

Division of Adult Education Monthly Webinar

October 16, 2025

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Pennsylvania
Department of Education

➤ Agenda

- Updates & reminders
- 2024-25 NRS reporting
- Implications for 2025-26 and forward
- Data awareness campaign
- *PA Foundation Skills Framework*



➤ General

- Use all federal funds
- Keep advisors up-to-date on impact of budget impasse
- Future webinars may require an additional step to join
 - Commonwealth implementing CAPTCHA verification for Teams meetings



➤ Division QER worksheets

- Budget revision tab: % change cell doesn't have decimal so rounds down
- Advisors will correct when reviewing form
 - Will return corrected form to you
 - Please delete old forms and use new one moving forward



▶ SNAP

- Changes to Supplemental Nutrition Assistance Program (SNAP)
- Work requirements for certain individuals
- Refer to [SNAP Work Requirements \(ABAWDS\) | Department of Human Services | Commonwealth of Pennsylvania](#)



> eData

- Opened September 9
- All but 5 grantees/subgrantees in eData
- All but 2 of those in eData have had access for >14 days
- Thank you to agencies getting data in as expected.
- Reminder: Enter data within 14 days



➤ 2024-25 NRS reporting

- Statistical reports due October 1
 - Demographics
 - Outcomes
- Narrative report due December 31
 - Informed by the surveys due October 15



➤ Table SPR

- “Official” report
- All core programs use same reporting format
- Performance measure outcomes by
 - Overall
 - Demographics
 - Barriers to employment



▶ Table SPR Outcomes

- Employment Q2: 40.69%; target: 47.5%
- Employment Q4: 43.17%; target 50.0%
- Median earnings: \$7,884.56; target \$6,925
- Credential attainment: 23.04%; target 27.0%
- MSG: 41.24%; target 37.0%
 - Nice Work!!!



➤ Federal “assessment” of indicators

- Previously, Title II reported outcomes but not “assessed”
 - I.e., no consequence for not hitting targets
- Notice from OCTAE in July 2025
 - “Assess” performance for Title II for PY 2024
 - Employment Q2
 - Measurable Skill Gains
 - “Assess” overall state performance for PY 2024 for those two indicators



➤ 2024-25 NRS tables: demographics

- 16,737 unique participants
 - 44% ABE, 56% ESL
 - 65.5% female; 34.5% male
 - Ethnicity
 - Asian: 10% (75% F, 25% M)
 - Black: 30.2% (56% F, 44% M)
 - Hispanic: 31.2% (71% F, 29% M)
 - White: 26.6% (66% F, 33% M)
 - Two or more: 1.1% (63% F, 37% M)
 - Age
 - 16-24: 18.7% (3,131 opportunity youth)
 - 25-54: 72.4%
 - 55+: 8.9%



➤ 2024-25 NRS table: participant status

- Employment status @ entry
 - Employed: 47.8%
 - Unemployed: 40.9%
 - Not in Labor Force: 11.2%
- Schooling
 - US 36%; non-US: 64%
 - US: 75% highest grade was 9-12
 - Non-US: 78% HSD/HSE or higher



➤ 2024-25 NRS Table 4 MSG by entry level

- Overall MSG: 41.24%
 - 4-point increase from last year (37.27%)
- ABE Level 1-6: 41.73%
 - 4-point increase from last year (37.62%)
 - Increase in all ABE levels
- ESL Level 1-6: 40.85%
 - 4-point increase from last year (36.97%)
 - Increase in ESL levels 1, 4, 5, 6
 - Decrease in ESL levels 2, 3



Table MSG

- All MSG types for all PoPs
 - Includes multiple MSG types for a participant
 - EFL gain: 6,465 (via pre/post, HSE subtest, or enroll in PS education/training)
 - HSE credential attainment: 781
 - Passage of occupational exam: 37
 - Total MSG types: 7283



▶ 2024-25 Table 4B EFL gain for pre/post

- 55.1% of participants had posttest
 - In 23-24, 52.1% had posttest
- 63% of posttested had EFL gain
 - In 23-24, 60.2% had EFL gain
- ABE Level 1-5: 56.48%
 - 54.76% in 2023-24
 - Decrease in Levels 1-2, increase in Levels 3-5
- ESL Level 1-6: 67.09%
 - 63.94% in 2023-24
 - Decrease in Levels 2, 3; increase in Levels 1, 4-6



▶ 2024-25 MSG for subgroups

- Distance learning participants
 - 7,265 participants; 46.66%
- Family literacy adults
 - 527 adults; 38.95%
- Sec 243 IELCE
 - 951 participants; 43.99%
- Corrections education
 - 608 participants; 37.13%
- IET participants
 - 149 participants; 79.08%



► Effectiveness in serving employers

- Retention w/same employer 2nd to 4th Q after exit
- Common measure for all core programs
- First “official” year of reporting; no target

WIOA Program	Denominator	Numerator	Retention %
Overall	56,070	39,523	70.49%
Adult Education	4,823	3,501	72.59%
Titles I & III	39,023	27,261	69.86%
Title IV OVR	12,224	8,761	71.67%



➤ New warning/probation/termination policy

- Background
 - Grant conditions in PY 2019-20 w/plan to implement policy in following year
 - Pandemic hit; plan suspended
- Introduce Jan/Feb 2026
 - Will apply to YTD data pulled mid-May
 - Warnings w/corrective action required for PY 2026-27



➤ Data awareness campaign

- Support in understanding & using data
 - Identifying strengths & areas for improvement
 - Impact of program improvement & professional development
 - Connections b/w program data & state outcomes

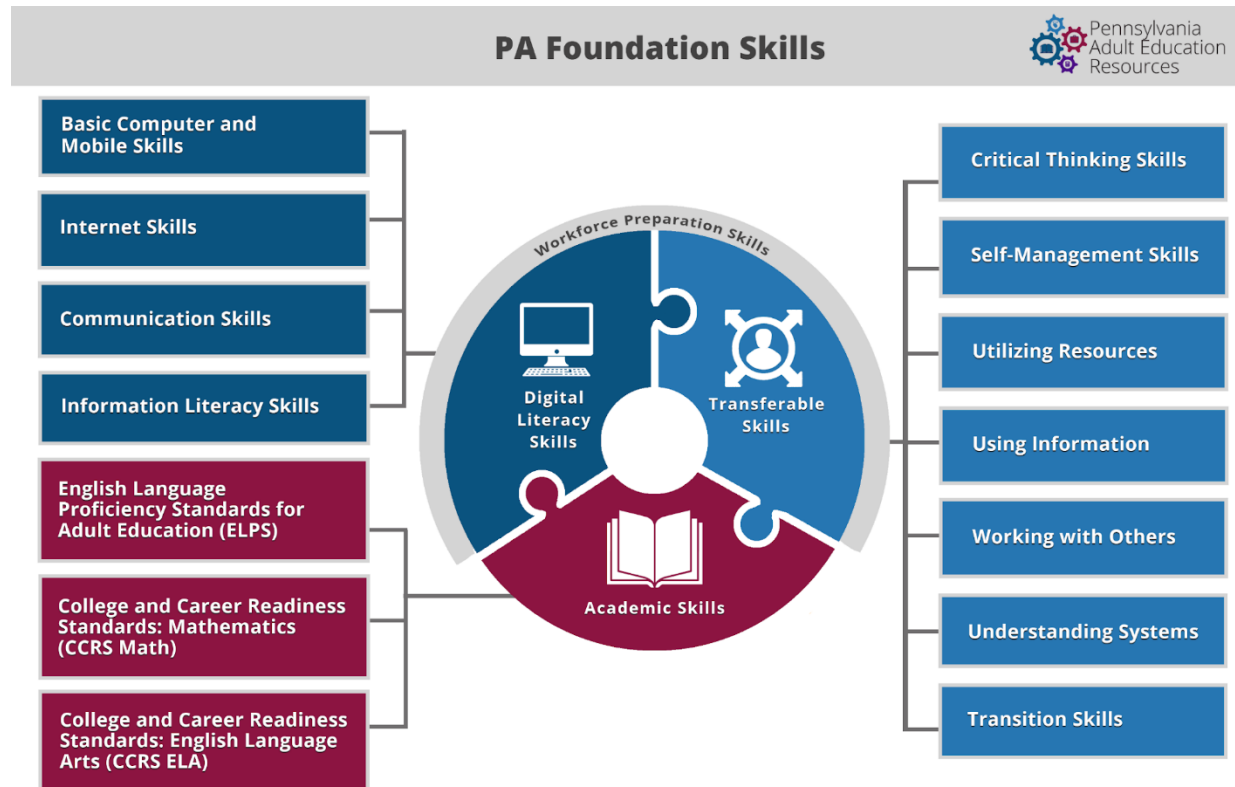


Helping Adult Learners Transfer Skills in Work, Life, and School Activities

Chrissie Klinger

**Workforce Development System Liaison and
Integrated Education and Training Projects**

PA Foundation Skills



<https://www.paadulthoodresources.org/pa-foundation-skills/>

Transferable Skill: Working With Others

5. Working with Others

Interacts, cooperates, collaborates, and manages conflicts with other people within a team or organization to complete tasks and achieve shared goals.

#	Competency	Indicators
5.1	Works effectively in teams.	☐ Understands personal roles and responsibilities when collaborating as a team. ☐ Demonstrates when and how to seek feedback from team members. ☐ Listens attentively, considers different viewpoints, and responds respectfully to team members. ☐ Interprets verbal and nonverbal communication efforts of others correctly. ☐ Avoids use of stereotypical language and comments.

<https://www.paadulthoodresources.org/pa-foundation-skills/>

Competency 5.1-Works Effectively in Teams



Work- You get along with other team members, solve problems together, and work toward a shared goal of reducing safety incidents over one month.



Life- You and your children work together to make dinner and clean up.



School- You work with other classmates to complete a project to compare two different loan options for a car and determine which loan option is better and why.

Transferable Skills in Action in the Adult Education Classroom

- Self-management-** Attendance procedures mirroring workforce procedures
- Utilizing Resources-** Pre-lesson activities
- Critical Thinking-** Integrated lessons
- Using Information-** Exit tickets
- Transition Skills-** Post-lesson activities

Transferable Skills in Action Beyond the Classroom

Transition Skills-

Goal setting

Working with Others-

Small group activities

Self-management-

Learner-centered approaches

Locates and Uses Resources-

Asset-based approaches

Connections to Outcomes

- **Career awareness-** [O*NET](#)
- **Career exploration-** Transferable Skills Self-Reflection located on [PAAER website](#)
- **Career planning-** SMART Goal Setting with Action Steps
- **Track skill development inside and outside of the classroom-** Help Sheet located on [PAAER website](#)
- **[Make referrals](#) to partners for employment support-** Title III, Title I, other community resources
- **Obtain employment-** On-the-Job Training (OJT), apprenticeships, opportunities to progress along a career pathway
- **Maintain employment-** Transferable skills' routines and conversations
- **Progress along a career pathway-** [Career pathway mapping](#), additional support from [PA CareerLink®](#)

Support for Adult Education Practitioners

Programs we have supported:

- Literacy Pittsburgh
- United Neighborhood Centers
- Delaware County Literacy Council
- Reading Area Community College
- Literacy Council of Reading Berks
- Tri-County OLC
- Keystone Opportunity Center
- Lehigh Carbon Community College
- Northampton Community College
- Lancaster Lebanon IU13

Introduction to Workforce Preparation Skills on-demand course in [PD Portal](#)

Curriculum and lesson plan support (including [posters](#) for classrooms)

WDSL staff modeling activities to adult education staff

Integrated Education and Training development [support](#)

Transferable Skills Support for Adult Education Practitioners



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WDSL Project



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WDSL and IET Projects

➤ Contact/Mission

For more information on adult education and family literacy, please visit PDE's website at www.education.pa.gov

The mission of the Department of Education is to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens. Further, the Department seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults.



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