



Adult Education and Family Literacy Performance Standards

*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, 2019
Expires: June 30, 2020
Status: Replaces C.100 issued July 2018

POLICY STATEMENT

Programs must meet or exceed the program performance standards for the primary indicators of performance established by the Bureau of Postsecondary and Adult Education, Division of Adult Education (division) based on the state's targets as negotiated 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 students who are 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

The program performance standards established by the division apply to all direct services grants. Programs will receive final performance results for Adult Basic Education Direct Service grants, Integrated English Literacy and Civics Education Program grants, and Family Literacy Direct Service grants based on unduplicated enrollment numbers. The cohorts for these performance indicators are defined in Policy C.135. Based on an analysis of student data from previous program years, the division has established the following program performance standards for local programs for Program Year (PY) 2019-20

Enrollment	100%
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Outcome-per-student target	1.00
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Primary Indicators of Performance

Measurable Skill Gains	48%
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Targets for Individual Educational Levels

ABE Beginning Literacy	44%
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ABE Beginning	47%
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ABE Low Intermediate	46%
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ABE High Intermediate	49%
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ASE Low	54%
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ESL Beginning Literacy	48%
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ESL Low Beginning	60%
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ESL High Beginning	61%
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ESL Low Intermediate	49%
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ESL High Intermediate	46%
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ESL Advanced	33%
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064 EFL Target – All Levels	48%
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061 EFL Target – All Levels	48%
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054 EFL Target – All Levels	53%
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Unsubsidized Employment 2 nd Qtr.	48%
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Obtain Secondary Diploma/Credential	90%
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Enter Postsecondary/Training	20%
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Median Earnings (2 nd quarter after exit)	\$4,300
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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.

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 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.

CONSEQUENCES OF FAILURE TO MEET CONTRACTED ENROLLMENT

Failure to demonstrate sufficient progress toward meeting contracted enrollment during a program year will lead to conditions on grant awards for the following year. Such conditions may include placing a hold on payments or imposing a proportionate reduction in the grant amount in the following program year. This reduction may be imposed at any point during the following program year.

CONSEQUENCE OF FAILURE TO MEET PERFORMANCE TARGETS

The division reviews program performance as part of the annual risk analysis and monitoring risk rubric. Agencies that fail to meet the established program performance standards will be subject to additional desk monitoring and will be prioritized for onsite monitoring visits. Ongoing poor performance will lead to warning notices, probationary status, and termination of the grant contract.

REFERENCE

Federal Performance Standards

The Division of Adult Education submits state performance results to OCTAE based on data entered into the eData system. The following National Reporting System performance standards chart applies to the combined results of all direct service grants.

For PY 2018-19 and PY 2019-20, states negotiated 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” 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 while baseline data are begin established.

Indicators of Performance for PY 2019-20

Measurable Skill Gains	48%
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 (shared outcome across all six core programs)