The AEL student population consists of students enrolled in HSE preparation, ESL and Literacy programs. The percentage of HSE students relative to total enrollment has declined over the last several years. This can be attributed to several factors: 1. More stringent program expectations and enrollment guidelines 2. Increased rigor of the equivalency test which went from the GED to the HiSET in 2014. 3. An improved economic climate where those without high school credentials can be employed.

English as a Second Language, soon to be known as English Language Acquisition (ELA), enrollments peaked in 2007 and have fluctuated from year to year since, typically staying with 10% of the total of the previous period of time. The passage of Immigration Reform as well as the Workforce Innovation and Opportunity Act (WIOA) would indicate that enrollment will increase in the coming two years.

Managed enrollment in HSE and ELA have contributed to a decrease in student numbers but an increase in the length of time they stay (retention), how much they learn while in class (progression), and the frequency of their attendance (contact hours). This also attributes to lower student numbers as current students remain in class until they are completely prepared for the exam, making less room for new students as all classes are full at 15 students.

Tracking of literacy level students began in 2004. These students read at a less than sixth grade level and typically work best one on one with a tutor. These tutors are trained by office staff and are offered professional development opportunities along with instructors. The number of literacy students rose slightly in 2011 and has since leveled to equal an approximate total of 5% of the AEL HSE population.