

National Household Education Surveys Program of 2005

Adult Education Participation in 2004-05

E.D. TAB





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U.S. Department of Education
NCES 2006-077

Adult Education Participation in 2004-05

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May 2006

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Highlights

This report presents selected data on adults' participation in educational activities in the United States, excluding full-time only enrollments in college/university or vocational/technical credential programs, over a 12-month period from 2004-05. Historically, full-time only participation in postsecondary (college and vocational) programs has not been considered adult education. For this reason, and for comparability with previous reports of adult education based upon NHES surveys, full-time only enrollments are not included in the estimates for participation in college/university and/or vocational/technical credential programs or in the overall estimate of adult education participation.

These data are from the Adult Education Survey of the 2005 National Household Education Surveys Program (AE-NHES:2005). Interviews were conducted with a nationally representative sample of the civilian, non-institutionalized population age 16 or older who were not enrolled in grade 12 or below. Data were collected from early January through April 2005. A total of 8,904 telephone interviews were completed with adults representing a weighted total of 211,607,007. The weighted overall unit response rate was 47.6 percent (the product of the Screener unit response rate [66.9%] and the Adult Education unit response rate [71.2%]) and item nonresponse rates for most of the variables were 3 percent or lower. Additional details about the survey, response rates, and other technical issues are provided in appendix A.

For the AE-NHES:2005 survey, formal adult educational activities were defined by the presence of an instructor, whereas informal adult educational learning activities taken for personal interest did not have an instructor. The AE-NHES:2005 survey was the first administration of an NHES survey to focus on both formal adult educational activities and on informal learning activities for personal interest.

Information was collected on participation in formal adult educational activities such as English as a Second Language (ESL) classes; basic skills or General Educational Development (GED) preparation classes; college or university degree or certificate programs; vocational or technical school diploma, degree, or certificate programs; apprenticeship programs; work-related courses or training that were not part of a college or vocational degree, diploma, or certificate program or an apprenticeship program; and personal-interest courses. In addition, adults were asked about participation in informal learning activities for personal interest (see appendix B - Glossary for definition of terms). The interview included questions about reasons for participation in various adult educational activities, employer support for educational activities, and distance education methods. Additionally, information was collected about personal background, employment, and household characteristics.

Results reported in the tables and bullets are weighted means, medians, and proportions generated by bivariate cross-tabulation procedures. All statements of comparison made in this report have been tested for statistical significance using two-tailed *t* tests at the 95 percent confidence level. Additional details about statistical procedures utilized in this report are provided in the Statistical Tests section in appendix A.

The purpose of this E.D. TAB is to introduce new NCES survey data through the presentation of selected descriptive information. The E.D. TAB is purely descriptive in nature. Readers are cautioned not to draw causal inferences based solely on the bivariate results presented in this E.D. TAB. It is important to note that many of the variables examined in this report are related to one another, and complex interactions and relationships have not been explored here. The variables examined here are also just a few of the variables that can be examined in these data and were selected to demonstrate the range of information that helped shape the design and now is available from the study. The selected findings are examples of comparisons that can be made using the data and are not designed to emphasize any particular issue. Release of the E.D. TAB is intended to encourage more in-depth analysis of the data, using more sophisticated statistical methods.

Highlights of the data follow, along with information pertaining to each topic area of the questionnaire in the 2005 survey. The selected highlights presented here provide an overview of the types of

information available in the AE-NHES:2005 survey data, and are intended to be illustrative rather than exhaustive.

Participation in Adult Educational Activities

- Over the 12-month period ending in spring 2005, 44 percent of adults reported having participated in formal adult educational activities, excluding full-time only enrollments in college/university or vocational/technical credential programs (table 1). More adults reported having participated in work-related courses or training (27 percent) than any other type of activity (ESL classes – 1 percent, basic skills/GED preparation classes – 1 percent, part-time college or university degree or certificate programs – 4 percent¹, part-time vocational or technical diploma, degree, or certificate programs – 1 percent, apprenticeship programs – 1 percent, and personal-interest courses – 21).

Reasons for Participation

Adults were asked a series of questions about reasons for participation in specific adult educational activities, namely ESL classes, basic skills/GED preparation classes, work-related courses or training, and personal-interest courses.

- The majority of ESL participants reported having taken ESL classes to either improve the way that they felt about themselves (95 percent) or to make it easier to do things on a day-to-day basis (93 percent) (table 2).
- A larger proportion of adults reported having taken basic skills/GED preparation classes to improve the way that they feel about themselves (78 percent) than for purposes of helping children with school work (28 percent), getting a new job with a different employer (55 percent), getting a raise or promotion (45 percent), and meeting requirements for public assistance (18 percent) (table 3).
- Among adults who reported having taken formal work-related courses or training within the previous 12 months, a larger proportion of these adults reported having taken the courses or training to maintain or improve skills or knowledge that they already had (95 percent) than for purposes of learning new skills or methods that they did not already know (83 percent), helping to get a raise or promotion (19 percent), getting a new job with a different employer (10 percent), getting or keeping a state, industry, or company certificate or license (42 percent), or because they were required to participate (63 percent) (table 4).

Sources of Financial Support and Out-of-Pocket Expenses for Educational Activities

Adults were asked a series of questions for each educational activity in which they participated in the 12 months prior to the interview about four alternative types of support from employers and other organizations. Adults also were asked about any outlays that they had to make out-of-pocket for tuition and fees and/or books and materials to attend these courses, classes, or training.

- Among adults who were employed and who were enrolled part-time in college or university degree or certificate programs within the previous 12 months, more adults reported receipt of financial support (32 percent) than reported a program offered at the workplace (12 percent), participation during regular work hours (21 percent), or being paid during the times that they were attending (11 percent) (table 5).

¹ The participation in “part-time” college/university degree or certificate programs and vocational/technical diploma, degree, or certificate programs throughout the report includes both part-time only enrollments in either of these programs or enrollments through a combination of part-time and full-time enrollments in either of these programs. Thus, “part-time” enrollment includes all those enrolled on a part-time basis at any time in the previous 12 months, even if they were also enrolled full-time at another point in that timeframe.

- Higher proportions of full-time employed adults (93, 86, 80, and 81 percents) reported receipt of employer support for formal work-related courses or training than part-time employed adults (83, 74, 51, and 57 percents) for each type of support with the exception of workplace program offerings. There was no difference detected between full-time employed adults (57 percent) and part-time employed adults (49 percent) with respect to workplace program offerings (table 6).
- The median out-of-pocket tuition and fees for adults enrolled part-time in college or university degree or certificate programs was \$1,144, while the median out-of-pocket tuition and fees for adults enrolled in basic skills/GED preparation classes, apprenticeship programs, or work-related courses or training was \$0 (table 7).

Type of Provider

Adults who reported having taken ESL classes, basic skills/GED preparation classes, apprenticeship programs, work-related courses or training, and personal-interest courses in the 12 months prior to the interview were asked to specify the type of provider for their educational activities. Those in college or university degree or certificate programs or vocational or technical diploma, degree, or certificate programs were not asked about provider type since the provider type for most of these activities is a postsecondary institution.

- Among adults who were enrolled in ESL classes, basic skills/GED preparation classes, apprenticeship programs, work-related courses or training, or personal-interest courses over the last 12 months, the type of instructional provider reported most often for one or more of these activities was a private business, company, or hospital (40 percent) (table 8).
- For ESL participants, a larger proportion of adults reported that these classes were taken at an elementary school, junior high, high school, or adult learning center (46 percent) than reported that these classes were taken at other types of providers (17 percent) with the exception of postsecondary institutions (37 percent). There was no difference detected between the proportion of adults who reported taking these classes at an elementary school, junior high, high school, or adult learning center versus the proportion of adults who reported taking these classes at a postsecondary institution (table 9).
- For basic skills/GED preparation participants, a larger proportion of adults reported that these classes were taken at an elementary school, junior high, high school, or adult learning center (43 percent) than reported that these classes were taken at postsecondary institutions (25 percent). There was no difference detected between the proportion of adults who reported taking these classes at an elementary school, junior high, high school, or adult learning center versus the proportion of adults who reported taking these classes with other types of providers excluding postsecondary institutions (32 percent) (table 10).
- Among participants in work-related courses or training, more adults cited a private business, company, or hospital (52 percent) as the instructional provider than any other provider type (table 11).
- Among adults who reported having taken personal-interest courses within the previous 12 months, the provider type of a community or religious organization or nonprofit institution (52 percent) was reported more often than any other provider type (table 12).

Time Spent in Coursework, Classes, or Training

Adults were asked how much time they spent in each adult educational activity in which they participated.

- Adults who took personal-interest courses reported more hours (59), on average, than adults who took work-related courses or training (42) within the previous 12 months (table 13).
- Among adults who reported taking formal work-related courses or training within the previous 12 months, more adults reported having participated for 10 or fewer hours (33 percent) than for any other period of instructional hours (11-25 hours – 24 percent, 26-50 hours – 20 percent, and 51 hours or more – 22 percent) (table 14).
- Among adults who reported having taken personal-interest courses within the previous 12 months, more adults reported having participated for 51 hours or more (34 percent) than for any other range of instructional hours. Specifically, 24 percent of adults reported having participated in personal interest courses for 10 hours or fewer, 24 percent for 11 to 25 hours, and 19 percent for 26 to 50 hours (table 15).

Distance Education & Informal Learning Activities for Personal Interest

Adults were asked about their usage of multiple types of distance education methods and the programs or courses for which they used these methods. Also, adults were asked about their engagement in various types of informal learning activities for personal interest (see the glossary in appendix B for descriptions of distance education and informal learning activities).

- Approximately one-third (32 percent) of adults who reported having participated in adult educational activities within the previous 12 months reported using some type of distance education (table 16).
- Among both participants and non-participants in adult educational activities over the previous 12 months, the highest proportion of these adults who reported having engaged in any informal learning activities for personal interest were those who had a graduate or professional degree (89 percent) (table 17).

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Table 1. Percentage of adults who participated in adult education, by type of educational activity and selected adult characteristics: 2004-05

Characteristic	Number of adults (thousands)	Any formal adult education	Formal adult education activities						
			ESL classes	Basic skills/ GED classes	Part-time college degree program ¹	Part-time vocational degree/ diploma program ²	Apprenticeship	Work-related courses	Personal-interest courses
Total	211,607	44	1	1	4	1	1	27	21
Age									
16 to 24 years	25,104	53	2	6	9	2	3	21	27
25 to 34 years	38,784	52	2	2	7	2	3	32	22
35 to 44 years	42,890	49	1	1	4	1	1	34	22
45 to 54 years	41,840	48	#	#	3	1	1	37	20
55 to 64 years	29,068	40	#	#	1	1	#	27	21
65 years or older.....	33,922	23	#	#	#	#	#	5	19
Sex									
Male	101,596	41	1	1	4	1	2	24	18
Female.....	110,011	47	1	1	4	1	1	29	24
Race/ethnicity									
White, non-Hispanic	146,614	46	#	1	4	1	1	29	22
Black, non-Hispanic.....	23,467	46	#	2	4	1	2	27	24
Hispanic	26,101	38	6	3	4	1	2	17	15
Asian or Pacific Islander, non-Hispanic.....	7,080	44	2	1!	6	1!	1!	24	23
Other race, non-Hispanic.....	8,346	39	#	1	4	1	2	23	20
Highest education level completed									
Less than a high school diploma/equivalent.....	31,018	22	2	7	#	1	1	4	11
High school diploma/ equivalent.....	64,334	33	1	1	2	1	2	17	16
Some college/vocational/ associate's degree.....	58,545	51	1	#	6	2	1	31	25
Bachelor's degree.....	37,244	60	#	#	6	1	#	44	29
Graduate or professional education or degree.....	20,466	66	1!	#	7	1	1!	51	30
Household income									
\$20,000 or less.....	34,670	28	1	2	2	1	2	11	16
\$20,001 to \$35,000	35,839	36	2	2	4	1	1	18	17
\$35,001 to \$50,000	33,376	42	2!	1	2	1	1	23	22
\$50,001 to \$75,000	47,114	48	#	#	5	1	1	33	21
\$75,001 or more.....	60,607	58	1	1	5	2	1	39	27

See notes at end of table.

Table 1. Percentage of adults who participated in adult education, by type of educational activity and selected adult characteristics: 2004-05—Continued

Characteristic	Number of adults (thousands)	Any formal adult education	Formal adult education activities						
			ESL classes	Basic skills/ GED classes	Part-time college degree program ¹	Part-time vocational degree/ diploma program ²	Apprentice-ship	Work-related courses	Personal-interest courses
Employment status									
Employed full-time	106,389	53	1	1	5	2	2	40	20
Employed part-time	27,090	53	1	2!	7	1	1	32	29
Unemployed and looking for work.....	9,941	38	2	6	3	2	2!	14	23
Not in the labor force	68,187	28	1	1	2	1	1	6	20
Occupation									
Professional/managerial.....	48,647	70	#	#	8	1	1	56	29
Sales/service/clerical	66,218	48	1	2	5	2	1	31	22
Trade and labor.....	37,585	34	2	2!	2	2	3	19	13

#Estimate rounds to 0 or 0 cases in sample.

!Interpret data with caution; coefficient of variation is 50 percent or more.

¹Includes those enrolled only part-time in college or university degree or certificate programs or those enrolled through a combination of part-time and full-time enrollments in the 12 months prior to the interview.

²Includes those enrolled only part-time in vocational or technical diploma, degree, certificate programs or those enrolled through a combination of part-time and full-time enrollments in the 12 months prior to the interview.

NOTE: See Appendix B - Glossary for detailed explanation of these core adult education categories used throughout the report. Details may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 1a. Standard errors of the percentage of adults who participated in adult education, by type of educational activity and selected adult characteristics: 2004-05

Characteristic	Number of adults (thousands)	Any formal adult education	Formal adult education activities						
			ESL classes	Basic skills/ GED classes	Part-time college degree program ¹	Part-time vocational degree/ diploma program ²	Apprenticeship	Work-related courses	Personal-interest Courses
Total	†	0.7	0.2	0.2	0.3	0.1	0.2	0.6	0.7
Age									
16 to 24 years	1,083.2	2.7	0.6	1.5	1.3	0.7	0.8	2.2	2.6
25 to 34 years	1,440.7	2.2	0.8	0.4	0.8	0.4	0.7	1.8	1.8
35 to 44 years	1,124.3	2.0	0.2	0.2	0.5	0.3	0.3	2.1	1.9
45 to 54 years	1,403.8	1.5	#	#	0.4	0.2	0.2	1.4	1.2
55 to 64 years	844.5	2.0	#	#	0.2	0.2	#	1.6	1.3
65 years or older.....	931.4	1.1	#	#	#	#	#	0.7	1.1
Sex									
Male	†	1.2	0.3	0.4	0.4	0.2	0.3	1.0	1.1
Female.....	†	1.0	0.2	0.2	0.3	0.2	0.2	1.0	0.9
Race/ethnicity									
White, non-Hispanic	960.1	0.8	#	0.2	0.3	0.2	0.2	0.7	0.9
Black, non-Hispanic.....	15.9	2.8	#	0.5	0.7	0.5	0.7	2.5	2.1
Hispanic	†	2.4	1.2	0.7	1.0	0.3	0.6	1.7	1.8
Asian or Pacific Islander, non-Hispanic.....	649.3	4.6	1.0	0.5!	2.3	0.6!	0.7!	3.9	4.3
Other race, non-Hispanic.....	715.5	4.0	#	0.3	1.9	0.4	0.7	3.4	3.4
Highest education level completed									
Less than a high school diploma/equivalent.....	225.8	1.7	0.7	1.2	#	0.4	0.3	0.7	1.2
High school diploma/ equivalent.....	1,081.3	1.5	0.3	0.3	0.3	0.2	0.4	1.1	1.2
Some college/vocational/ associate's degree.....	1,366.1	1.4	0.4	#	0.7	0.3	0.4	1.3	1.4
Bachelor's degree.....	930.2	1.5	#	#	0.7	0.3	#	1.6	1.5
Graduate or professional education or degree.....	731.1	2.2	0.4!	#	0.9	0.3	0.7!	2.4	1.7
Household income									
\$20,000 or less.....	643.6	1.8	0.3	0.5	0.5	0.1	0.5	1.2	1.7
\$20,001 to \$35,000	1,269.7	1.7	0.4	0.5	0.8	0.4	0.3	1.5	1.4
\$35,001 to \$50,000	1,463.0	2.4	0.8!	0.4	0.5	0.3	0.4	1.9	1.9
\$50,001 to \$75,000	1,520.9	1.7	#	#	0.6	0.2	0.4	1.4	1.7
\$75,001 or more.....	1,307.8	1.5	0.2	0.5	0.5	0.4	0.4	1.4	1.1

See notes at end of table.

Table 1a. Standard errors of the percentage of adults who participated in adult education, by type of educational activity and selected adult characteristics: 2004-05—Continued

Characteristic	Number of adults (thousands)	Any formal adult education	Formal adult education activities						
			ESL classes	Basic skills/ GED classes	Part-time college degree program ¹	Part-time vocational degree/ diploma program ²	Apprenticeship	Work-related courses	Personal-interest courses
Employment status									
Employed full-time	1,707.2	1.0	0.2	0.2	0.3	0.2	0.3	1.0	1.1
Employed part-time	1,186.2	2.6	0.3	1.1!	1.2	0.3	0.3	2.1	2.0
Unemployed and looking for work.....	696.0	4.2	0.8	1.6	1.0	0.8	1.2!	2.2	4.0
Not in the labor force	1,384.2	1.2	0.4	0.2	0.4	0.1	0.2	0.6	1.0
Occupation									
Professional/managerial.....	1,133.9	1.6	#	#	0.7	0.2	0.2	1.6	1.6
Sales/service/clerical	1,639.1	1.5	0.3	0.3	0.5	0.3	0.4	1.5	1.3
Trade and labor.....	1,108.4	2.2	0.6	1.0!	0.5	0.4	0.7	1.6	1.6

†Not applicable. Due to the estimation procedures used, every possible sample drawn from the population would have yielded the same value for the total estimate, for totals by sex, and for totals by race/ethnicity (Hispanic only). Thus, the standard error, a measure of sampling variability, is zero.

#Estimate rounds to 0 or 0 cases in sample.

!Interpret data with caution; coefficient of variation is 50 percent or more.

¹Includes those enrolled only part-time in college or university degree or certificate programs or those enrolled through a combination of part-time and full-time enrollments in the 12 months prior to the interview.

²Includes those enrolled only part-time in vocational or technical diploma, degree, certificate programs or those enrolled through a combination of part-time and full-time enrollments in the 12 months prior to the interview.

NOTE: See Appendix B - Glossary for detailed explanation of these core adult education categories used throughout the report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 2. Number and percentage of adults who gave selected reasons for participation in English as a Second Language classes: 2004-05

Reasons for participation	Number of adults (thousands)	Percentage of adults
Total	1,965	100
To help your children with school work	863	44
To get U.S. citizenship	886	45
To get a new job with a different employer	1,105	56
To help you get a raise or promotion	1,183	60
To be able to attend college or vocational school	1,322	67
To meet a requirement for public assistance	299	15
To improve the way you feel about yourself	1,874	95
To make it easier to do things on a day-to-day basis	1,835	93

NOTE: Only adults who reported that their first language was not English were asked information related to ESL classes, including whether they had participated in ESL classes over the previous 12 months.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 2a. Standard errors of the number and percentage of adults who gave selected reasons for participation in English as a Second Language classes: 2004-05

Reasons for participation	Number of adults (thousands)	Percentage of adults
Total	351.7	†
To help your children with school work	229.4	10.5
To get U.S. citizenship	223.1	10.3
To get a new job with a different employer	249.5	11.0
To help you get a raise or promotion	304.4	9.1
To be able to attend college or vocational school	317.5	7.4
To meet a requirement for public assistance	94.2	5.2
To improve the way you feel about yourself	349.9	3.1
To make it easier to do things on a day-to-day basis	345.6	3.5

†Not applicable.

NOTE: Only adults who reported that their first language was not English were asked information related to ESL classes, including whether they had participated in ESL classes over the previous 12 months.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 3. Number and percentage of adults who gave selected reasons for participation in basic skills or GED preparation classes: 2004-05

Reasons for participation	Number of adults (thousands)	Percentage of adults
Total	2,822	100
To help your children with school work	786	28
To get a new job with a different employer.....	1,565	55
To help you get a raise or promotion	1,259	45
To be able to attend college or vocational school	1,980	70
To meet a requirement for public assistance	517	18
To improve the way you feel about yourself.....	2,194	78
To make it easier to do things on a day-to-day basis	1,815	64

NOTE: Only adults who reported not having a high school diploma, adults who reported having received a high school diploma in the past 12 months other than through a regular high school diploma, or adults who reported having received a foreign high school diploma but did not report having a bachelor's degree or higher were asked information related to basic skills/GED preparation classes, including whether they had participated in basic skills/GED preparation classes over the previous 12 months.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 3a. Standard errors of the number and percentage of adults who gave selected reasons for participation in basic skills or GED preparation classes: 2004-05

Reasons for participation	Number of adults (thousands)	Percentage of adults
Total	464.9	†
To help your children with school work	184.5	4.8
To get a new job with a different employer.....	417.2	8.4
To help you get a raise or promotion	412.5	10.1
To be able to attend college or vocational school	373.0	6.4
To meet a requirement for public assistance	134.2	5.6
To improve the way you feel about yourself.....	456.7	7.1
To make it easier to do things on a day-to-day basis	447.6	8.7

†Not applicable.

NOTE: Only adults who reported not having a high school diploma, adults who reported having received a high school diploma in the past 12 months other than through a regular high school diploma, or adults who reported having received a foreign high school diploma but did not report having a bachelor's degree or higher were asked information related to basic skills/GED preparation classes, including whether they had participated in basic skills/GED preparation classes over the previous 12 months.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 4. Number and percentage of adults who gave selected reasons for participation in formal work-related courses or training: 2004-05

Reasons for participation	Number of adults (thousands)	Percentage of adults
Total	57,004	100
To maintain or improve skills or knowledge you already had	54,050	95
To learn new skills or methods you did not already know	47,163	83
To help you get a raise or promotion	10,595	19
To get a new job with a different employer	5,711	10
To get or to keep a state, industry, or company certificate or license	23,697	42
Because you were required to take it	35,882	63

NOTE: Work-related courses or training are defined as any formal courses or training taken in the 12 months prior to the interview that had an instructor present and were related to job or career, whether or not the respondent had a job when he or she took them. Information was collected on up to four work-related courses or training taken in the 12 months prior to the interview. If an adult took more than four courses or training, four were sampled for data collection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 4a. Standard errors of the number and percentage of adults who gave selected reasons for participation in formal work-related courses or training: 2004-05

Reasons for participation	Number of adults (thousands)	Percentage of adults
Total	1,332.6	†
To maintain or improve skills or knowledge you already had	1,306.6	0.8
To learn new skills or methods you did not already know	1,328.7	1.3
To help you get a raise or promotion	706.1	1.2
To get a new job with a different employer	615.3	1.0
To get or to keep a state, industry, or company certificate or license	1,055.3	1.5
Because you were required to take it	1,171.5	1.4

†Not applicable.

NOTE: Work-related courses or training are defined as any formal courses or training taken in the 12 months prior to the interview that had an instructor present and were related to job or career, whether or not the respondent had a job when he or she took them. Information was collected on up to four work-related courses or training taken in the 12 months prior to the interview. If an adult took more than four courses or training, four were sampled for data collection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 5. Percentage of employed adults enrolled part-time in college or university degree or certificate programs or vocational or technical diploma, degree, or certificate programs who reported selected forms of employer support: 2004-05

Type of educational activity	Number of adults (thousands)	Any employer support	Types of employer support			
			Financial support (tuition, books, materials)	Program offered at workplace	Program taken during regular work hours	Salary paid during time of training
Part-time college or university degree or certificate programs	6,983	45	32	12	21	11
Part-time vocational or technical diploma or degree programs	1,680	54	47	15	36	30

NOTE: College or university degree or certificate programs are defined as programs for which participants were enrolled part-time or enrolled through a combination of part-time and full-time enrollments in the 12 months prior to the interview. Vocational or technical diploma, degree, certificate programs are defined as programs for which participants were enrolled part-time or enrolled through a combination of part-time and full-time enrollments in the 12 months prior to the interview. For adults who reported enrollment in multiple programs of a specific type, results were pooled across all of the programs of that type, e.g. two college/university programs pooled or two vocational or technical programs pooled. These questions were asked only of people who reported having worked sometime in the 12 months prior to the interview and were not self-employed only and who reported being employed during the time that they were taking the college or university degree or certificate program(s) or the vocational or technical diploma, degree, or certificate program(s). Data for these participants on receipt of employer support by selected adult characteristics are not consistently available because of small sample sizes and therefore they are not provided here.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 5a. Standard errors of the percentage of employed adults enrolled part-time in college or university degree or certificate programs or vocational or technical diploma, degree, or certificate programs who reported selected forms of employer support, by selected adult characteristics: 2004-05

Type of educational activity	Number of adults (thousands)	Any employer support	Types of employer support			
			Financial support (tuition, books, materials)	Program offered at workplace	Program taken during regular work hours	Salary paid during time of training
Part-time college or university degree or certificate programs	485.0	4.1	3.4	2.9	3.3	2.1
Part-time vocational or technical diploma or degree programs	241.7	8.1	7.9	4.5	7.2	6.8

NOTE: College or university degree or certificate programs are defined as programs for which participants were enrolled part-time or enrolled through a combination of part-time and full-time enrollments in the 12 months prior to the interview. Vocational or technical diploma, degree, certificate programs are defined as programs for which participants were enrolled part-time or enrolled through a combination of part-time and full-time enrollments in the 12 months prior to the interview. For adults who reported enrollment in multiple programs of a specific type, results were pooled across all of the programs of that type, e.g. two college/university programs pooled or two vocational or technical programs pooled. These questions were asked only of people who reported having worked sometime in the 12 months prior to the interview and were not self-employed only and who reported being employed during the time that they were taking the college or university degree or certificate program(s) or the vocational or technical diploma, degree, or certificate program(s). Data for these participants on receipt of employer support by selected adult characteristics are not consistently available because of small sample sizes and therefore they are not provided here.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 6. Percentage of employed adults enrolled in formal work-related courses or training who reported selected forms of employer support, by selected adult characteristics: 2004-05

Characteristic	Number of adults (thousands)	Any employer support	Types of employer support			
			Financial support (tuition, books, materials)	Program offered at workplace	Program taken during regular work hours	Salary paid during time of training
Total.....	47,760	91	83	56	75	77
Age						
16 to 24 years	4,275	75	60	32	55	43
25 to 34 years	10,970	88	80	52	73	74
35 to 44 years	12,434	95	90	58	74	79
45 to 54 years	13,028	95	87	65	82	85
55 to 64 years	6,167	94	86	56	80	84
65 years or older.....	886	91	73	63	77	83
Sex						
Male	20,488	92	86	56	80	79
Female	27,272	90	81	56	72	75
Race/ethnicity						
White, non-Hispanic	36,010	92	84	57	76	76
Black, non-Hispanic	5,133	89	81	60	75	78
Hispanic	3,525	92	89	48	71	78
Asian or Pacific Islander, non-Hispanic.....	1,376	95	91	54	72	84
Other race, non-Hispanic.....	1,716	80	66	45	66	72
Highest education level completed						
Less than a high school diploma/equivalent.....	939	83	64	30	68	60
High school diploma/equivalent	8,755	93	83	58	76	79
Some college/vocational/associate's degree.....	15,532	89	82	55	74	76
Bachelor's degree.....	14,131	92	87	55	76	78
Graduate or professional education or degree.....	8,404	93	82	60	75	76
Household income						
\$20,000 or less	2,670	79	68	41	54	62
\$20,001 to \$35,000	4,981	88	81	54	67	70
\$35,001 to \$50,000	6,630	93	84	61	75	74
\$50,001 to \$75,000	13,443	92	84	53	74	76
\$75,001 or more.....	20,037	93	86	58	81	82

See notes at end of table.

Table 6. Percentage of employed adults enrolled in formal work-related courses or training who reported selected forms of employer support, by selected adult characteristics: 2004-05—Continued

Characteristic	Number of adults (thousands)	Any employer support	Types of employer support			
			Financial support (tuition, books, materials)	Program offered at workplace	Program taken during regular work hours	Salary paid during time of training
Employment status						
Employed full-time	38,527	93	86	57	80	81
Employed part-time	7,141	83	74	49	51	57
Unemployed and looking for work	697	79	64	56	76	60
Not in the labor force	1,395	81	71	62	56	63
Occupation						
Professional/managerial	24,199	93	85	59	76	79
Sales/service/clerical	17,476	89	81	50	74	76
Trade and labor	6,085	89	82	61	74	72

NOTE: Work-related courses or training are defined as any formal courses or training taken in the 12 months prior to the interview that had an instructor present and were related to job or career, whether or not the respondent had a job when he or she took them. Information was collected on up to four work-related courses or training taken in the 12 months prior to the interview. If an adult took more than four courses or training, four were sampled for data collection. These questions were asked only of people who reported having worked sometime in the 12 months prior to the interview and were not self-employed only and who reported being employed during the time that they were taking the work-related courses or training. Details may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 6a. Standard errors of the percentage of employed adults enrolled in formal work-related courses or training who reported selected forms of employer support, by selected adult characteristics: 2004-05

Characteristic	Number of adults (thousands)	Any employer support	Types of employer support			
			Financial support (tuition, books, materials)	Program offered at workplace	Program taken during regular work hours	Salary paid during time of training
Total	1,295.7	0.9	1.1	1.4	1.5	1.5
Age						
16 to 24 years.....	568.1	5.7	6.5	6.1	7.5	7.0
25 to 34 years.....	770.0	2.3	2.8	4.2	2.6	2.9
35 to 44 years.....	924.6	1.1	1.8	3.2	3.3	3.3
45 to 54 years.....	708.5	1.3	1.9	2.7	2.0	1.7
55 to 64 years.....	403.0	1.3	2.4	3.3	3.1	2.2
65 years or older	185.4	3.6	6.6	7.5	5.8	4.7
Sex						
Male.....	1,002.2	1.5	1.6	2.3	2.6	2.6
Female.....	985.3	1.1	1.6	2.0	1.6	1.6
Race/ethnicity						
White, non-Hispanic	1,060.3	0.9	1.1	1.6	1.6	1.6
Black, non-Hispanic	523.4	2.8	3.9	5.2	4.4	4.0
Hispanic	438.9	2.5	2.9	8.2	7.2	7.1
Asian or Pacific Islander, non-Hispanic	284.4	2.8	4.1	12.2	12.3	6.4
Other race, non-Hispanic.....	294.0	9.7	9.3	9.1	9.3	9.3
Highest education level completed						
Less than a high school diploma/equivalent	220.3	7.6	12.1	10.3	12.4	12.2
High school diploma/equivalent.....	573.6	1.6	2.3	4.0	3.5	3.3
Some college/vocational/associate's degree	867.1	2.1	2.4	3.2	2.8	2.9
Bachelor's degree.....	706.4	1.5	1.6	2.8	2.4	2.0
Graduate or professional education or degree	552.8	1.8	2.5	3.4	4.0	4.2
Household income						
\$20,000 or less.....	362.8	4.5	5.1	6.4	6.4	5.7
\$20,001 to \$35,000.....	558.6	3.2	3.6	5.9	5.2	5.2
\$35,001 to \$50,000.....	636.8	1.7	3.2	5.6	5.3	5.4
\$50,001 to \$75,000.....	755.4	1.8	2.3	3.4	3.0	2.8
\$75,001 or more	915.2	1.3	1.9	2.1	1.6	1.7

See notes at end of table.

Table 6a. Standard errors of the percentage of employed adults enrolled in formal work-related courses or training who reported selected forms of employer support, by selected adult characteristics: 2004-05—Continued

Characteristic	Number of adults (thousands)	Any employer support	Types of employer support			
			Financial support (tuition, books, materials)	Program offered at workplace	Program taken during regular work hours	Salary paid during time of training
Employment status						
Employed full-time	1,196.1	0.9	1.3	1.6	1.4	1.4
Employed part-time	651.2	2.8	3.4	5.2	5.2	5.2
Unemployed and looking for work	179.2	10.1	14.4	13.2	10.4	12.7
Not in the labor force	216.8	5.4	6.8	7.1	8.4	7.9
Occupation						
Professional/managerial	963.6	1.0	1.6	2.1	2.0	1.8
Sales/service/clerical	1,049.2	1.7	1.8	3.0	2.5	2.2
Trade and labor	615.3	3.3	4.1	5.1	5.1	5.1

NOTE: Work-related courses or training are defined as any formal courses or training taken in the 12 months prior to the interview that had an instructor present and were related to job or career, whether or not the respondent had a job when he or she took them. Information was collected on up to four work-related courses or training taken in the 12 months prior to the interview. If an adult took more than four courses or training, four were sampled for data collection. These questions were asked only of people who reported having worked sometime in the 12 months prior to the interview and were not self-employed only and who reported being employed during the time that they were taking the work-related courses or training.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 7. Percentage of adults reporting zero dollars in expenses for adult learning activities and median out-of-pocket expenses for adult learning activities, by type of learning activity: 2004-05

Learning activity	Number of adults (thousands)	Expenses per activity			
		Tuition and fees		Books and other materials	
		Percent reporting \$0	Median	Percent reporting \$0	Median
English as a Second Language classes.....	1,965	44!	\$29!	48!	\$20!
Basic skills or GED preparation classes	2,822	80	0	61	0
Part-time college or university degree or certificate programs	8,421	18	1,144	22	294
Part-time vocational or technical diploma, degree, or certificate programs.....	2,405	44	218	49!	8!
Apprenticeship programs	2,508	64	0	77	0
Work-related courses or training	57,004	73	0	88	0
Personal-interest courses.....	45,387	48	19	68	0

!Interpret data with caution; coefficient of variation is 50 percent or more.

NOTE: The distributions of out-of-pocket expenses were highly skewed for each learning activity; as a result, medians are reported instead of means.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 7a. Standard errors of median out-of-pocket expenses for adult learning activities, by type of learning activity: 2004-05

Learning activity	Number of adults (thousands)	Expenses per activity	
		Tuition and fees	Books and other materials
English as a Second Language classes.....	351.7	\$53.6!	\$12.6!
Basic skills or GED preparation classes	464.9	†	†
Part-time college or university degree or certificate programs	536.9	190.3	36.0
Part-time vocational or technical diploma, degree, or certificate programs.....	307.9	106.1	22.2!
Apprenticeship programs	372.8	†	†
Work-related courses or training	1,332.6	†	†
Personal-interest courses.....	1,501.2	7.5	†

†Not applicable. Standard errors cannot be computed for a median of zero.

!Interpret data with caution; coefficient of variation is 50 percent or more.

NOTE: The distributions of out-of-pocket expenses were highly skewed for each learning activity; as a result, medians are reported instead of means.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 8. Number and percentage of adults who participated in English as a Second Language classes, basic skills or GED preparation classes, formal work-related courses or training, or personal-interest courses, by type of provider: 2004-05

Type of provider	Number of adults (thousands)	Percentage of adults
Total	93,939	100
Postsecondary school (college/university, community/junior college, vocational/technical/occupational school).....	27,387	29
Other school or school district (elementary, junior high, high school, or adult learning center)	8,209	9
Private business/company/hospital	37,970	40
Government agency (federal, state, or local).....	11,564	12
Professional association/organization/union	11,677	12
Public library	441	#
Community or religious organization, nonprofit.....	28,082	30
Other	1,781	2

#Estimate rounds to 0 or 0 cases in sample.

NOTE: These adult educational activities do not include college/university or vocational/technical credential programs, as all providers are assumed to be postsecondary institutions. For adults who reported enrollment in apprenticeship programs who also reported that their employer or some other provider provided the programs, apprenticeship participation by type of provider is not included because apprenticeship provider information compatible with these categories was not collected. Details do not sum to totals and percentages sum to more than 100 percent because people may have taken programs and/or courses or training from more than one provider.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 8a. Standard errors of the number and percentage of adults who participated in English as a Second Language classes, basic skills or GED preparation classes, formal work-related courses or training, or personal-interest courses, by type of provider: 2004-05

Type of provider	Number of adults (thousands)	Percentage of adults
Total	1,562.0	†
Postsecondary school (college/university, community/junior college, vocational/technical/occupational school).....	1,133.3	1.1
Other school or school district (elementary, junior high, high school, or adult learning center)	601.5	0.6
Private business/company/hospital	1,158.0	1.0
Government agency (federal, state, or local).....	661.6	0.7
Professional association/organization/union	700.5	0.8
Public library	90.0	#
Community or religious organization, nonprofit.....	1,202.0	1.1
Other	215.4	0.2

†Not applicable.

#Estimate rounds to 0 or 0 cases in sample.

NOTE: These adult educational activities do not include college/university or vocational/technical credential programs, as all providers are assumed to be postsecondary institutions. For adults who reported enrollment in apprenticeship programs within the past 12 months who also reported that their employer or some other provider provided the programs, apprenticeship participation by type of provider is not included because apprenticeship provider information compatible with these categories was not collected.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 9. Number and percentage of adults who took English as a Second Language classes, by type of provider: 2004-05

Type of provider	Number of adults (thousands)	Percentage of adults
Total	1,965	100
Postsecondary school (college/university, community/junior college, vocational/technical/occupational school).....	725	37
Other school or school district (elementary, junior high, high school, or adult learning center)	901	46
Other provider type	338	17

NOTE: Only adults who reported that their first language was not English were asked information related to ESL classes, including whether they had participated in ESL classes over the previous 12 months. Due to small cell sizes, all provider types, besides the first two, were grouped together under the "Other provider type" category. Details may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 9a. Standard errors of the number and percentage of adults who took English as a Second Language classes, by type of provider: 2004-05

Type of provider	Number of adults (thousands)	Percentage of adults
Total	351.7	†
Postsecondary school (college/university, community/junior college, vocational/technical/occupational school).....	222.1	9.7
Other school or school district (elementary, junior high, high school, or adult learning center)	256.1	9.3
Other provider type	80.4	4.4

†Not applicable.

NOTE: Only adults who reported that their first language was not English were asked information related to ESL classes, including whether they had participated in ESL classes over the previous 12 months. Due to small cell sizes, all provider types, besides the first two, were grouped together under the "Other provider type" category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 10. Number and percentage of adults who took basic skills or GED preparation classes, by type of provider: 2004-05

Type of provider	Number of adults (thousands)	Percentage of adults
Total	2,822	100
Postsecondary school (college/university, community/junior college, vocational/technical/occupational school).....	719	25
Other school or school district (elementary, junior high, high school, or adult learning center)	1,209	43
Other provider type	895	32

NOTE: Only adults who reported not having a high school diploma, adults who reported having received a high school diploma in the past 12 months other than through a regular high school diploma, or adults who reported having received a foreign high school diploma but did not report having a bachelor's degree or higher were asked information related to basic skills/GED preparation classes, including whether they had participated in basic skills/GED preparation classes over the previous 12 months. Due to small cell sizes, all provider types, besides the first two, were grouped together under the "Other provider type" category. Details may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 10a. Standard errors of the number and percentage of adults who took basic skills or GED preparation classes, by type of provider: 2004-05

Type of provider	Number of adults (thousands)	Percentage of adults
Total	464.9	†
Postsecondary school (college/university, community/junior college, vocational/technical/occupational school).....	168.0	6.8
Other school or school district (elementary, junior high, high school, or adult learning center)	194.3	5.3
Other provider type	328.0	8.4

†Not applicable.

NOTE: Only adults who reported not having a high school diploma, adults who reported having received a high school diploma in the past 12 months other than through a regular high school diploma, or adults who reported having received a foreign high school diploma but did not report having a bachelor's degree or higher were asked information related to basic skills/GED preparation classes, including whether they had participated in basic skills/GED preparation classes over the previous 12 months. Due to small cell sizes, all provider types, besides the first two, were grouped together under the "Other provider type" category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 11. Number and percentage of adults who took formal work-related courses or training, by type of provider: 2004-05

Type of provider	Number of adults (thousands)	Percentage of adults
Total	57,004	100
Postsecondary school (college/university, community/junior college, vocational/technical/occupational school).....	10,665	19
Other school or school district (elementary, junior high, high school, or adult learning center)	4,499	8
Private business/company/hospital	29,633	52
Government agency (federal, state, or local).....	8,920	16
Professional association/organization/union	9,677	17
Public library	46	#
Community or religious organization, nonprofit.....	5,885	10
Other	571	1

#Estimate rounds to 0 or 0 cases in sample.

NOTE: Work-related courses or training are defined as any formal courses or training taken in the 12 months prior to the interview that had an instructor present and were related to job or career, whether or not the respondent had a job when he or she took them. Information was collected on up to four work-related courses or training taken in the 12 months prior to the interview. If an adult took more than four courses or training, four were sampled for data collection. Details do not sum to totals and percentages sum to more than 100 percent because people may take courses or training from more than one provider.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 11a. Standard errors of the number and percentage of adults who took formal work-related courses or training, by type of provider: 2004-05

Type of provider	Number of adults (thousands)	Percentage of adults
Total	1,332.6	†
Postsecondary school (college/university, community/junior college, vocational/technical/occupational school).....	669.5	1.0
Other school or school district (elementary, junior high, high school, or adult learning center)	467.4	0.8
Private business/company/hospital	1,037.3	1.3
Government agency (federal, state, or local).....	618.9	1.0
Professional association/organization/union	596.0	1.0
Public library	19.8	#
Community or religious organization, nonprofit.....	528.5	0.9
Other	116.6	0.2

†Not applicable.

#Estimate rounds to 0 or 0 cases in sample.

NOTE: Work-related courses or training are defined as any formal courses or training taken in the 12 months prior to the interview that had an instructor present and were related to job or career, whether or not the respondent had a job when he or she took them. Information was collected on up to four work-related courses or training taken in the 12 months prior to the interview. If an adult took more than four courses or training, four were sampled for data collection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 12. Number and percentage of adults who took personal-interest courses, by type of provider: 2004-05

Type of provider	Number of adults (thousands)	Percentage of adults
Total	45,387	100
Postsecondary school (college/university, community/junior college, vocational/technical/occupational school).....	8,177	18
Other school or school district (elementary, junior high, high school, or adult learning center)	2,051	5
Private business/company/hospital	11,885	26
Government agency (federal, state, or local).....	1,557	3
Professional association/organization/union	2,064	5
Public library	322	1
Community or religious organization, nonprofit.....	23,409	52
Other	1,025	2

NOTE: Personal-interest courses are defined as any courses taken in the 12 months prior to the interview that had an instructor present and were not necessarily related to a job or career. Information was collected on up to two personal-interest courses taken in the 12 months prior to the interview. If an adult took more than two courses, two were sampled for data collection. Details do not sum to totals and percentages sum to more than 100 percent because people may take courses from more than one provider.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 12a. Standard errors of the number and percentage of adults who took personal-interest courses, by type of provider: 2004-05

Type of provider	Number of adults (thousands)	Percentage of adults
Total	1,501.2	†
Postsecondary school (college/university, community/junior college, vocational/technical/occupational school).....	720.0	1.5
Other school or school district (elementary, junior high, high school, or adult learning center)	262.4	0.6
Private business/company/hospital	736.4	1.5
Government agency (federal, state, or local).....	231.8	0.5
Professional association/organization/union	317.4	0.7
Public library	79.8	0.2
Community or religious organization, nonprofit.....	1,140.1	1.9
Other	155.3	0.3

†Not applicable.

NOTE: Personal-interest courses are defined as any courses taken in the 12 months prior to the interview that had an instructor present and were not necessarily related to a job or career. Information was collected on up to two personal-interest courses taken in the 12 months prior to the interview. If an adult took more than two courses, two were sampled for data collection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 13. Average classroom instructional hours or credit hours for adults enrolled in adult educational activities over the past 12 months: 2004-05

Learning activity	Number of adults (thousands)	Classroom instructional / credit hours per activity
Classroom instructional hours		
English as a Second Language classes.....	1,965	72
Basic skills or GED preparation classes	2,822	61
Part-time vocational or technical diploma, degree, or certificate programs	2,405	87
Apprenticeship programs	2,508	62
Work-related courses or training	57,004	42
Personal-interest courses.....	45,387	59
Credit hours		
Part-time college or university degree or certificate programs	8,421	17
Part-time vocational or technical diploma, degree, or certificate programs	2,405	16

NOTE: Adult educational activities do not include full-time only enrollments in college/university or vocational/technical credential programs. Adults participating in college/university or vocational/technical credential programs could report credit hours, if applicable, or classroom instructional hours. There were not enough adults reporting classroom instructional hours for college/university credential programs to include these data in the table.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 13a. Standard errors of average classroom instructional hours or credit hours for adults enrolled in adult educational activities over the past 12 months: 2004-05

Learning activity	Number of adults (thousands)	Classroom instructional / credit hours per activity
Classroom instructional hours		
English as a Second Language classes.....	351.7	10.3
Basic skills or GED preparation classes	464.9	11.3
Part-time vocational or technical diploma, degree, or certificate programs	307.9	19.3
Apprenticeship programs	372.8	8.3
Work-related courses or training	1,332.6	2.2
Personal-interest courses.....	1,501.2	3.4
Credit hours		
Part-time college or university degree or certificate programs	536.9	1.1
Part-time vocational or technical diploma, degree, or certificate programs	307.9	3.0

NOTE: Adult educational activities do not include full-time only enrollments in college/university or vocational/technical credential programs. Adults participating in college/university or vocational/technical credential programs could report credit hours, if applicable, or classroom instructional hours. There were not enough adults reporting classroom instructional hours for college/university credential programs to include these data in the table.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 14. Percentage of adults enrolled in formal work-related courses or training who reported specific numbers of classroom instructional hours in the past 12 months, by selected adult characteristics: 2004-05

Characteristic	Number of adults (thousands)	Total instructional hours across courses or training			
		10 hours or fewer	11 – 25 hours	26 – 50 hours	51 hours or more
Total	57,004	33	24	20	22
Age					
16 to 24 years	5,332	43	19	16	22
25 to 34 years	12,283	32	25	23	21
35 to 44 years	14,472	32	25	18	25
45 to 54 years	15,289	34	24	20	22
55 to 64 years	7,851	29	28	22	21
65 years or older	1,778	35	24	20	21
Sex					
Male	24,884	33	22	21	24
Female.....	32,120	34	26	20	21
Race/ethnicity					
White, non-Hispanic	42,604	32	25	21	23
Black, non-Hispanic.....	6,339	44	18	17	20
Hispanic	4,385	36	24	19	21
Asian or Pacific Islander, non-Hispanic.....	1,719	28	32	22	18
Other race, non-Hispanic.....	1,957	32	21	21	26
Highest education level completed					
Less than a high school diploma/equivalent.....	1,309	37	28	17	19
High school diploma/equivalent.....	10,643	41	21	15	22
Some college/vocational/associate's degree.....	18,365	39	24	17	20
Bachelor's degree.....	16,322	28	26	24	23
Graduate or professional education or degree.....	10,366	23	26	25	26
Household income					
\$20,000 or less.....	3,683	43	23	13	20
\$20,001 to \$35,000	6,294	37	23	19	21
\$35,001 to \$50,000	7,839	34	21	23	22
\$50,001 to \$75,000	15,537	38	25	17	20
\$75,001 or more.....	23,651	28	26	22	24

See notes at end of table.

Table 14. Percentage of adults enrolled in formal work-related courses or training who reported specific numbers of classroom instructional hours in the past 12 months, by selected adult characteristics: 2004-05—Continued

Characteristic	Number of adults (thousands)	Total instructional hours across courses or training			
		10 hours or fewer	11 – 25 hours	26 – 50 hours	51 hours or more
Employment status					
Employed full-time	43,083	31	24	22	23
Employed part-time	8,684	44	26	13	17
Unemployed and looking for work.....	1,366	29	21	21	29
Not in the labor force	3,871	33	30	17	20
Occupation					
Professional/managerial.....	27,401	29	26	24	22
Sales/service/clerical.....	20,234	37	25	16	21
Trade and labor.....	7,028	37	19	18	27

NOTE: Work-related courses or training are defined as any formal courses or training taken in the 12 months prior to the interview that had an instructor present and were related to job or career, whether or not the respondent had a job when he or she took them. Information was collected on up to four work-related courses or training taken in the 12 months prior to the interview. If an adult took more than four courses or training, four were sampled for data collection. Time spent in work-related courses or training was weighted to account for the sub-sampling of courses/training. Details may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 14a. Standard errors of the percentage of adults enrolled in formal work-related courses or training who reported specific numbers of classroom instructional hours in the past 12 months, by selected adult characteristics: 2004-05

Characteristic	Number of adults (thousands)	Total instructional hours across courses or training			
		10 hours or fewer	11 – 25 hours	26 – 50 hours	51 hours or more
Total	1,332.6	1.5	1.2	1.1	1.3
Age					
16 to 24 years	587.2	7.4	3.6	4.0	5.3
25 to 34 years	828.4	3.4	2.8	2.8	2.2
35 to 44 years	978.1	2.7	2.6	2.1	2.9
45 to 54 years	735.1	2.4	2.2	1.7	2.4
55 to 64 years	499.2	2.9	3.1	2.2	2.3
65 years or older	235.2	7.1	4.4	4.3	7.1
Sex					
Male	1,004.7	2.7	1.8	1.7	2.1
Female.....	1,046.0	1.8	1.5	1.3	1.5
Race/ethnicity					
White, non-Hispanic	1,052.6	1.7	1.3	1.2	1.4
Black, non-Hispanic.....	595.0	4.7	3.2	3.1	3.7
Hispanic	447.0	6.5	5.3	6.8	4.3
Asian or Pacific Islander, non-Hispanic.....	319.6	8.3	10.6	5.8	6.0
Other race, non-Hispanic.....	302.0	8.6	6.3	4.6	6.7
Highest education level completed					
Less than a high school diploma/equivalent.....	227.1	9.0	7.6	6.6	6.0
High school diploma/equivalent.....	672.7	3.7	2.5	2.2	3.0
Some college/vocational/associate's degree.....	905.1	2.9	2.2	2.2	2.2
Bachelor's degree.....	763.0	2.2	2.3	2.1	2.1
Graduate or professional education or degree.....	609.5	3.4	2.3	2.8	3.0
Household income					
\$20,000 or less.....	403.1	6.1	4.3	3.0	3.6
\$20,001 to \$35,000	590.5	5.2	3.5	3.1	4.4
\$35,001 to \$50,000	642.1	5.4	3.2	3.6	3.6
\$50,001 to \$75,000	803.5	2.8	2.6	2.3	2.0
\$75,001 or more.....	949.6	1.9	1.4	1.5	1.8

See notes at end of table.

Table 14a. Standard errors of the percentage of adults enrolled in formal work-related courses or training who reported specific numbers of classroom instructional hours in the past 12 months, by selected adult characteristics: 2004-05—Continued

Characteristic	Number of adults (thousands)	Total instructional hours across courses or training			
		10 hours or fewer	11 – 25 hours	26 – 50 hours	51 hours or more
Employment status					
Employed full-time	1,218.6	1.7	1.3	1.3	1.4
Employed part-time	692.3	4.9	3.1	2.0	2.8
Unemployed and looking for work.....	210.0	8.1	5.6	7.0	9.4
Not in the labor force	390.5	5.8	4.8	3.0	4.5
Occupation					
Professional/managerial.....	998.4	2.1	1.4	1.6	1.5
Sales/service/clerical.....	1,031.6	3.1	2.2	2.1	2.4
Trade and labor.....	646.0	4.7	3.1	3.6	4.6

NOTE: Work-related courses or training are defined as any formal courses or training taken in the 12 months prior to the interview that had an instructor present and were related to job or career, whether or not the respondent had a job when he or she took them. Information was collected on up to four work-related courses or training taken in the 12 months prior to the interview. If an adult took more than four courses or training, four were sampled for data collection. Time spent in work-related courses or training was weighted to account for the sub-sampling of courses/training.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 15. Percentage of adults enrolled in personal-interest courses who reported specific numbers of classroom instructional hours in the past 12 months, by selected adult characteristics: 2004-05

Characteristic	Number of adults (thousands)	Total instructional hours across courses			
		10 hours or fewer	11 – 25 hours	26 – 50 hours	51 hours or more
Total	45,387	24	24	19	34
Age					
16 to 24 years	6,688	22	18	15	45
25 to 34 years	8,557	21	28	17	34
35 to 44 years	9,482	25	22	21	32
45 to 54 years	8,257	24	26	22	28
55 to 64 years	6,014	25	25	18	32
65 years or older.....	6,389	26	23	20	32
Sex					
Male	18,700	21	23	19	37
Female.....	26,687	26	24	19	31
Race/ethnicity					
White, non-Hispanic	32,513	25	23	20	33
Black, non-Hispanic.....	5,550	26	22	19	33
Hispanic	4,001	19	29	17	34
Asian or Pacific Islander, non-Hispanic	1,664	19	33	15	34
Other race, non-Hispanic	1,659	15	26	15	44
Highest education level completed					
Less than a high school diploma/equivalent.....	3,455	29	20	13	38
High school diploma/ equivalent.....	10,344	27	25	17	31
Some college/vocational/ associate's degree.....	14,581	20	22	20	38
Bachelor's degree.....	10,963	25	27	17	31
Graduate or professional education or degree	6,043	24	18	28	30
Household income					
\$20,000 or less.....	5,673	29	22	18	30
\$20,001 to \$35,000	6,263	24	20	18	37
\$35,001 to \$50,000	7,381	23	22	16	39
\$50,001 to \$75,000	9,673	22	30	17	31
\$75,001 or more.....	16,397	23	23	22	32

See notes at end of table.

Table 15. Percentage of adults enrolled in personal-interest courses who reported specific numbers of classroom instructional hours in the past 12 months, by selected adult characteristics: 2004-05—Continued

Characteristic	Number of adults (thousands)	Total instructional hours across courses			
		10 hours or fewer	11 – 25 hours	26 – 50 hours	51 hours or more
Employment status					
Employed full-time	21,320	24	24	19	33
Employed part-time	7,903	19	25	19	37
Unemployed and looking for work.....	2,240	27	25	16	32
Not in the labor force	13,924	24	23	20	33
Occupation					
Professional/managerial.....	14,181	22	29	17	31
Sales/service/clerical.....	14,538	25	20	20	35
Trade and labor.....	4,851	21	21	19	38

NOTE: Personal-interest courses are defined as any courses taken in the 12 months prior to the interview that had an instructor present and were not necessarily related to a job or career. Information was collected on up to two personal-interest courses taken in the 12 months prior to the interview. If an adult took more than two courses, two were sampled for data collection. Time spent in personal-interest courses was weighted to account for the sub-sampling of courses. Details may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 15a. Standard errors of the percentage of adults enrolled in personal-interest courses who reported specific numbers of classroom instructional hours in the past 12 months, by selected adult characteristics: 2004-05

Characteristic	Number of adults (thousands)	Total instructional hours across courses			
		10 hours or fewer	11 – 25 hours	26 – 50 hours	51 hours or more
Total	1,501.2	1.5	1.4	1.2	1.8
Age					
16 to 24 years	677.0	4.2	3.6	3.3	6.1
25 to 34 years	733.2	3.8	4.3	2.8	4.5
35 to 44 years	862.1	3.4	3.6	2.8	4.2
45 to 54 years	586.3	3.1	3.3	2.7	3.7
55 to 64 years	387.5	2.8	3.4	2.7	3.1
65 years or older	387.3	2.9	2.2	2.9	2.9
Sex					
Male	1,094.5	2.3	2.8	2.1	3.7
Female.....	971.1	1.7	1.7	1.4	1.9
Race/ethnicity					
White, non-Hispanic	1,313.6	1.8	1.5	1.3	2.2
Black, non-Hispanic.....	496.5	4.9	4.1	3.4	4.6
Hispanic	456.9	3.5	6.8	4.0	6.0
Asian or Pacific Islander, non-Hispanic	325.9	8.3	11.7	6.7	10.0
Other race, non-Hispanic	297.3	5.8	9.3	5.0	9.9
Highest education level completed					
Less than a high school diploma/equivalent.....	358.7	5.0	6.3	3.1	5.4
High school diploma/ equivalent.....	760.5	3.7	3.6	2.8	4.0
Some college/vocational/ associate's degree.....	900.9	2.4	2.7	2.5	3.6
Bachelor's degree.....	630.2	2.6	2.5	2.0	3.1
Graduate or professional education or degree	385.9	3.0	2.2	3.4	3.5
Household income					
\$20,000 or less.....	626.4	4.5	4.0	3.3	6.1
\$20,001 to \$35,000	504.8	3.7	3.8	3.0	3.8
\$35,001 to \$50,000	718.0	4.0	3.2	3.8	5.1
\$50,001 to \$75,000	811.9	2.8	3.3	2.5	2.9
\$75,001 or more	742.6	2.1	1.8	2.3	2.9

See notes at end of table.

Table 15a. Standard errors of the percentage of adults enrolled in personal-interest courses who reported specific numbers of classroom instructional hours in the past 12 months, by selected adult characteristics: 2004-05—Continued

Characteristic	Number of adults (thousands)	Total instructional hours across courses			
		10 hours or fewer	11 – 25 hours	26 – 50 hours	51 hours or more
Employment status					
Employed full-time	1,240.4	2.5	2.4	1.9	3.0
Employed part-time	567.3	3.1	3.1	3.3	5.0
Unemployed and looking for work.....	412.7	7.9	6.0	5.9	8.1
Not in the labor force	737.7	2.0	2.1	2.2	2.6
Occupation					
Professional/managerial.....	825.1	2.4	2.6	2.1	3.1
Sales/service/clerical.....	919.4	3.0	2.2	2.5	3.7
Trade and labor.....	605.3	4.9	5.2	4.7	6.3

NOTE: Personal-interest courses are defined as any courses taken in the 12 months prior to the interview that had an instructor present and were not necessarily related to a job or career. Information was collected on up to two personal-interest courses taken in the 12 months prior to the interview. If an adult took more than two courses, two were sampled for data collection. Time spent in personal-interest courses was weighted to account for the sub-sampling of courses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 16. Number and percentage of adults participating in adult education activities who reported using any type of distance education method in the past 12 months, by selected adult characteristics: 2004-05

Characteristic	Number of adults (thousands)	Percentage of adults
Total	93,939	32
Age		
16 to 24 years	13,286	28
25 to 34 years	20,229	28
35 to 44 years	20,896	35
45 to 54 years	20,032	36
55 to 64 years	11,715	33
65 years or older.....	7,781	25
Sex		
Male	41,724	34
Female.....	52,216	30
Race/ethnicity		
White, non-Hispanic	66,909	31
Black, non-Hispanic.....	10,878	35
Hispanic	9,824	30
Asian or Pacific Islander, non-Hispanic	3,114	38
Other race, non-Hispanic	3,215	37
Highest education level completed		
Less than a high school diploma/equivalent.....	6,851	21
High school diploma/ equivalent.....	20,955	33
Some college/vocational/ associate's degree.....	30,070	33
Bachelor's degree.....	22,459	31
Graduate or professional education or degree	13,604	34
Household income		
\$20,000 or less.....	9,552	32
\$20,001 to \$35,000	12,866	31
\$35,001 to \$50,000	14,122	29
\$50,001 to \$75,000	22,494	34
\$75,001 or more	34,904	32

See notes at end of table.

Table 16. Number and percentage of adults participating in adult education activities who reported using any type of distance education method in the past 12 months, by selected adult characteristics: 2004-05—Continued

Characteristic	Number of adults (thousands)	Percentage of adults
Employment status		
Employed full-time	56,906	35
Employed part-time	14,430	29
Unemployed and looking for work.....	3,784	28
Not in the labor force	18,819	26
Occupation		
Professional/managerial.....	34,138	34
Sales/service/clerical.....	31,973	34
Trade and labor.....	12,768	30

NOTE: Adult educational activities exclude full-time college/university and vocational/technical credential programs. Distance education methods include the following: video tapes, CDs, DVDs, television, radio, the Internet or the World Wide Web, computer or video conferencing, mail, telephone or voicemail, or other types or remote instruction technology. Details may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 16a. Standard errors of the number and percentage of adults participating in adult education activities who reported using any type of distance education method in the past 12 months, by selected adult characteristics: 2004-05

Characteristic	Number of adults (thousands)	Percentage of adults
Total	1,562.0	1.1
Age		
16 to 24 years	844.0	3.6
25 to 34 years	981.8	2.3
35 to 44 years	1,028.1	2.7
45 to 54 years	857.9	2.2
55 to 64 years	633.9	2.3
65 years or older.....	405.2	2.7
Sex		
Male	1,215.0	2.0
Female.....	1,109.9	1.4
Race/ethnicity		
White, non-Hispanic	1,305.9	1.3
Black, non-Hispanic.....	659.6	3.3
Hispanic	634.4	4.1
Asian or Pacific Islander, non-Hispanic	408.7	7.0
Other race, non-Hispanic	363.3	5.2
Highest education level completed		
Less than a high school diploma/equivalent.....	520.1	3.7
High school diploma/ equivalent.....	975.2	2.4
Some college/vocational/ associate's degree.....	1,163.5	2.0
Bachelor's degree.....	777.2	2.1
Graduate or professional education or degree	653.1	2.5
Household income		
\$20,000 or less.....	663.2	3.4
\$20,001 to \$35,000	667.3	2.7
\$35,001 to \$50,000	957.4	3.0
\$50,001 to \$75,000	1,007.1	2.4
\$75,001 or more	1,067.4	1.8

See notes at end of table.

Table 16a. Standard errors of the number and percentage of adults participating in adult education activities who reported using any type of distance education method in the past 12 months, by selected adult characteristics: 2004-05—Continued

Characteristic	Number of adults (thousands)	Percentage of adults
Employment status		
Employed full-time	1,377.8	1.5
Employed part-time	908.1	3.0
Unemployed and looking for work.....	464.8	6.0
Not in the labor force	925.1	1.9
Occupation		
Professional/managerial.....	1,016.8	1.7
Sales/service/clerical.....	1,095.3	2.0
Trade and labor.....	935.0	3.9

NOTE: Adult educational activities exclude full-time college/university and vocational/technical credential programs. Distance education methods include the following: video tapes, CDs, DVDs, television, radio, the Internet or the World Wide Web, computer or video conferencing, mail, telephone or voicemail, or other types or remote instruction technology.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 17. Number and percentage of adults who reported participating in informal learning activities for personal interest, by type of educational activity and selected adult characteristics: 2004-05

Characteristic	Number of adults (thousands)	Any informal learning activities	Type of informal learning activities for personal interest				
			Computers, CD-ROM and internet	Books, manuals, audio tapes, videos or TV	Magazines or other publications	Clubs or groups	Conventions or conferences
Total	211,607	70	28	47	53	20	23
Age							
16 to 24 years	25,104	69	29	42	45	18	25
25 to 34 years	38,784	70	33	49	50	20	25
35 to 44 years	42,890	73	32	51	56	21	23
45 to 54 years	41,840	73	31	51	59	23	27
55 to 64 years	29,068	70	27	47	56	21	23
65 years or older.....	33,922	64	15	38	49	17	17
Sex							
Male	101,596	71	30	49	55	17	26
Female.....	110,011	70	26	45	52	24	21
Race/ethnicity							
White, non-Hispanic	146,614	73	29	48	57	22	25
Black, non-Hispanic.....	23,467	65	26	46	44	18	20
Hispanic	26,101	57	20	37	38	14	16
Asian or Pacific Islander, non-Hispanic.....	7,080	78	33	47	57	14	20
Other race, non-Hispanic.....	8,346	74	35	55	57	26	28
Highest education level completed							
Less than a high school diploma/equivalent.....	31,017	46	8	27	27	6	11
High school diploma/equivalent.....	64,334	63	22	40	46	14	18
Some college/vocational/associate's degree.....	58,545	79	35	53	62	27	28
Bachelor's degree.....	37,244	79	37	56	64	24	30
Graduate or professional education or degree.....	20,466	89	42	66	70	34	36
Household income							
\$20,000 or less.....	34,670	59	19	37	37	14	13
\$20,001 to \$35,000	35,839	67	21	45	47	16	20
\$35,001 to \$50,000	33,376	71	27	46	51	18	22
\$50,001 to \$75,000	47,114	71	31	47	56	22	24
\$75,001 or more.....	60,607	78	35	55	65	26	32

See notes at end of table.

Table 17. Number and percentage of adults who reported participating in informal learning activities for personal interest, by type of educational activity and selected adult characteristics: 2004-05—Continued

Characteristic	Number of adults (thousands)	Any informal learning activities	Type of informal learning activities for personal interest				
			Computers, CD-ROM and internet	Books, manuals, audio tapes, videos or TV	Magazines or other publications	Clubs or groups	Conventions or conferences
Employment status							
Employed full-time	106,388	72	32	50	56	20	27
Employed part-time	27,090	78	33	52	58	25	29
Unemployed and looking for work.....	9,941	67	29	49	41	16	16
Not in the labor force	68,187	65	19	40	49	19	17
Occupation							
Professional/managerial.....	48,647	83	42	61	66	26	32
Sales/service/clerical.....	66,218	69	30	45	51	20	24
Trade and labor.....	37,585	66	24	44	50	15	23

NOTE: All respondents were asked about informal learning activities for personal interest undertaken within the previous 12 months. Fuller descriptions of each of these activities can be found in the Glossary. Details may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

Table 17a. Standard errors of the number and percentage of adults who reported participating in informal learning activities for personal interest, by type of educational activity and selected adult characteristics: 2004-05

Characteristic	Number of adults (thousands)	Any informal learning activities	Type of informal learning activities for personal interest				
			Computers, CD-ROM and internet	Books, manuals, audio tapes, videos or TV	Magazines or other publications	Clubs or groups	Conventions or conferences
Total	†	0.8	0.8	0.9	0.8	0.6	0.7
Age							
16 to 24 years	1,083.2	2.6	2.8	2.9	2.7	2.3	3.1
25 to 34 years	1,440.7	2.2	2.1	2.2	2.4	1.6	1.7
35 to 44 years	1,124.3	1.8	1.8	2.2	2.1	1.6	1.7
45 to 54 years	1,403.8	1.7	1.5	1.6	1.8	1.4	1.5
55 to 64 years	844.5	2.0	1.6	2.3	1.9	1.3	1.4
65 years or older.....	931.4	1.5	1.2	1.7	1.6	1.0	1.2
Sex							
Male	†	1.1	1.1	1.3	1.2	0.9	1.1
Female.....	†	1.0	1.0	1.2	1.0	0.9	0.9
Race/ethnicity							
White, non-Hispanic	960.1	0.9	0.9	1.0	1.0	0.7	0.9
Black, non-Hispanic.....	15.9	2.0	2.2	2.5	2.2	1.9	2.1
Hispanic	†	2.9	1.9	2.7	2.6	1.7	1.6
Asian or Pacific Islander, non-Hispanic.....	649.3	4.3	4.4	5.8	5.0	2.9	4.2
Other race, non-Hispanic.....	715.5	4.5	4.9	4.9	4.8	3.9	4.2
Highest education level completed							
Less than a high school diploma/equivalent.....	225.8	2.1	0.9	2.1	1.9	0.8	2.0
High school diploma/equivalent.....	1,081.3	1.8	1.5	1.7	1.6	1.2	1.3
Some college/vocational/associate's degree.....	1,366.1	1.2	1.5	1.6	1.4	1.6	1.4
Bachelor's degree.....	930.2	1.6	1.3	1.7	1.6	1.1	1.4
Graduate or professional education or degree.....	731.1	1.2	2.0	2.0	2.0	2.1	2.4
Household income							
\$20,000 or less.....	643.6	2.2	1.6	2.0	2.2	1.6	1.8
\$20,001 to \$35,000	1,269.7	2.0	1.5	1.9	2.1	1.3	1.6
\$35,001 to \$50,000	1,463.0	2.2	2.1	2.0	2.3	1.8	1.9
\$50,001 to \$75,000	1,520.9	2.2	1.8	1.9	2.1	1.4	1.5
\$75,001 or more	1,307.8	1.3	1.6	1.5	1.4	1.1	1.3

See notes at end of table.

Table 17a. Standard errors of the number and percentage of adults who reported participating in informal learning activities for personal interest, by type of educational activity and selected adult characteristics: 2004-05—Continued

Characteristic	Number of adults (thousands)	Any informal learning activities	Type of informal learning activities for personal interest				
			Computers, CD-ROM and internet	Books, manuals, audio tapes, videos or TV	Magazines or other publications	Clubs or groups	Conventions or conferences
Employment status							
Employed full-time	1,707.2	1.3	1.1	1.3	1.2	0.9	1.0
Employed part-time	1,186.2	2.0	2.3	2.4	2.1	2.2	2.4
Unemployed and looking for work.....	696.0	3.8	4.0	4.1	3.9	2.8	2.5
Not in the labor force	1,384.2	1.3	0.9	1.3	1.3	1.0	1.1
Occupation							
Professional/managerial.....	1,133.9	1.2	1.5	1.5	1.3	1.2	1.3
Sales/service/clerical.....	1,639.1	1.5	1.5	1.6	1.7	1.3	1.5
Trade and labor.....	1,108.4	2.1	1.9	2.2	2.2	1.8	1.8

†Not applicable. Due to the estimation procedures used, every possible sample drawn from the population would have yielded the same value for the total estimate, for totals by sex, and for totals by race/ethnicity (Hispanic only). Thus, the standard error, a measure of sampling variability, is zero.

NOTE: All respondents were asked about informal learning activities for personal interest undertaken within the previous 12 months. Fuller descriptions of each of these activities can be found in the Glossary.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program.

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Appendix A: Technical Notes

Survey Methodology and Data Reliability

The National Household Education Surveys Program (NHES) is a set of telephone surveys sponsored by the U.S. Department of Education's National Center for Education Statistics (NCES). NHES surveys focused on adult education in 1991, 1995, 1999, 2001, 2003, and 2005. This report presents data from the Adult Education (AE) Survey of the 2005 NHES (AE-NHES:2005). The AE Survey for 2005 focuses on adult education for both work-related and personal interest reasons. AE-NHES:2005 survey data collection was conducted by Westat and took place from January 3 through April 24 of 2005. This section provides a brief description of the study methodology.

The NHES:2005 sample was selected using a multiple stage sampling framework and the data were collected using computer-assisted telephone interviewing (CATI) technology. The first stage of selection in NHES:2005 was the selection of a list-assisted random digit dial (RDD) sample of telephone numbers, with areas with high percentages of Black and Hispanic residents sampled at higher rates than those in areas with low percentages of Black and Hispanic residents. In the second stage, the sampled telephone numbers were classified as mailable or nonmailable depending on whether they could be matched to a mailing address in the white pages telephone directory or from other databases. In order to limit respondent burden, adults were sampled at a lower rate in households that contained children eligible for the Early Childhood Program Participation (ECP) Survey and the After-School Programs and Activities (ASPA) Survey. Adult education participants were sampled at a higher rate than nonparticipants in order to improve the precision of estimates of characteristics of participants. The only person who could respond to the AE interview was the sampled adult. The AE sample is a cross-sectional, national sample that provides information on civilian, noninstitutionalized persons age 16 or older and not enrolled in grade 12 or below.

The AE survey focused on participation in the following types of educational activities: English as a Second Language, basic skills/GED preparation, college or university degree or certificate programs, vocational or technical diploma, degree, or certificate programs, apprenticeships, self-reported career-or job-related courses or training, self-reported personal-interest courses, and informal learning activities for personal interest. In addition, respondents were also asked about employer support for educational activities, reasons for participation, and participation through distance education. Demographic, household, and detailed employment information was also gathered. Multiple attempts were made to complete interviews with persons not available at the time of selection. Interviews were conducted in both English (95 percent) and Spanish (5 percent). This report is based on the 8,904 completed interviews with adults representing a weighted total of 211,607,007 adults.

Data Reliability and Validity

Estimates produced using data from the survey are subject to two types of error, sampling and nonsampling errors. Nonsampling errors are errors made in the collection and processing of data. Sampling errors occur because the data are collected from a sample rather than the whole population.

Nonsampling Errors

Nonsampling error is the term used to describe variations in the estimates that may be caused by population coverage limitations and data collection, processing, and reporting procedures. The sources of nonsampling errors are typically problems like unit² and item nonresponse, the differences in respondents' interpretations of the meaning of the questions, response differences related to the particular time the survey was conducted, and mistakes in data preparation. In the AE-NHES:2005 survey, efforts were made to

² In the AE-NHES:2005 survey, the unit nonresponse rate for the adult education component is defined as the percentage of eligible sampled adults who do not complete the survey.

minimize nonsampling error through cognitive testing in the survey design stage, a two-stage field test of the survey, on-line data edits and post-interview edits, and a comparison of the survey estimates with similar estimates from previous surveys.

An important source of nonsampling error for a telephone survey is the failure to include persons who do not live in households with telephones (a population coverage limitation). This is particularly problematic in RDD surveys because so little is known about the sampled telephone numbers of these individuals. The March 2005 Current Population Survey (CPS) shows that 93.3 percent of all adults ages 16 or older live in households with telephones (based on independent tabulations of the March 2005 Current Population Survey – U.S. Census Bureau 2005). Estimation procedures were used to help reduce the bias in the estimates associated with excluding the 7 percent of adults who do not live in households with telephones. An issue that has arisen in recent years is households that have cell phones rather than landlines. As more data on cell phone-only households is collected, its impact on nonsampling errors will be further addressed.

A study was conducted by Montaquila, Brick, and Brock (1997) examining telephone coverage bias for subsamples of the population in NHES:1996. This study found that with very few exceptions, the adjusted weights yielded estimates with absolute telephone coverage bias of 2 percent or less. Undercoverage bias for some subgroups may have been large due to larger proportions of persons in these subgroups residing in non-telephone households.

Another potential source of nonsampling error is respondent bias. Respondent bias occurs when respondents systematically misreport (intentionally or unintentionally) information in a study. There are many different forms of respondent bias. One of the best known is *social desirability bias*, which occurs when respondents give what they believe is the socially desirable response (Demaio 1984). For example, surveys that ask about whether respondents voted in the most recent election typically obtain a higher estimate of the number of people who voted than do voting records. Although respondent bias may affect the accuracy of the results, it does not necessarily invalidate other results from a survey. If there are no systematic differences among specific groups under study in their tendency to give socially desirable responses, then comparisons of the different groups will accurately reflect differences among the groups. For the AE-NHES:2005 survey, given the nature of the questions being asked, i.e., mostly informative and not related to opinions or attitudes, it is not likely that there was much social desirability bias.

Response Rates

In the AE-NHES:2005 survey, Screener interviews were completed with 58,140 households, with a weighted Screener unit response rate of 66.9 percent. A screener was used to collect information on household composition and interview eligibility. A total of 8,904 adults completed the AE interview, for a weighted unit response rate of 71.2 percent and an overall estimated unit response rate (the product of the Screener unit response rate and the AE unit response rate) of 47.6 percent.

A unit nonresponse bias analysis was undertaken for NHES:2003. This involved the examination of unit response rates as a whole and for various subgroups. The analysis was done to determine characteristics that are associated with Screener unit nonresponse, and to compare estimates of interest based on adjusted and unadjusted weights. These investigations revealed no evidence of unit nonresponse bias. An extensive unit nonresponse bias was conducted in 2001 to analyze the effect of weighting on estimates, as well as to examine the effect of various data collection procedures (refusal conversion, second refusal conversion, and varying numbers of call attempts) on the estimates (See Brick *et al.* forthcoming). For each hypothetical data collection scenario considered in this study, the sample was reweighted, and the estimates were compared across scenarios. For this analysis of unit nonresponse bias, as well, there was no evidence of bias in the weighted estimates as the data collection effort was varied. While such an analysis is unable to directly examine bias due to the exclusion of cases that did not respond under any of the scenarios studied, other approaches have been used in NHES to evaluate that bias, including comparisons of NHES estimates to those from other data sources. All such studies are limited in the variables that can be included; unit nonresponse bias may still be present in other variables that were not studied.

Item nonresponse (i.e., the failure to complete some items in an otherwise completed interview) was very low for most items in the AE-NHES:2005 survey. The item nonresponse rate for most variables included in this report was 3 percent or lower. The one item with nonresponse rates larger than 10 percent was the item related to household income. Items with missing data were imputed using a hot-deck procedure (Rao and Shao, 1992) in which cells are formed that contain cases with similar characteristics and a donor value is used to impute the missing value. The estimates included in this report are based on the imputed data.

Sampling Errors

The sample of telephone households selected for the AE-NHES:2005 survey is just one of many possible samples that could have been selected. Therefore, estimates produced from this sample may differ from estimates that would have been produced from other samples. This type of variability is called sampling error because it arises from using a sample of households with telephones, rather than having surveyed all households with telephones.

The standard error is a measure of the variability due to sampling when estimating a statistic; standard errors for estimates presented in this report were computed using a jackknife replication method. Standard errors can be used as a measure of the precision expected from a particular sample. The probability that a sample estimate would differ from the population parameter obtained from a complete census count by less than 1 standard error is about 68 percent. The chance that the difference would be less than 1.65 standard errors is about 90 percent; and that the difference would be less than 1.96 standard errors, about 95 percent.

Standard errors for all of the estimates are presented in the tables. These standard errors can be used to produce confidence intervals. For example, an estimated 44 percent of adults reported in 2005 that they participated in some type of formal adult education in the 12 months prior to the interview. This figure has an estimated standard error of 0.7 percent. Therefore, the estimated 95 percent confidence interval for this statistic is approximately 43 to 45 percent ($44 \pm 1.96 (0.7)$). That is, if the processes of selecting a sample, collecting the data, and constructing the confidence interval were repeated, it would be expected that in 95 out of 100 samples from the same population, the confidence interval would contain the true participation rate.

Weighting

All of the estimates in this report are based on weighting the observations using the probabilities of selection of the respondents and other adjustments to partially account for nonresponse and coverage bias. Weights were developed to produce unbiased and consistent estimates of national totals. The weight used in this report is FAWT, the weight variable used to estimate the characteristics of adults. In addition to properly weighting the responses, special procedures for estimating the statistical significance of the estimates were employed because the NHES:2005 data were collected using a complex sample design. Complex sample designs result in data that violate some of the assumptions that are normally made when assessing the statistical significance of results from a simple random sample. Frequently, the standard errors of the estimates from these surveys are larger than would be expected if the sample was a simple random sample and the observations were independent and identically distributed random variables. Eighty replicate weights, FAWT1 to FAWT80, were used to produce estimates of the sampling errors of estimates. The estimates and standard errors presented in this report were produced using WesVar Complex Samples software and a jackknife replication procedure (Westat 2000).

Statistical Tests

The tests of significance used in this report are based on two-tailed tests using Student's *t* statistics for the comparison of individual estimates and for bivariate relationships. To test the differences between estimates, unbiased estimates of standard errors were used, derived by jackknife replication methods. To test

for a difference in proportions between two subgroups in the population having a particular characteristic, say P_1 versus P_2 , the test statistic is computed as:

$$t = \frac{P_2 - P_1}{\sqrt{[s.e.(p_1)]^2 + [s.e.(p_2)]^2}},$$

where p_i is the estimated proportion of subgroup i ($i = 1, 2$) having the particular characteristic and $s.e.(p_i)$ is the standard error of that estimate. Thus, if p_1 is the 47 percent of females who reported having participated in any formal adult education in the 12 months prior to the interview, with a standard error of 1.0, and p_2 is the 41 percent of males who reported having participated in any formal adult education in the 12 months prior to the interview, with a standard error of 1.2, then the t value is equal to 3.84.

The decision rule is to reject the null hypothesis (i.e., that there is no difference between the two groups in the population in terms of the proportion having the characteristic) if $|t| > t_{\frac{\alpha}{2};df}$, where $t_{\frac{\alpha}{2};df}$ is the value such that the probability that a random variable having a Student's t distribution with df degrees of freedom exceeds that value is $\alpha/2$.

Appendix B: Glossary

The statistics and population and activity characteristics used in analyses for this report are described below. These characteristics include adult education categories and the characteristics of learning activities within these categories and the sociodemographic, labor force, and other characteristics of adults that are used throughout the report. The original variables used in the analyses for this report are described below.

When the variable is in the Adult Education data file for the National Household Education Surveys Program, the variable name appears in parentheses.

Statistics

Alpha – The Greek letter alpha (α) indicates the probability of rejecting the statistical hypothesis tested when in fact, that hypothesis is true. For an alpha of 0.05, this is the equivalent of asserting that you will reject the hypothesis tested if the obtained statistic is among those that would occur only 5 out of 100 times that random samples are drawn from a population in which the hypothesis is true.

Coefficient of variation – The coefficient of variation or CV is a measure of dispersion of a probability distribution. It is defined as the ratio of the standard deviation to the mean. The coefficient of variation is a dimensionless number that allows comparison of the variation of populations that have significantly different mean values. It is often reported as on a scale of 0 to 100% by multiplying the above calculation by 100.

Mean (or average) – The mean is one of several indices of central tendency that statisticians use to indicate the point on the scale of measures where the population is centered. The mean is the average of the scores or values in the population. Numerically, it equals the sum of the scores divided by the number of scores.

Median – The median is one of several indices of central tendency that statisticians use to indicate the point on the scale of measures where the population is centered. The median of a population is the point that divides the distribution of scores in half. Numerically, half of the scores in a population will have values that are equal to or larger than the median and half will have values that are equal to or smaller than the median.

Percentage – A percentage is a part of a whole expressed in hundredths. For example, 5 out of 50 = $5/50 = .10 * 100 = 10$ percent.

Sampling distribution – The sampling distribution of a statistic is the set of values that would be obtained if an infinite number of random samples from a given population were drawn and the statistic on each sample was calculated. In doing so, all samples must be of the same size (n).

Standard deviation – The standard deviation is one of several indices of variability that is used to characterize the dispersion among the measures in a given population. To calculate the standard deviation of a population it is first necessary to calculate that population's variance (defined below). Numerically, the standard deviation is the square root of the variance.

Standard error – The standard error, or standard error of the mean, is an estimate of the standard deviation of the sampling distribution of means, based on the data from one or more random samples. Numerically, it is equal to the square root of the quantity obtained when the estimated variance of a sample estimate is divided by the size of the sample.

Variance – The variance is one of several indices of variability used to characterize the dispersion among the measures in a given population. To calculate the variance of a given population, it is necessary to first calculate the mean of the scores, then measure the amount that each score deviates from the mean and then square that deviation (by multiplying it by itself). Numerically, the variance equals the average of the several squared deviations from the mean.

Formal Adult Education Categories

Any formal adult education (AEPARTIC) indicates participation in any formal adult educational activities in the 12 months prior to the interview, excluding full-time only enrollments in college/university or vocational/technical credential programs. Included in this are the following: English as a Second Language (ESL) classes, basic skills or GED preparation classes, part-time college or university degree or certificate programs, part-time vocational or technical diploma, degree, or certificate programs, apprenticeship programs, self-reported work-related courses or training, and self-reported personal-interest courses.

ESL classes (ESLANG) indicates participation in classes or utilization of a tutor in the 12 months prior to the interview to learn English as a Second Language.

Basic skills/GED preparation classes (BSIMPROV, BSGED, BSHSEQUV) indicates participation in classes or utilization of a tutor in the 12 months prior to the interview to either improve basic reading, writing, and math skills, prepare to take the General Educational Development (GED) test, or complete some other high school equivalency program or adult high school program.

College/university degree or certificate programs (CRDEGREE, CRPOSTDG, CRPTFT1-3) indicates participation in college or university degree or certificate programs in the 12 months prior to the interview to earn a college or university degree or certificate. Respondents can report participation in multiple college or university degree or certificate programs. Such degrees and certificates include an associate's, bachelor's, or graduate degree, or post-baccalaureate certificate, post-master's certificate, or post-doctoral certificate. Adults enrolled only in full-time college or university credential programs are not included in the analyses of college/university program adult participants.

Vocational/technical diploma, degree, or certificate programs (CRVOCDIP, VOPTFT1-3) indicates participation in vocational or technical diploma, degree, or certificate programs in the 12 months prior to the interview to earn a vocational or technical diploma, degree, or certificate (after high school). Respondents can report participation in multiple vocational or technical diploma, degree, or certificate programs. Adults enrolled only in full-time vocational or technical credential programs are not included in the analyses of vocational/technical school program adult participants.

Apprenticeship (APPRENTI) indicates participation in apprenticeship programs, which are defined as formal programs taken in the 12 months prior to the interview that lead to journeyman status in a skilled trade or craft.

Work-related courses or training (WRACTY) indicates self-reported participation in work-related courses or training, which are defined as any formal courses or training taken in the 12 months prior to the interview that had an instructor present and were related to job or career, whether or not the respondent had a job when he or she took them. Also, these delineated courses or training were not part of college or vocational degree, diploma, or certificate programs or apprenticeship programs. All courses or training taken in the 12 months prior to the interview were enumerated and detailed information was collected on up to four work-related courses or training. If an adult took more than four courses or training, four were sampled for data collection.

Personal-interest courses (SAACTY) indicates self-reported participation in personal-interest courses, which are defined as any courses taken for personal interest or development that had an instructor present and were not necessarily related to one's job or career. All courses taken in the 12 months prior to the

interview were enumerated and detailed information was collected on up to two personal-interest courses. If an adult took more than two courses, two were sampled for data collection.

Sociodemographic and Labor Force Characteristics of Adults

Age (AAGE2004) indicates the age of the adult respondent and is derived from the continuous variable AAGE2004 utilizing the following age breakdowns: 16–24, 25–34, 35–44, 45–54, 55–64, 65 or older.

Sex (SEX) indicates the gender of the adult respondent with the categories being Male and Female.

Race/ethnicity (RACEETH2) indicates the race/ethnicity of the adult respondent and is broken down into the following categories: White, non-Hispanic, Black, non-Hispanic, Hispanic, Asian or Pacific Islander, non-Hispanic, Other race, non-Hispanic. The Other race, non-Hispanic category includes more than one race.

Highest education level (IBGRADE, IBDIPL) indicates the highest education level of the adult respondent, including diplomas, degrees, etc. obtained by the adult respondent. The variable is derived using a combination of IBGRADE (What is the highest grade or year of school that you completed?) and IBDIPL (Do you have a high school diploma or its equivalent, such as a GED?). The categories are derived as follows:

Less than a high school diploma/equivalent	$1 \leq \text{IBGRADE} \leq 3$ and $\text{IBDIPL} = 2$
High school diploma/equivalent	$1 \leq \text{IBGRADE} \leq 3$ and $\text{IBDIPL} = 1$ or $\text{IBGRADE} = 4$ and $\text{IBDIPL} = -1$
Some college/vocational/associate's degree	$5 \leq \text{IBGRADE} \leq 8$ and $\text{IBDIPL} = 1$ or 2
Bachelor's degree	$\text{IBGRADE} = 9$ or 10 and $\text{IBDIPL} = -1$
Graduate or professional degree	$11 \leq \text{IBGRADE} \leq 13$ and $\text{IBDIPL} = -1$

Household income (HINCOME) indicates total income including salaries or other earnings, interest, retirement, and so on of the household in which the adult respondent resided. It is derived from the variable HINCOME which breaks down household income into categories with increments of \$5,000 or more. The aggregated categories used for these analyses are as follows: \$20,000 or less, \$20,001 - \$35,000, \$35,001 - \$50,000, \$50,001 - \$75,000, and \$75,001 or more.

Employment status (AELABOR) indicates the adult respondent's labor force status within the past week or month prior to the interview. Adults are classified as working full-time (35 hours or more weekly), working part-time (less than 35 hours weekly), unemployed and looking for work, and not in the labor force.

Occupation (IBWORK12, OCCGRP) indicates the respondent's employment status (Did you work at a job for pay or income at any time in the past 12 months, including self-employment? – IBWORK12) and occupation during the 12 months prior to the interview. The occupational information is provided by the respondents and stored as variables PROFESSN (What kind of work are you doing?) and DUTIES/DUTIES2 (What are your most important activities or duties?) which are only available on the restricted-use data file. However, this information was used to code the variable, FSOC, which is available on the public-use data file. FSOC represents that Standard Occupational Classification or SOC codes used by the federal government to classify occupations. Then the OCCGRP variable, used for these analyses and available on the public-use data file, is derived from the FSOC variable as specified below.

FSOC:

1. Executive, Administrative, Managerial Occupations
2. Engineers, Surveyors, and Architects
3. Natural Scientists and Mathematicians
4. Social Scientists, Social/Religious Workers and Lawyers
5. Teachers: College, University, and Other

6. Teachers, except Postsecondary Institution
7. Health Diagnosing and Treating Practitioners
8. Registered Nurses, Pharmacists, Dieticians, and Therapists
9. Writers/Artists/Entertainers/Athletes
10. Health Technologists and Technicians
11. Technologists and Technicians, except Health
12. Marketing and Sales Occupations
13. Administrative Support Occupations, including Clerical
14. Service Occupations
15. Agricultural, Forestry, and Fishing Occupations
16. Mechanics and Repairers
17. Construction/Extractive Occupations
18. Precision and Production Working Occupations
19. Transportation and Material Moving Occupations
20. Miscellaneous Occupations

The OCCGRP represents a three-level categorization of occupational codes by type of work based on the condensing of FSOC codes into these three categories. The three levels are delineated below.

OCCGRP

Professional/managerial/administrative	FSOC categories 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Sales/service/clerical	FSOC categories 11, 12, 13, 14, 20
Trade and labor	FSOC categories 15, 16, 17, 18, 19

Other Adult and Activity Characteristics

Reasons for taking classes or courses were asked in a series of Yes or No questions. The specific reasons are listed below by type of adult educational activity. Data from these items are presented in tables 2-4.

ESL classes:

- ESCHIL – To help your children with school work?
- ESUSCIT – To get U.S. citizenship?
- ESJOB – To get a new job with a different employer?
- ESRAISE – To help you get a raise or promotion?
- ESCOLVOC – To be able to attend college or vocational school?
- ESPUBAST – To meet a requirement for public assistance?
- ESFEEL – To improve the way you feel about yourself?
- ESLIFE – To make it easier to do things on a day-to-day basis?

Basic skills/GED preparation classes:

- BSCHIL – To help your children with school work?
- BSJOB – To get a new job with a different employer?
- BSRAISE – To help you get a raise or promotion?
- BSCOLVOC – To be able to attend college or vocational school?
- BSPUBAST – To meet a requirement for public assistance?
- BSFEEL – To improve the way you feel about yourself?
- BSLIFE – To make it easier to do things on a day-to-day basis?

Work-related courses or training:

- WRRSSKI1-4 – To maintain or improve skills or knowledge you already had?
- WRNWSKI1-4 – To learn new skills or methods you did not already know?
- WRRRAI1-4 – To help you get a raise or promotion?

WRRSNEW1-4 – To get a new job with a different employer?

WRRSCER1-4 – To get or keep a state, industry, or company certificate or license?

WRRSREQ1-4 – Because you were required to take it?

Employer support questions were asked of adult education participants who were working at the time that they were enrolled in courses or programs discussed in the survey. Employer support questions were asked as a series of yes or no questions. Data from these items are presented in tables 5-6. For college or university degree or certificate program participants, items asked about financial support in the form of full or partial payments for tuition and fees (CREMPTU1-3) or books and materials (CREMPMA1-3), program offerings at the workplace (CRWRKPL1-3), allowances to take programs during regular work hours (CRWRKHR1-3), and payment by employer while taking courses (CREMPAI1-3). For vocational or technical diploma, degree, or certificate program participants, parallel items were asked (VOEMPTU1-3, VOEMPMA1-3, VOWRKPL1-3, VOWRKHR1-3, and VOEMPAI1-3, respectively). Data for work-related course or training participants, were drawn from the corresponding items WREMPTU1-4, WREMPMA1-4, WRWRKPL1-4, WRWRKHR1-4, and WREMPAI1-4.

Out-of-pocket expenses (table 7) asked respondents to delineate how much of their own or their own families' money they used to pay for the courses, classes, or training over the past 12 months. Respondents are asked first about tuition and fees, and then about books and other materials (ESL participants - ESTUITON, ESMATLS; basic skills/GED preparation participants - BSTUITON, BSMATLS; college or university degree or certificate program participants- CRTUITO1-3, CRMATLS1-3; vocational or technical diploma, degree, or certificate program participants - VOTUITO1-3, VOMATLS1-3; apprenticeship program participants - APTUITON, APMATLS; work-related course or training participants - WRTUITO1-4, WRMATLS1-4; and personal-interest course participants - SATUITO1-2, SAMTLS1-2).

Provider type information (tables 8-12) was collected through a series of questions about who provided the courses, classes, or training for each program or course in which the respondent participated. ESL participants were asked ESPRTYP, basic skills/GED preparation participants were asked BSPRTYP, work-related course or training participants were asked WRPRTYP1-4, and personal-interest course participants were asked SAPRTYP1-2.

Classroom instructional hours or credit hours are detailed in tables 13-15. Respondents who report participating in a particular activity are asked to delineate the number of classroom instructional hours or credit hours for which they participated in the courses, classes, or training over the past 12 months (ESL participants - ESHRYR; basic skills/GED preparation participants - BSHRYR; college or university degree or certificate program participants - CRCRDHR1-3; vocational or technical diploma, degree, or certificate program participants - VOCRDHR1-3, VOCLSHR1-3; apprenticeship program participants - APCLSHR; work-related course or training participants - WRTIME (derived variable); and personal-interest course participants - SATIME (derived variable)). College/university hours are presented as credit hours. Vocational/technical hours are presented as both credit hours and classroom instructional hours. For both of these sections, only respondents who stated that credit hours did not apply to their program were asked about classroom instructional hours. There were not enough college/university program participants reporting that credit hours did not apply to their programs to be able to report classroom instructional hours but there were enough vocational/technical program participants who reported that credit hours did not apply to their programs to be able to report both.

Distance education information was reported in table 16. Respondents who reported having participated in adult educational activities were asked to specify whether or not they used certain types of distance education methods in their courses, classes, or training. These included CDs or DVDs (DEVIDTCD), television or radio (DETVRAD), the Internet or World Wide Web (DEWWW), computer conferencing or video conferencing (DECOMP), mail (DEMAIL), telephone or voicemail (DEPHONE), and any other types of methods (DEOTH). Respondents were informed that they were to exclude technology utilized in a class with an instructor present.

Informal learning activities for personal interest were addressed in a series of Yes or No questions about activities in the past 12 months (table 17). Activities included self-learning using computer software tutorials (PICOMP), reading books or manuals or watching videos or TV (PISELF), reading how-to magazines or consumer magazines (PIMAG), attending various clubs or support groups (PICLUB), and attending conventions or conferences (PISHOW).