POLICY STATEMENT
Programs 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 U.S. Department of Education, 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 or training. To measure the effectiveness of these activities, the Workforce Innovation and Opportunity Act (WIOA) 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. The Division of Adult Education applies related expected levels of performance to local programs. The performance levels will vary based on state performance from year to year. The division requires family literacy programs to meet family literacy performance standards in addition to the expected levels of performance for adult education.

GUIDANCE
Participant Criteria
For federal reporting purposes, the Division of Adult Education must submit aggregate data for individuals defined as “participants” in WIOA regulations. This includes both demographic and performance data. The criteria for “participant” for adult education and family literacy are as follows:

- Adult Education: a student is considered to be a participant once the following criteria are met:
A minimum of 12 hours of instruction. All instructional hours 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 prior to instruction, has been entered into e-Data v2. (Exception for Special Needs – see Policy D.120).

**Note:** The Division of Adult Education uses the same criteria to define an enrolled student for program contracted enrollment. Students will only be counted once for program contracted enrollment, no matter how many grants they are served under or how often they leave and return to the program.

- 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 hour of parenting education instruction.
  - Interactive Literacy Activities (ILA) - At least one parent and one child accumulate a minimum of three hours of ILA. In families with more than one participating child, one parent must accumulate a minimum of three 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 education component hours are defined through participation in a minimum of three hours of ILA.

**Reportable Criteria**
OCTAE is also requiring states to provide limited data on individuals who take action that demonstrates intent to use program services but who do not achieve the status of “participant.” These individuals are reported in different tables and are NOT included in performance data. The criteria for a “reportable individual” in adult education and family literacy are as follows:

- Provides identifying information;
- Only receives information-only services or activities; and
- Receives less than 12 hours of instruction and has no additional services within 90 days of the last date of service.

**Note:** Information-only services or activities are those that provide readily available information that does not require an assessment by a staff member of the individual’s skills, education, or career objectives.

**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 has met participant criteria, exits the program, and returns after 90 days or more is considered to be a new entry with a new period of participation and new outcome requirements. An exception is made for individuals who are scheduled to return to services after a planned absence of more than 90 days.
- Programs should not exit a student who is continuing to receive services into the next program year, even if they have 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 30 of the next program year, will be automatically exited by the division and their last day of attendance will serve as their exit date.

PROGRAM 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 measurable skill gain performance indicator for Program Year (PY) 2016-17 and PY 2017-18; however, the Division of Adult Education 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.

Programs 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 2017-18:

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome-per-student target</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**Primary Indicators of Performance**

- Measurable Skill Gains 46%

**Targets for Individual Educational Levels**

- ABE Beginning Literacy 43%
- ABE Beginning 50%
- ABE Low Intermediate 47%
- ABE High Intermediate 40%
- ASE Low 43%
- ESL Beginning Literacy 52%
- ESL Low Beginning 58%
- ESL High Beginning 62%
- ESL Low Intermediate 50%
- ESL High Intermediate 48%
- ESL Advanced 32%

- 064 EFL Target – All Levels 43%
- 061 EFL Target – All Levels 47%
- 054 EFL Target – All Levels 53%

**Unsubsidized Employment 2\(^{nd}\) Qtr.**

- 48%

**Obtain Secondary Diploma/Credential**

- 90%

**Enter Postsecondary/Training**

- 20%

**Median Earnings (2\(^{nd}\) quarter after exit)**

- $3,500
FAMILY LITERACY PERFORMANCE STANDARDS

In addition to the adult education performance standards, the following performance standards are required for Pennsylvania 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-three and school age children) who has any 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 80 percent 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 percent 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 pass between pretest and posttest assessments. Posttests given early will be considered invalid. If a family literacy program is working with a collaborating early childhood education provider that only requires a screening tool to be used upon entrance, the program administrator should submit this information to the program’s advisor and request a waiver from the posttest (Time 2) requirement.

Children’s Readiness

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

PPVT-III Age-appropriate Oral Language Skills – 85 percent 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 percent 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.

<table>
<thead>
<tr>
<th>PALS-Pre-K Tasks</th>
<th>Developmental Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Name Writing</td>
<td>5</td>
</tr>
<tr>
<td>2. Upper-Case Alphabet Recognition</td>
<td>12</td>
</tr>
<tr>
<td>(Lower-Case Alphabet Recognition)</td>
<td>(9)</td>
</tr>
<tr>
<td>(Letter Sounds)</td>
<td>(4)</td>
</tr>
<tr>
<td>3. Beginning Sound Awareness</td>
<td>5</td>
</tr>
<tr>
<td>4. Print and Word Awareness</td>
<td>7</td>
</tr>
<tr>
<td>5. Rhyme Awareness</td>
<td>5</td>
</tr>
<tr>
<td>6. Nursery Rhyme Awareness</td>
<td>6</td>
</tr>
</tbody>
</table>
School-Age Children Outcomes
Reading on Grade Level – 60 percent of children attending kindergarten to third grade who are in families that have reached enrolled status will demonstrate proficient or advanced performance in reading as reported by the End of the School Year Progress Report.

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

**Note:** Program identification and family and child codes on 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 60 percent 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 percent of enrolled families with children between the ages of three and five.

**Note:** No fewer than 90 days should pass between pretest and posttest assessments. Posttests given early will be considered invalid.

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 are only responsible for setting the Measurable Skill Gains target. The remaining indicators of performance are 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 for PY 2017-18**
- Measurable Skill Gains 46%
- Unsubsidized Employment 2nd Qtr. Baseline
- Unsubsidized Employment 4th Qtr. Baseline
- Median Earnings 2nd Qtr. Baseline
- Credential Attainment Rate Baseline
- Effectiveness in Serving Employers Baseline (shared outcome across all six core programs)