



Bureau of Postsecondary and Adult Education Division of Adult Education Policy

Subject: **Adult Education and Family Literacy Performance Standards**
Number: C.100
Effective: July 1, 2016
Expires: June 30, 2017
Status: Replaces C.100 issued July 2015

POLICY STATEMENT

Agencies must meet or exceed the expected levels of performance for the primary indicators of performance established by the Bureau of Postsecondary and Adult Education, Division of Adult Education in negotiation with the Office of Career, Technical, and Adult Education (OCTAE) for the current program year.

PURPOSE

Adult and family literacy education activities funded through the Division of Adult Education are a component of the workforce development system. The purpose of these activities is to improve students' educational skills and assist students with their transition into employment and/or postsecondary education/training. To measure the effectiveness of these activities, the Workforce Innovation and Opportunity Act establishes six primary indicators of performance that apply to all core programs authorized by the law. Pennsylvania must negotiate expected levels of performance with OCTAE for these performance indicators and applies these expected levels of performance to local programs. The performance levels will vary based on state performance from year to year. The Bureau requires family literacy programs to meet family literacy performance standards in addition to the expected levels of performance for adult education.

GUIDANCE

Enrollment Criteria

The enrollment criteria for adult education and family literacy are as follows:

- **Adult Education:** an adult is considered to be enrolled once the following criteria are met:
 - A minimum of twelve (12) hours in the program of which up to five (5) hours of assessment and orientation are included. Hours in the program must be reported in the e-Data v2 system.
 - All required demographic fields on the intake form and in the e-Data v2 system must be complete.

- A first administration of a state-approved assessment, given within 30 days of program entry, has been entered into e-Data v2. (Exception for Special Needs – see Policy D.120)
- Family Literacy: Families are considered to be enrolled when an adult in the family has met the adult education enrollment criteria and the following criteria are also met:
 - Parenting Education - At least one parent meeting adult education enrollment criteria must also accumulate a minimum of one (1) hour of parenting education instruction.
 - Interactive Literacy Activities (ILA) - At least one parent and one child accumulate a minimum of three (3) hours of ILA. In families with more than one participating child, one parent must accumulate a minimum of three (3) hours of ILA total with any combination of participating children.
 - Early Childhood Education (ECE) - At least one preschool child (ages 3-5 or older if not enrolled in compulsory schooling) accumulates a minimum of 12 hours of early childhood education instruction.

Note: For enrolled status purposes, for families who *only* have children ages birth to age 3 and/or children enrolled in kindergarten and higher, their Early Childhood Component hours and defined through participation in a minimum of three (3) hours of ILA.

EXIT CRITERIA

The exit criteria for adult education and family literacy are as follows:

- Adult Education students are considered exited when instruction ends and/or the student terminates or has not received instruction in 90 days and is not scheduled to receive further instruction. For federal reporting purposes, a student who exits the program and returns after more than 90 days is considered to be a new entry with a new period of participation and new outcome requirements.
- Agencies should not exit a student who is continuing to receive services into the next program year, even if he/she has achieved a performance outcome.
- A student who was not exited by the end of the program year, and does not have class hours by September 30th of the next program year, will be automatically exited by the Division and his/her last day of attendance will serve as their exit date.

AGENCY PERFORMANCE STANDARDS

Per the document *Required Elements for Submission of the Unified or Combined State Plan and Plan Modifications under the Workforce Innovation and Opportunity Act 2/18/2016*, Pennsylvania is only required to negotiate an expected level of performance for the measureable skill gain performance indicator for Program Year (PY) 2016-17 and PY 2017-18; however, the Division has sufficient student data to complete a thorough analysis and make a reasonable determination of expected levels of performance for five of the six performance indicators. The Division will apply these internally-determined levels of performance to local programs.

Agencies will receive final performance results for Adult Education (064), EL/Civics (061), and Family Literacy (054) grants based on unduplicated enrollment numbers. The cohorts for these performance indicators are defined in Policy C.135. The following chart applies to adult education, EL/Civics, and family literacy grants and shows the performance standards for PY 2016-17:

<u>Enrollment</u>	100%
Outcome-per-student target	1.00

<u>Primary Indicators of Performance</u>	
Measureable Skill Gains	44%

Targets for individual educational levels

ABE Beginning Literacy	41%
ABE Beginning	48%
ABE Low Intermediate	45%
ABE High Intermediate	38%
ASE Low	41%
ESL Beginning Literacy	50%
ESL Low Beginning	56%
ESL High Beginning	60%
ESL Low Intermediate	48%
ESL High Intermediate	46%
ESL Advanced	30%

064 EFL Target – all levels	44%
061 EFL Target – all levels	47%
054 EFL Target – all levels	56%

Unsubsidized Employment (2 nd Qtr.)	48%
Unsubsidized Employment (4 th Qtr. – exit by 12/31)	46%
Obtain Secondary Diploma/Credential	84%
Enter Postsecondary/Training	20%

Median Earnings (2 nd quarter after exit)	\$3,500
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FAMILY LITERACY PERFORMANCE STANDARDS

In addition to the adult education performance standards, the following performance standards are required for State Act 143 Family Literacy programs.

Note: In enrolled families with more than one participating child, any participating child who is not required to have ECE hours (i.e., birth-3 and school age children) who has >0 hours of ILA will be included in the appropriate performance standards related to child outcomes.

Developmental Early Childhood Assessment

Preschool Children Pretest (Time 1) - Each Family Literacy program provider will submit a pretest (Time 1) score from an approved early childhood assessment instrument for a minimum of 70% of children in families that have reached enrolled status, who are not in kindergarten or higher during the program year.

Preschool Children Pretest & Posttest (Time 1 and Time 2) - Each Family Literacy program provider will submit a validly matched pretest (Time 1) and posttest (Time 2) result from an approved early childhood assessment for a minimum of 50% of children with a valid Time 1 in families that have reached enrolled status and who are not in kindergarten or higher during the program year.

Note: No fewer than 90 days should lapse between pretest and posttest assessments. If a Family Literacy program is working with a collaborating early childhood provider that only requires a screening tool to be used upon entrance, the program administrator should submit this information to the agency’s advisor and request a waiver from the posttest (Time 2) requirement.

Children’s Readiness

PPVT-III Significant Learning Gains – 75% of children that have a validly matched pretest and posttest PPVT-III are expected to achieve a minimum standard score increase of 4 points for language development.

PPVT-III Age-appropriate Oral Language Skills – 85% of children that have a validly matched pretest and posttest PPVT-III are expected to achieve a minimum standard score of 85 points

PALS-Pre-K Language and Literacy Development – 80% of enrolled children that have a valid spring or Time 2 PALS Pre-K assessment are expected to meet or exceed the developmental scores on the Upper-Case Alphabet Recognition task plus three of the remaining tasks.

PALS-Pre-K Tasks	Developmental Score
1. Name Writing	5
2. Upper-Case Alphabet Recognition	12
(Lower-Case Alphabet Recognition)	(9)
(Letter Sounds)	(4)
3. Beginning Sound Awareness	5
4. Print and Word Awareness	7
5. Rhyme Awareness	5
6. Nursery Rhyme Awareness	6

School-Age Children Outcomes

Reading on grade level – 60% of children, attending kindergarten or higher, who are in families that have reached enrolled status and were assessed by their teacher will demonstrate proficient or advanced performance in reading as reported by the End of the School Year Progress Report.

Promotion – 90% of children in families that have reached enrolled status, attending kindergarten to third grade, will be promoted to the next grade level as reported by the End of the School Year Progress Report.

Note: Program identification, family and child codes on the hard copy of the End of the School Year Report must correctly match information in the e-Data v2 system.

Interactive Literacy Assessment

Adult-Child Interactive Reading Inventory (ACIRI) (Time 1) – Each Family Literacy provider will submit a Time 1 assessment for a minimum of 40% of enrolled families with children between the ages of three and five.

Adult-Child Interactive Reading Inventory (ACIRI) (Time 1 and Time 2) – Each Family Literacy provider will submit a validly matched Time 1 and Time 2 assessment for a minimum of 40% of enrolled families with children between the ages of three and five.

Note: No fewer than 90 days should elapse between pretest and posttest assessments.

REFERENCE

Federal Performance Standards

The Division of Adult Education submits performance results to OCTAE based on data entered for 064, 061 and 054 contracts. The following National Reporting System (NRS) performance standards chart applies to the combined results of these state grants.

For PY 2016-17 and PY 2017-18, states will only be responsible for setting the Measureable Skill Gains target. The remaining indicators of performance will be designated as “baseline” indicators. Pennsylvania is expected to collect and report on all indicators, including those that have been designated as “baseline”. The actual performance data reported by Pennsylvania for indicators designated as “baseline” in the first two years of the Combined State Plan will serve as baseline data in future years. While WIOA calls for sanctions to be imposed on states that do not achieve the established targets, the U.S. Departments of Labor and Education have announced that they will not impose the sanction provisions in the law for PY 2016-17 and 2017-18.

Indicators of Performance

Measureable Skill Gains	44%
Unsubsidized Employment 2 nd Qtr.	Baseline
Unsubsidized Employment 4 th Qtr.	Baseline
Median Earnings (2 nd Qtr.)	Baseline
Credential Attainment Rate	Baseline
Effectiveness in Serving Employers	Baseline