult Education Enrollment and Participant Status

In PY 2007–08, the program enrolled 2,334,751 learners, with 41 percent of learners enrolled in ABE, 14 percent enrolled in ASE, and 46 percent enrolled in EL programs, as indicated in table 2.

Program Type	Enrollment Number	Enrollment Percentage
Adult Basic Education	947,415	41
Adult Secondary Education	323,114	14
English Literacy	1,064,222	46
Total enrollment	2,334,751	100

Note: The percentage total reflects rounded figures, and, therefore the sum does not equal 100 percent.

Source: U.S. Department of Education, Office of Vocational and Adult Education, National Reporting System Annual Performance and Annual Status Reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, Program Year 2007–08 (OMB Number 1830-0027).

Adult education serves varied populations. Table 3 shows the number of learners by program type and age. Overall, 36 percent of students were under age 25, and 81 percent were under age 45. Only 4 percent were aged 60 or older. Age distribution, however, varied by program type. ASE students, with 61 percent under age 25, tended to be younger than both ABE and EL students, with 47 percent and 21 percent, respectively, under age 25. EL students, with 24 percent over age 44, tended to be older than both ABE and ASE students with 15 percent and 8 percent, respectively, over age 44. It is interesting to note that 56 percent of EL students were in the 25–44 age range, compared to 31 percent of ASE and 39 percent of ABE students in this age range.

**Table 3.
Number and Percentage of Students by Program Type and Age, Program Year 2007–08**

Program Type	Age Group 16–18 Number	Age Group 16–18 %	Age Group 19–24 Number	Age Group 19–24 %	Age Group 25–44 Number	Age Group 25–44 %	Age Group 45–59 Number	Age Group 45–59 %	Age Group 60 and Older Number	Age Group 60 and Older %	Total Number	Total %
Adult basic education	176,440	19	261,794	28	366,966	39	117,971	12	24,244	3	947,415	100
Adult secondary education	99,774	31	96,897	30	100,249	31	22,478	7	3,716	1	323,114	100
English Literacy	27,453	3	186,412	18	593,814	56	196,133	18	60,410	6	1,064,222	100
Total	303,667	13	545,103	23	1,061,029	45	336,582	14	88,370	4	2,334,751	100

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

Source: U.S. Department of Education, Office of Vocational and Adult Education, National Reporting System Annual Performance and Annual Status Reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, Program Year 2007–08 (OMB Number 1830-0027).

The participation of 16- to 18-year-olds in adult education is of particular interest to policymakers because earning a high school diploma through the regular elementary and secondary education system is the traditional path for these youths. In PY 2007–08, as indicated in table 3 and appendix C, 13 percent of participants were between the ages of 16 and 18, with little change in the percentage of this population participating since PY 2005–06. Of the 303,667 students in adult education programs who are 16–18 years old, 176,440 (58 percent) were in ABE, compared to 176,440 (33 percent) in ASE and 27,453 (9 percent) in EL. Therefore, a plurality of 16- to 18-year-olds entered into adult education programs at a level that suggests they lacked the literacy skills expected of a high school student.

Table 4 provides disaggregate information regarding learners categorized by race/ethnicity and age. Hispanics or Latinos represent the largest group enrolled in adult education with 44 percent in PY 2007–08, followed by whites with 26 percent and Blacks or African-Americans with

20 percent. A plurality of 16- to 18-year-olds with 42 percent was white, and a plurality of 19- to 24-year-olds with 41 percent, 25- to 44-year-olds with 51 percent, 45- to 59-year-olds with 43 percent, and adults 60 years and older with 35 percent, were Hispanic or Latino.

**Table 4.
Number and Percentage of Students by Age and Race/Ethnicity, Program Year 2007–08**

Race/Ethnicity	Age Group 16–18 Number	Age Group 16–18 %	Age Group 19–24 Number	Age Group 19–24 %	Age Group 25–44 Number	Age Group 25–44 %	Age Group 45–59 Number	Age Group 45–59 %	Age Group 60 and Older Number	Age Group 60 and Older %	Total Number	Total %
American Indian or Alaskan Native	5,865	2	9,791	2	13,287	1	3,638	1	596	1	33,177	1
Asian	6,533	2	24,739	5	88,141	8	44,687	13	20,639	23	184,739	8
Black or African-American	68,562	23	125,177	23	187,927	18	62,738	19	11,845	13	456,249	20
Hispanic or Latino	89,454	29	222,508	41	543,560	51	143,462	43	31,063	35	1,030,047	44
Native Hawaiian or Other Pacific Islander	4,620	2	5,380	1	6,617	1	2,015	1	587	1	19,219	1
White	128,633	42	157,508	29	221,497	21	80,042	24	23,640	27	611,320	26
Total	303,667	100	545,103	100	1,061,029	100	336,582	100	88,370	100	2,334,751	100

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

Source: U.S. Department of Education, Office of Vocational and Adult Education, National Reporting System Annual Performance and Annual Status Reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, Program Year 2007–08 (OMB Number 1830-0027).

The extent to which 16- to 18-year-olds participated in adult education varied widely among states. One of the causes for the variance may be linked to the difference in each state’s age requirement for compulsory school attendance. Table 5 shows the four states, and Puerto Rico, with the highest numbers and percentages of young adults enrolled or served through adult education programs, aged 16 to 18. Although some states with the largest populations, such as California and Florida, have the highest number of adult education students aged 16 to 18, some states with small populations, such as Wyoming and Vermont, have a high percentage, despite relatively low numbers overall, of students aged 16 to 18.

Table 5.
Five States^a With the Highest Number and Highest Percentage of Adult Education Students Aged 16–18, Program Year 2007–08

State	Number 16–18-year-olds	State	Percentage 16–18-year-olds
California	50,755	Puerto Rico	49
Florida	45,238	Louisiana	36
North Carolina	20,539	Wyoming	30
Georgia	15,734	Vermont	29
Puerto Rico ^b	15,560	Montana	29

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

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

Source: U.S. Department of Education, Office of Vocational and Adult Education, National Reporting System Annual Performance and Annual Status Reports for *Adult Education—Basic Grants to States under the Adult Education and Family Literacy Act of 1998*, Program Year 2007–08 (OMB Number 1830-0027).

Adults enter adult education programs from a variety of circumstances. Table 6 indicates that in PY 2007–08, 911,353 students self-reported entering the program while employed; 883,027 students self-reported entering the program while unemployed; 218,051 students self-reported entering the program while on public assistance; 229,048 students self-reported entering the program while in correctional facilities; and 10,873 students self-reported entering the program while in other institutional settings.

Table 6.
Number of Students Enrolled by Participant Status, Program Year 2007–08

Status	Number
Employed	911,353
Unemployed	883,027
On public assistance	218,051
In correctional facilities	229,048
In other institutional settings	10,873

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

Source: U.S. Department of Education, Office of Vocational and Adult Education, National Reporting System Annual Performance and Annual Status Reports for *Adult Education—Basic Grants to States under the Adult Education and Family Literacy Act of 1998*, Program Year 2007–08 (OMB Number 1830-0027).

ACCOUNTABILITY SYSTEM—THE NATIONAL REPORTING SYSTEM (NRS)¹⁰

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

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

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

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

To demonstrate NRS improved skill levels as required in Sec. 212(b)(2)(A)(i) of *AEFLA*, the Office of Vocational and Adult Education (OVAE) established a hierarchy of six educational functioning levels¹¹ to measure basic literacy from beginning literacy through high school completion, and six levels for English literacy, from beginning literacy to the advanced level. The levels are defined through reading, writing, numeracy, and functional and workplace skills (and, for English literacy, speaking and listening

¹⁰ Information regarding the National Reporting System (NRS) may be accessed on the NRS Website (<http://www.nrsweb.org/>).

¹¹ The educational levels are listed in figure 1.

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

- **High School Completion**—The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent after program exit.
- **Entered Postsecondary Education or Training**—The percentage of adult learners with a postsecondary education goal who entered postsecondary education or training after program exit.
- **Entered Employment**—The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter¹² after program exit.
- **Retained Employment**—The percentage of adult learners with (1) a job retention goal at the time of enrollment and (2) an employment goal who obtained work by the end of the first quarter after exiting the program and who were employed at the end of the third quarter after program exit.

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

Incentive Grants

States that achieve superior performance in the Title I and Title II¹³ of *WIA* and the *Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III)* programs were eligible for state incentive grants. The numbers of states receiving incentive grants and the amounts distributed over the past three years are presented in table 7. The number of states that exceeded their adult education performance levels (Title II of *WIA*) appears, followed by the number that also exceeded

¹² One quarter refers to the first academic quarter after program exit.

¹³ The *Adult Education and Family Literacy Act of 1998 (AEFLA)* was enacted as Title II of the *Workforce Investment Act of 1998 (WIA)*.

Title I of *WIA* and *Perkins III* program performance levels through PY 2006–07. States received incentive grants only if they exceeded annual performance levels, as negotiated between the state and OVAE and DOL, for all three programs. Beginning in PY 2007–08, incentive grants were based only on performance measures under Titles I and II of *WIA*¹⁴. The determination of whether a state has exceeded its adjusted levels of performance is based on each state’s cumulative achievement across all measures. This is done by calculating the percentage of the state-adjusted level achieved for each measure, and then averaging the percentage achieved across all measures. When the cumulative average exceeds 100 percent, the state is deemed to have exceeded the overall adjusted performance levels. In PY 2007–08, eleven states received incentive awards.

Table 7.
Numbers of States^a Exceeding Performance Standards and Amount of Award Funds Available, From Program Year 2005–06 to Program Year 2007–08

Program Year	Exceeded Title II, of <i>WIA</i>	Exceeded Titles I, II of <i>WIA</i> , and <i>Perkins III</i>	Amount of Award Funds Available
2007–08	21	11 ^b	\$9.7 million
2006–07	18	8 ^c	\$9.9 million
2005–06	35	10 ^c	\$16.3 million

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

^b Incentive grants were not included under the *Carl D. Perkins Vocational and Technical Education Improvement Act of 2006 (Perkins IV)*.

^c Funds under the *Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III)* were also used for incentive grants.

Notes: *WIA* means the *Workforce Investment Act of 1998*. Title I of *WIA* is the workforce investment systems program. Title II of *WIA* is the adult education and literacy program. *Perkins III* means the *Carl D. Perkins Vocational and Technical Education Act of 1998*. The fiscal year 2008 funds support the program year 2007-08 incentive grant awards.

Source: U.S. Department of Labor, Employment Training Administration, Federal Register Notice of Incentive Funding Availability for program years 2005–06, 2006–07 and 2007–08 Performance (http://www.doleta.gov/performance/results/incentives_sanctions.cfm).

Sec. 503 of *WIA* indicates that state incentive grants are to be issued in an amount not less than \$750,000 and not more than \$3,000,000, to the extent that funds are available; otherwise, prorated amounts are to be awarded. Funds¹⁵ for the incentive grants set-aside under Title II of *WIA* totaled \$9,760,451 in PY 2007–08. No funds for the incentive grants were set aside under Title I of *WIA*.

¹⁴ Incentive grants were not included under the *Carl D. Perkins Vocational and Technical Education Improvement Act of 2006 (Perkins IV)*.

¹⁵ The fiscal year (FY) 2008 funds support the PY 2007-08 incentive grant awards.

Measuring Educational Gain

For the NRS, each state must establish standardized assessment procedures that local programs must use—first at enrollment to identify an adult learner’s educational functioning level, and then after a period of instruction to measure educational gain (level advancement). 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 administering post-tests of students at different times. The most frequently used assessments are the TABE, CASAS, and the Basic English Skills Test (BEST or BEST Plus), the last used exclusively with EL learners.

ABE/ASE¹⁶ and EL each have six educational levels: four levels in ABE, two levels in ASE, and six levels in EL as indicated in figure 1. Figure 1 presents PY 2007–08 adult education enrollment figures by educational level as determined by a standardized pretest administered to each student upon program entrance. The majority of students were enrolled in the programs of ABE and ASE. Within ABE and ASE, the largest percentage of student enrollment was 30 percent in the ABE high intermediate level, and the smallest percentage of student enrollment was 6 percent in the ABE beginning literacy level. The majority of students, 53 percent, were enrolled in the combined ABE intermediate levels. In EL, the largest percentage of student enrollment was 24 percent in the EL low intermediate level, and the smallest percentage was 12 percent in the EL low beginning level. The plurality of EL students, 47 percent, was enrolled in the combined beginning levels.

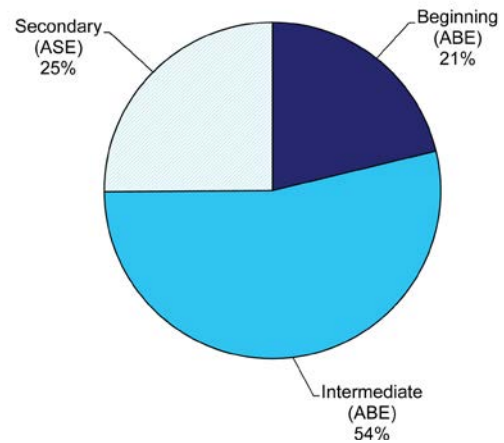
¹⁶ ABE/ASE means adult basic education/adult secondary education. ABE/ASE consists of six educational levels with four levels in ABE—beginning literacy, beginning, low intermediate and high intermediate; and two levels in ASE—low secondary and high secondary.

Figure 1.
Number and Percentage of Students Enrolled by Educational Functioning Level,
Program Year 2007–08

ABE/ASE

Educational Functioning Level	Number	%
Beginning Literacy	77,106	6
Beginning Basic	191,416	15
Low Intermediate	296,876	24
High Intermediate	382,017	30
Low Secondary	181,978	14
High Secondary	141,136	11
Total ABE/ASE	1,270,529	100

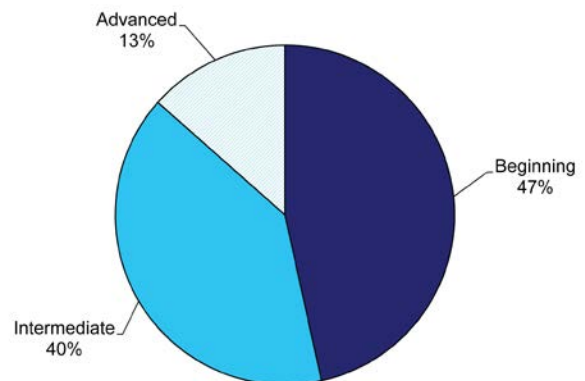
ABE/ASE by Beginning, Intermediate, and Secondary Levels
PY 2007–08



EL

Educational Functioning Level	Number	%
Beginning Literacy	186,164	18
Low Beginning	124,122	12
High Beginning	185,069	17
Low Intermediate	257,431	24
High Intermediate	168,101	16
Advanced	143,335	13
Total EL	1,064,222	100
Total All	2,334,751	

English Literacy by Beginning, Intermediate, and Advanced Levels
PY 2007–08



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

Source: U.S. Department of Education, Office of Vocational and Adult Education, National Reporting System Annual Performance and Annual Status Reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, Program Year 2007–08 (OMB Number 1830-0027).

Measuring Other Outcomes

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

Figure 2 identifies the methods by which states, including the District of Columbia and the Commonwealth of Puerto Rico, currently collect data for the four measures that require programs to follow up after a student leaves the adult education program. In PY 2007–08, 37 states used administrative records to determine student outcomes for high school completion, 13 states used surveys, and two additional states used a combination of administrative records and surveys. Consulting state unemployment insurance (UI) wage records, as an example of an administrative record used, is the most efficient, accurate, and cost-effective approach to determining the post-program employment outcomes. However, not all states have the capability to use the UI system due to data privacy or technical issues. In PY 2007–08, 31 states used this UI system method solely, the same number of states as in PY 2006–07; 17 states used surveys; and an additional four states used this UI system method in combination with surveys. For entrance to postsecondary education, few comprehensive databases are available to states for measuring postsecondary enrollment. Nevertheless, PY 2007–08 was the first year that more states used administrative records rather than individual student surveys to collect data on these follow-up measures. To assist states in addressing challenges associated with data matching for the postsecondary follow-up measure, the Statewide Longitudinal Data systems (SLDS) Grant Program¹⁷ was designed to aid state educational agencies (SEAs) in the development and implementation of SLDSs through a competitive discretionary grants process. These data systems securely follow students from early education through the workforce and facilitate the disaggregation, reporting, and analyses of longitudinal data.

¹⁷ The SLDS Grant Program is administered by the Institute of Education Sciences (IES)'s National Center for Education Statistics (NCES) in the U.S. Department of Education.

**Figure 2.
Number of States* Using Data Collection Methods for Performance
Assessment Follow-Up Program Year 2007–08**

Performance Measure	Data Collection Method: Administrative Records/ Data Matching	Data Collection Method: Survey	Data Collection Method: Both	Summary of Data Collection Methods
High school or recognized equivalent completion	37	11	4	<p>Both, 4 Survey, 11 Matching, 37</p>
Entered postsecondary education or training	20	22	10	<p>Both, 10 Matching, 20 Survey, 22</p>
Entered employment	31	16	5	<p>Both, 5 Survey, 16 Matching, 31</p>
Retained employment	31	16	5	<p>Both, 5 Survey, 16 Matching, 31</p>

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

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

Source: U.S. Department of Education, Office of Vocational and Adult Education, *National Reporting System Annual Performance and Annual Status Reports for Adult Education—Basic Grants to States under the Adult Education and Family Literacy Act of 1998, Program Year 2007–08 (OMB Number 1830-0027)*

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

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

Federal Implementation Assistance in PY 2007–08

OVAE's assistance to states during the first few years of NRS focused on the implementation of NRS requirements, development of data systems, and the improvement of data quality. In PY 2007–08, OVAE built on earlier data quality development activities and assisted state and local programs in using the data for their own reporting, program management, and program improvement. In the summer of 2008, the NRS project held three 3-day regional trainings entitled “Building and Sustaining Quality in NRS Data: Strategies for Program Improvement.” A total of 94 attendees from 46 states and outlying areas participated. This training presented a basic summary of the NRS, clarified NRS requirements, and provided a model for state and local staff to promote the use of data for program improvement. State teams had the opportunity to work on data quality and program improvement issues, which involved participants examining their data and planning an approach to address issues that they selected. Participants used a specially designed electronic tool based in an Excel workbook to examine their data. This training helped build a foundation of knowledge and skills for NRS beginners and an opportunity to investigate data in more depth for NRS veterans.

“Our understanding has greater depth now and the big picture is clearer. Our efforts over the years have been validated. State sharing also makes it evident that we share common issues and concerns.”

—anonymous training participant

OVAE supports technical assistance, which includes in-person workshops, hands-on experiences, and training in the use of the *NRSWeb* (<http://www.nrsweb.org>). *NRSWeb* is the adult education practitioner’s source for NRS policies and procedures, changes to the federal accountability requirements and guidelines, publications and related information, direct online training, materials from face-to-face training, webinars, and a calendar of events. Webinars, short seminars delivered through the combined use of the Internet and conference calls, were used to convey important information to practitioners. Online training is a flexible, low-cost method to assist adult educators and administrators with NRS-related topics. In PY 2007-08 *NRSWeb* offered five self-guided online training opportunities that include 25 courses. Each course is designed specifically for adult education program administrators. These courses cover NRS basics, data quality, and data use. In PY 2007–08, access and use of NRS online courses increased substantially by 30 percent, compared to the previous year. In total, users of *NRSWeb* completed over 2,700 courses.

“The NRS Web site is how I keep up to date on changes, download the implementation guidelines, and find resources from trainings and webinars.”

—Israel Mendoza, director, Washington State Adult Education

NRS Tips were also produced and distributed in PY 2007–08 as part of OVAE’s effort to provide states with timely and user-friendly information related to the NRS. This information, in the format of short briefs included: information on employment reporting and desktop monitoring. OVAE also provided direct technical assistance to many states on meeting NRS requirements, improving data quality, and using data.

NRS Implementation by States

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

Training supported by OVAE has prepared local staff in many states to access and use their data on a regular basis. Staff have increased their abilities to use data as part of their research to identify effective practices for classroom instruction, professional development, and goal setting, and

to determine which support mechanisms will help learners persist long enough to reach their education, training, and employment goals. Staff members can now become more directly involved in using data, begin to trust the data, and participate more effectively in the program improvement process. As a result of the training, some states reported that teachers are using these data for their classes and posting graphs of these data outside their classrooms for their students and other teachers to see.

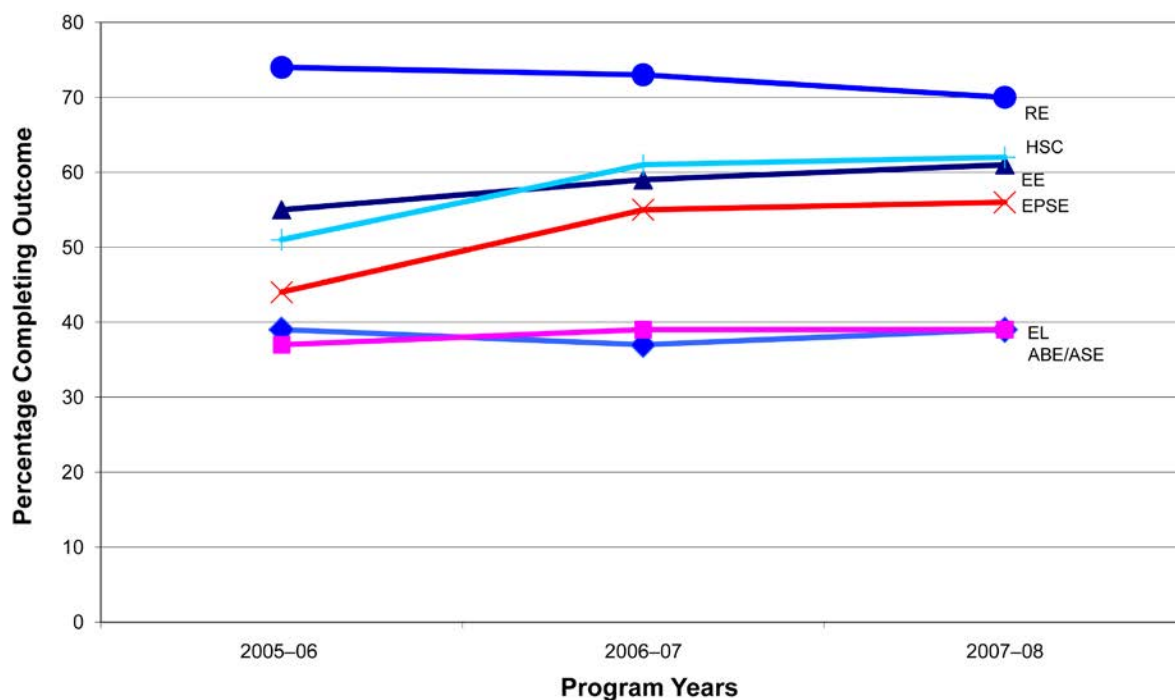
States also are beginning to address larger programmatic questions using their data. For example, some states are beginning to examine whether managed or open enrollment¹⁸ would be better for the students. In addition, states are developing ways to account for program efficiencies and outcomes in per-cost units.

¹⁸ A managed enrollment policy allows a student to enter an instructional program only during specific enrollment periods. An open enrollment policy allows a student to enter a program at any time (NCSALL, 2006).

SUMMARY OF NATIONAL PERFORMANCE RESULTS

PY 2007–08 marked the eighth year of implementation of the NRS accountability requirements. Figure 3 provides a comparison of actual performance on each of the outcome measures for adult education under the NRS. The percentage of adults achieving educational outcomes in ABE/ASE remained stable, and in EL showed a slight increase. The rate of high school completion showed a modest increase of 6 percent over the three years. The percentage of adults entering postsecondary education or training showed the largest increase, 12 percent, over the three years. The percentage of adults entering employment also showed a large increase, 11 percent, and the percentage of adults retaining employment decreased by 4 percent. More information on student performance as indicated by each of these measures is in figures 4 through 9.

Figure 3.
Percentage of Students Completing Educational Outcomes, From Program Year 2005–06 to Program Year 2007–08



—●— Educational Gain ABE/ASE^a
 —■— Educational Gain English Literacy (EL)^a
 —▲— High School Completion (HSC)^b
—×— Entered Postsecondary Education (EPSE)^b
 —+— Entered Employment (EE)^b
 —●— Retained Employment (RE)^b

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

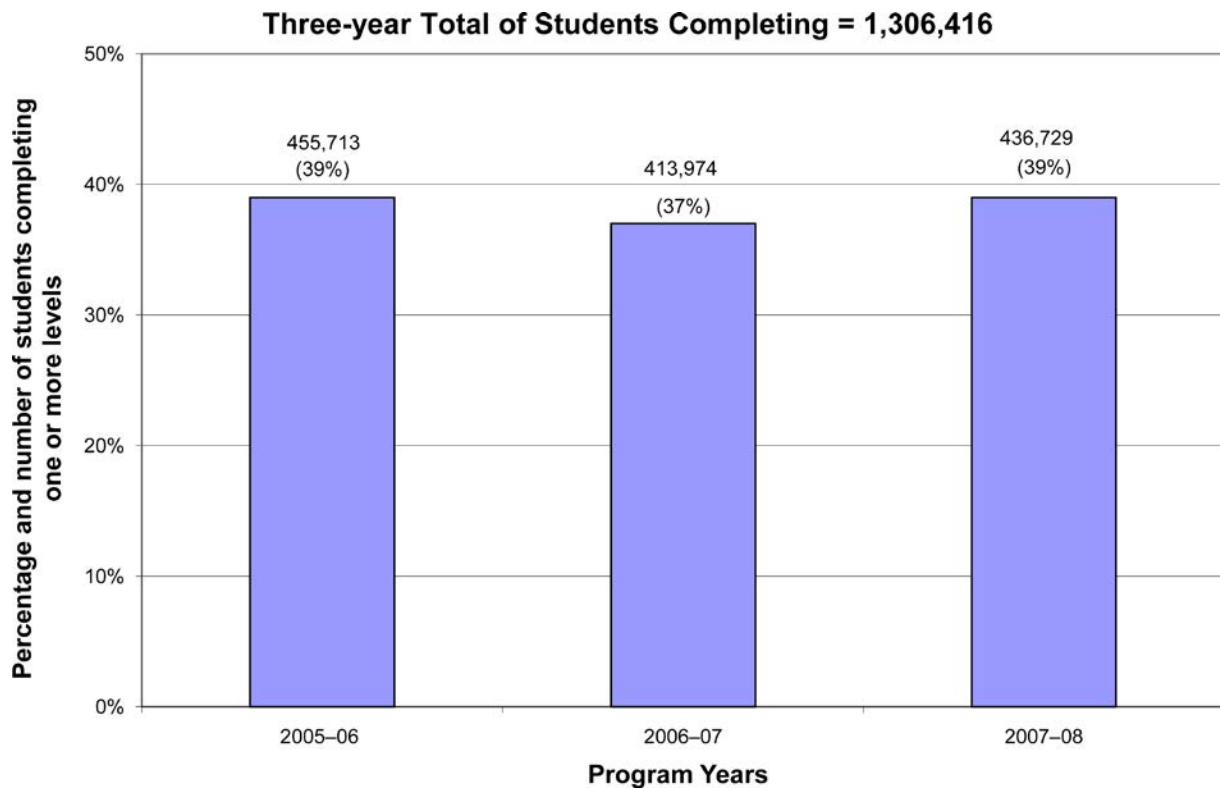
^b Percentage of adults enrolled who achieved this outcome.

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

Source: U.S. Department of Education, Office of Vocational and Adult Education, National Reporting System Annual Performance and Annual Status Reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, Program Year 2007–08 (OMB Number 1830-0027).

Figure 4 shows the percentage and number of enrolled adults who acquired the basic literacy skills needed to complete at least one ABE/ASE educational level¹⁹. The percentage of students advancing one or more educational levels stayed relatively level at 39 percent between PY 2005–06 and PY 2007–08, while the number of these students slightly decreased over this same time period. A total of 1,306,416 adults advanced at least one educational level over the three years.

Figure 4.
Percentage and Number of Students Completing One or More Educational Functioning Levels in Adult Basic and Secondary Education, From Program Year 2005–06 to Program Year 2007–08



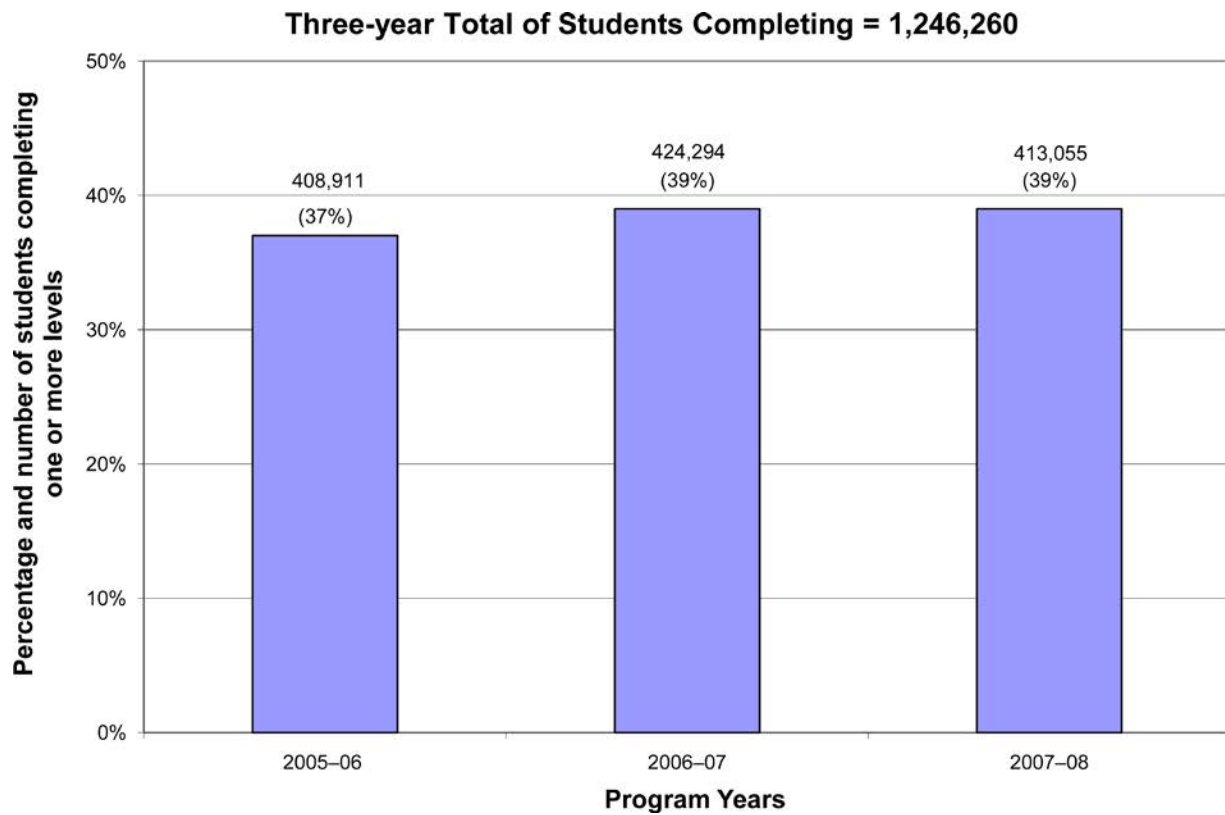
Notes: Percentage totals reflect rounded figures. Number and calculations do not include the number of students that completed high adult secondary education levels. This is not standardized, and, thus, not comparable across all states and as such, it is not reported in the raw numbers. The educational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

Source: U.S. Department of Education, Office of Vocational and Adult Education, National Reporting System Annual Performance and Annual Status Reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, Program Year 2007–08 (OMB Number 1830-0027).

¹⁹ See subsection “Measuring Educational Gain” and figure 1 in this report for the meaning of educational level.

Figure 5 shows the percentage and number of enrolled adults acquiring the basic English literacy skills needed to complete at least one educational functioning level. The number and percentage of students acquiring English literacy skills showed a slight increase from PY 2005–06 to PY 2007–08. The total number of students advancing one or more levels over the three years was 1,246,260.

Figure 5.
Percentage and Number of Students Completing One or More Educational Functioning Levels in English Literacy, From Program Year 2005–06 to Program Year 2007–08

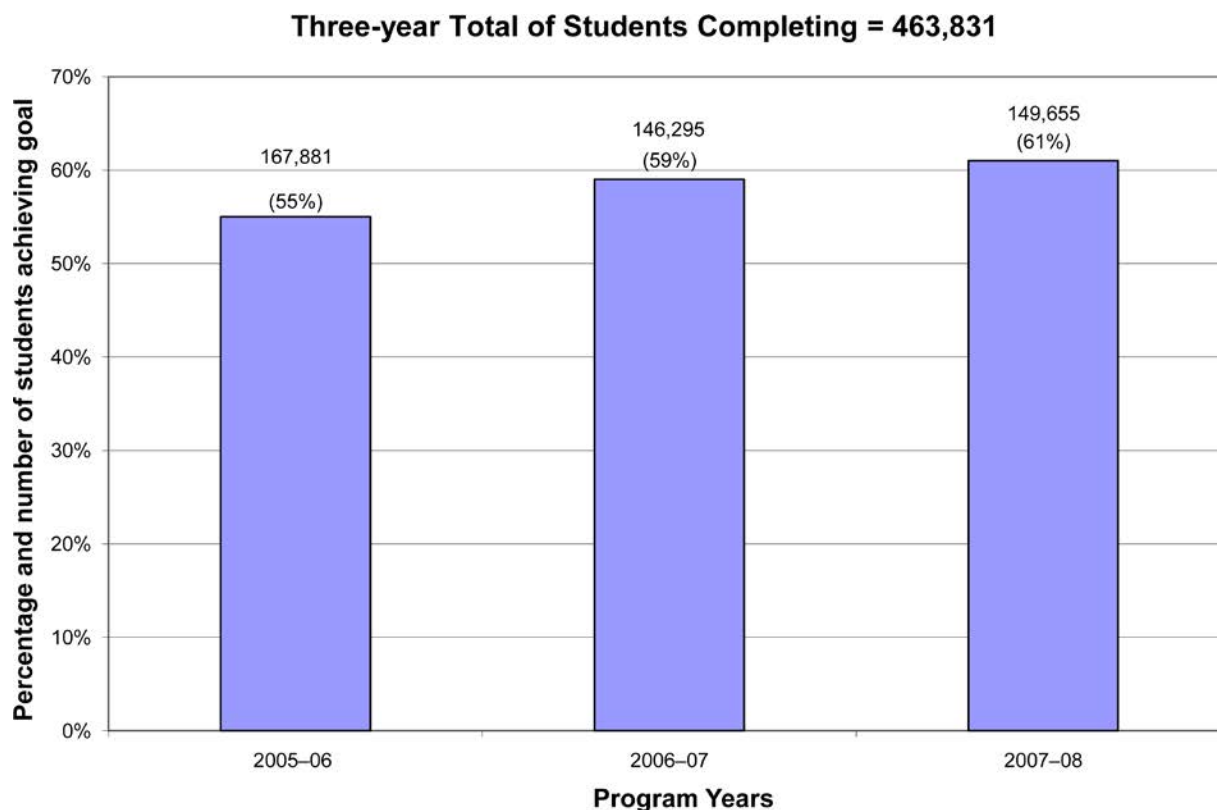


Notes: Percentage totals reflect rounded figures. The educational functional levels for English literacy are beginning literacy, beginning, low intermediate, high intermediate, low advanced and high advanced.

Source: U.S. Department of Education, Office of Vocational and Adult Education, National Reporting System Annual Performance and Annual Status Reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, Program Year 2007–08 (OMB Number 1830-0027).

Earning a high school diploma or a GED is one of the four outcome-related goals that students can set. Figure 6 shows the percentage and number of enrolled adults who set and accomplished the goal of completing high school or a recognized equivalent. The percentage of students achieving this goal increased over the three-year period, despite a decrease in the number of students. The total number of students achieving this goal over the three years was 463,831.

Figure 6.
Percentage and Number of Students Achieving High School Completion or Recognized Equivalent, From Program Year 2005–06 to Program Year 2007–08

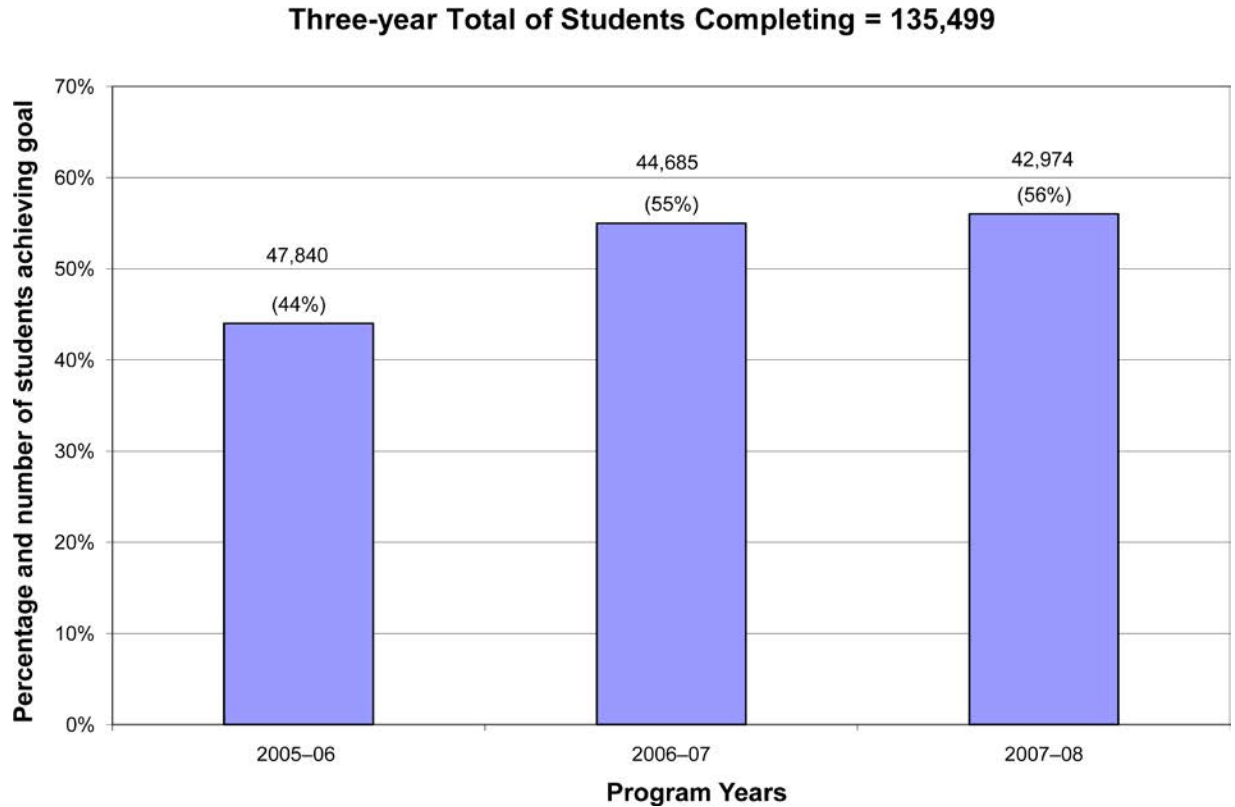


Note: Percentage totals reflect rounded figures.

Source: U.S. Department of Education, Office of Vocational and Adult Education, National Reporting System Annual Performance and Annual Status Reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, Program Year 2007–08 (OMB Number 1830-0027).

Figure 7 shows the percentage and number of students who set and achieved the goal of entering postsecondary education or training. The percentage of students who set and achieved this goal increased from 44 percent in PY 2005–06 to 56 percent in 2007–08. The number of students achieving this goal decreased slightly, totaling 135,499 over the same period.

Figure 7.
Percentage and Number of Students Who Set and Achieved Entering Postsecondary Education or Training Goal, From Program Year 2005–06 to Program Year 2007–08

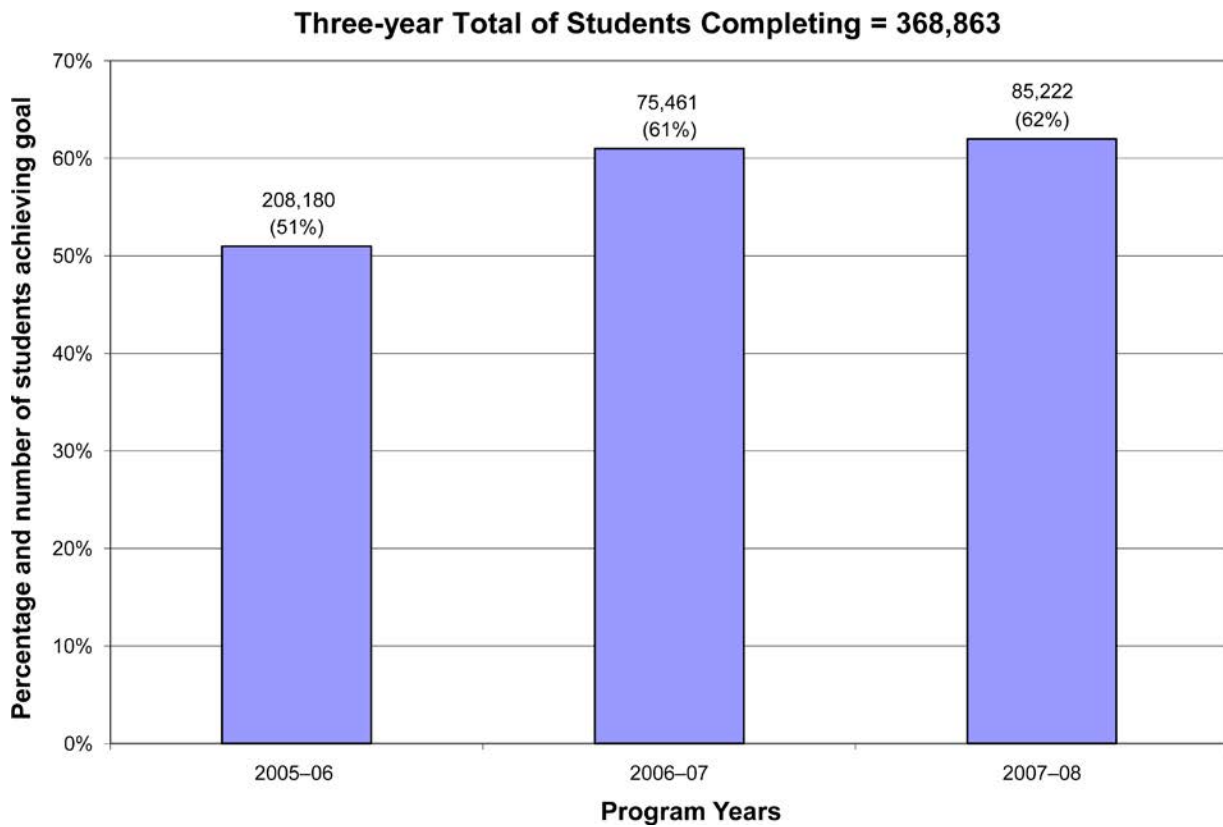


Note: Percentage totals reflect rounded figures.

Source: U.S. Department of Education, Office of Vocational and Adult Education, National Reporting System Annual Performance and Annual Status Reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, Program Year 2007–08 (OMB Number 1830-0027).

Figure 8 shows the percentage and number of unemployed students who set and achieved the goal of entering employment. From PY 2005–06 to PY 2007–08 the percentage of students achieving this goal increased from 51 percent to 62 percent. Note that because the number of students achieving this goal decreased by 60 percent over the three-year period and setting and achieving this goal is partially dependent on fluctuations in the general employment rate, this increase should be interpreted carefully. The three-year total of students achieving this goal was 368,863.

Figure 8.
Percentage and Number of Unemployed Students Who Set and Achieved the Goal of Entering Employment One Quarter After Exit, From Program Year 2005–06 to Program Year 2007–08

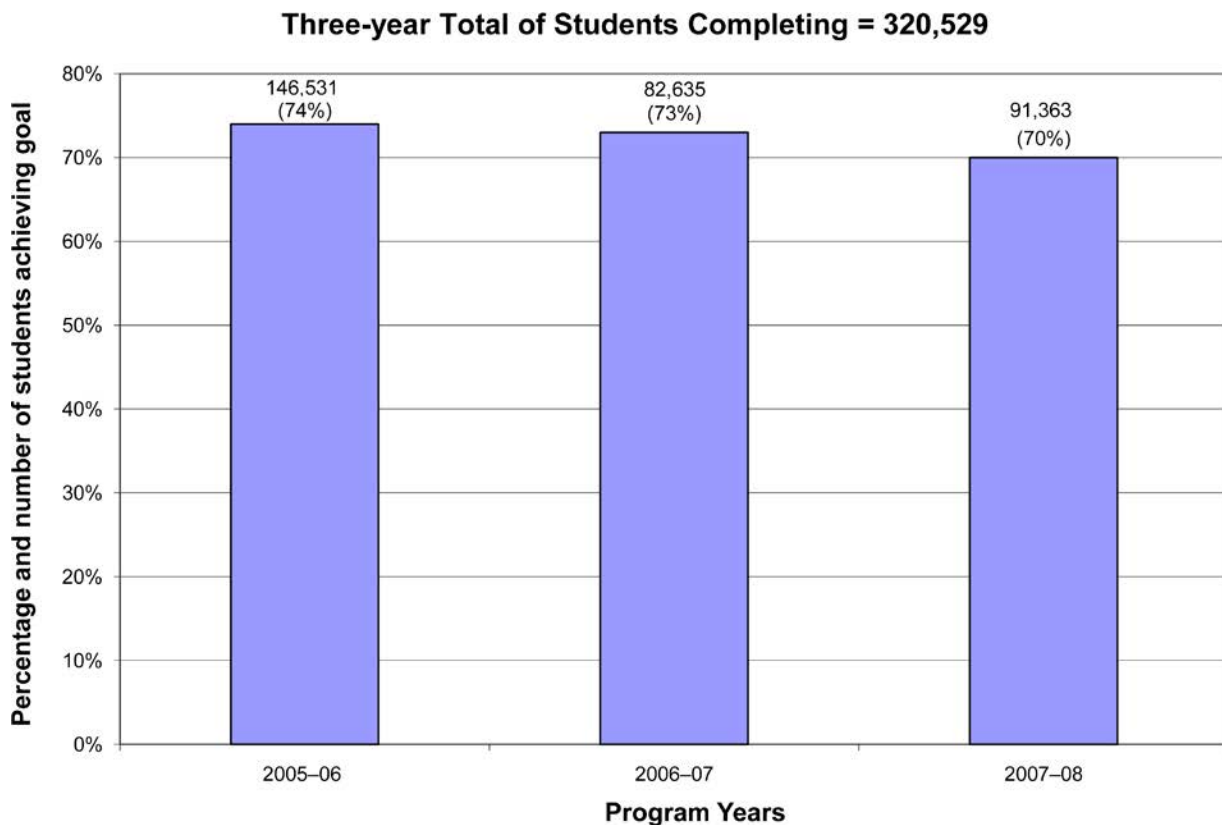


Note: Percentage totals reflect rounded figures. “One-quarter” means one-quarter of a year.

Source: U.S. Department of Education, Office of Vocational and Adult Education, National Reporting System Annual Performance and Annual Status Reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, Program Year 2007–08 (OMB Number 1830-0027).

Figure 9 shows the percentage and number of students who set a goal to retain or enter employment and ultimately retained employment. From PY 2005–06 to PY 2007–08, both the percentage and number of students achieving this goal decreased. Again, because setting and achieving this goal is partially dependent on fluctuations in the general employment rate, this increase should be interpreted carefully. A total of 320,529 students achieved the goal over the three years.

Figure 9.
Percentage and Number of Students With a Goal of Retained Employment or an Employment, From Program Year 2005–06 to Program Year 2007–08



Notes: Percentage totals reflect rounded figures. To be included under the retain employment goal, the goal must have been set at the time of enrollment. To be included under the employment goal, an adult learner must have obtained work by the end of the first quarter of the year and have been employed at the end of the third quarter after program ext.

Source: U.S. Department of Education, Office of Vocational and Adult Education, National Reporting System Annual Performance and Annual Status Reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, Program Year 2007–08 (OMB Number 1830-0027).

APPENDIX A: NATIONAL AND STATE PROFILES OF SELECTED ADULT EDUCATION PROGRAM AND STUDENT INFORMATION, FROM PROGRAM YEAR 2005–06 TO PROGRAM YEAR 2007–08

The following pages provide selected program and student information at the national level and for each of the 50 states, the District of Columbia, and Puerto Rico for program year (PY) 2005–06, PY 2006–07 and PY 2007–08 and show performance trends over the last three program years. The first page of each profile provides student demographic and enrollment data. The Participant Status figure shows the number of students who were employed, or unemployed, or in a correctional setting, or on public assistance, or other institutional setting for PY 2005–06, PY 2006–07 and PY 2007–08. The FY 2007 Federal Allocations to States funding figure displays the total Adult Education—Basic Grants to States program allocation for FY 2007 and, in each of the state profiles, this is shown relative to the state’s basic grant and English literacy (EL)/civics²⁰ allocations. The Enrollment by Race/Ethnicity figure displays PY 2007–08 adult basic education (ABE), adult secondary education (ASE), and EL enrollment numbers and percentages broken down by race/ethnic enrollment, and, includes the percentage change from PY 2005–06. The Retention and Completion figure shows, for PY 2005–06, PY 2006–07 and PY 2007–08, a side-by-side graph of the number of participants who advanced to the next educational functional level, remained in the same level, completed a level and separated from the program, and separated from the program without advancing based on posttest results and enrollment data. Lastly, the Enrollment by Age figure shows participant enrollment by age for each of the three program years.

The second page of the national profile as well as each of the state profiles details participant performance for each of the five performance measures²¹ in PY 2005–06, PY 2006–07 and PY 2007–08, including a three year total for each performance measure. The performance measures are: Demonstrated Improvement in Literacy Skills, High School Completion, Entered Postsecondary Education or Training, Entered Employment, and Retained Employment. The total number of participants completing at least one level or one outcome for each performance measure is also included for PY 2007–08.

²⁰ EL./civics is integrated English literacy and civics education services to immigrants and other limited English proficient populations.

²¹ The performance measures are discussed in the accountability system section of this report.

APPENDIX B: THE 12 CONSIDERATIONS IN AWARDING GRANTS

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

- “(1) the degree to which the eligible provider will establish measurable goals for participant outcomes;
- (2) the past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, after the 1-year period beginning with the adoption of an eligible agency's performance measures under section 212, the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with the lowest levels of literacy;
- (3) the commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills;
- (4) whether or not the program—(A) is of sufficient intensity and duration for participants to achieve substantial learning gains; and (B) uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read;
- (5) whether the activities are built on a strong foundation of research and effective educational practice;
- (6) whether the activities effectively employ advances in technology, as appropriate, including the use of computers;
- (7) whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;
- (8) whether the activities are staffed by well-trained instructors, counselors, and administrators;
- (9) whether the activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies;

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

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

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

APPENDIX C

**Number of Young Adults Aged 16–18 Enrolled and Percentage of Total Participants in Adult Education by State*,
From Program Year 2005–06 to Program Year 2007–08**

State or Outlying Area	2005–06 Number of 16- to 18-Year- Olds Enrolled	2005–06 Percentage of Total Participants	2006–07 Number of 16- to 18-Year- Olds Enrolled	2006–07 Percentage of Total Participants	2007–08 Number of 16- to 18-Year- Olds Enrolled	2007–08 Percentage of Total Participants
Alabama	4,587	26	4,860	26	5,050	25
Alaska	746	20	691	21	597	21
Arizona	2,136	9	2,169	9	2,672	14
Arkansas	4,392	13	4,305	13	4,506	15
California	48,895	8	49,794	8	50,755	8
Colorado	1,617	11	1,465	10	1,150	8
Connecticut	5,647	22	5,911	22	5,767	21
Delaware	954	16	784	16	757	17
District of Columbia	293	9	250	7	498	13
Florida	97,217	32	40,049	17	45,238	17
Georgia	17,050	20	15,416	22	15,734	22
Hawaii	1,216	17	1,346	17	1,851	23
Idaho	1,048	15	1,206	15	1,182	17
Illinois	8,122	7	8,020	7	9,697	9
Indiana	11,479	27	10,317	25	9,462	25
Iowa	1,763	17	1,744	18	1,943	21
Kansas	1,912	21	1,917	21	1,850	21
Kentucky	3,670	12	3,870	12	3,688	12
Louisiana	6,135	28	7,973	34	8,467	36
Maine	2,425	26	2,289	28	2,128	27
Maryland	4,310	14	4,639	14	4,593	15
Massachusetts	1,190	5	1,605	7	1,005	5
Michigan	1,031	3	1,040	3	1,042	3
Minnesota	1,474	3	1,553	3	1,650	4
Mississippi	4,495	23	4,971	23	4,771	23
Missouri	4,450	12	4,372	13	3,401	10
Montana	751	24	668	25	845	29
Nebraska	1,512	16	1,249	14	1,217	14

**Number of Young Adults Aged 16–18 Enrolled and Percentage of Total Participants in Adult Education by State*,
From Program Year 2005–06 to Program Year 2007–08 (continued)**

State or Outlying Area	2005–06 Number of 16- to 18-Year- Olds Enrolled	2005–06 Percentage of Total Participants	2006–07 Number of 16- to 18-Year- Olds Enrolled	2006–07 Percentage of Total Participants	2007–08 Number of 16- to 18-Year- Olds Enrolled	2007–08 Percentage of Total Participants
Nevada	489	5	432	5	393	4
New Hampshire	1,092	18	1,046	18	800	14
New Jersey	2,403	6	2,340	7	2,285	7
New Mexico	3,163	15	3,407	17	3,692	18
New York	6,499	4	5,416	4	8,197	6
North Carolina	18,924	18	19,446	18	20,539	19
North Dakota	467	24	272	15	273	16
Ohio	4,514	9	4,584	10	5,015	10
Oklahoma	3,402	17	3,572	19	3,497	20
Oregon	2,683	12	2,589	12	2,555	12
Pennsylvania	6,154	11	6,113	11	5,931	12
Puerto Rico	16,758	44	15,871	45	15,560	49
Rhode Island	523	9	521	8	671	10
South Carolina	7,452	12	8,576	15	8,656	15
South Dakota	635	19	622	21	583	22
Tennessee	7,856	17	7,080	16	7,196	17
Texas	12,413	11	11,732	11	10,510	11
Utah	3,354	12	2,959	12	4,148	19
Vermont	640	30	770	32	517	29
Virginia	2,394	8	2,431	7	2,146	7
Washington	2,718	5	2,984	6	3,441	6
West Virginia	1,688	18	1,348	15	1,796	20
Wisconsin	3,207	12	3,174	12	3,030	12
Wyoming	671	28	705	30	720	30
Totals for the United States	350,616	14	292,463	12	303,667	13

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

Source: U.S. Department of Education, Office of Vocational and Adult Education, National Reporting System Annual Performance and Annual Status Reports for Adult Education—Basic Grants to States under the *Adult Education and Family Literacy Act of 1998*, Program Year 2007–08 (OMB Number 1830-0027).



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