

Division of Adult Education Monthly Webinar

December 19, 2024



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Agenda

- Division Updates
- 2023-24 NRS Data
- Impact of posttesting



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New division staff

- Lauren Moyer, clerical assistant 3



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Remote instruction for "snow days"

- OK to have remote instruction when bad weather
- Teacher must be able to teach remote instruction effectively
- Prepare students ahead of time



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Assessment policy

- Assess new students **before** they start class
- CASAS STEPS screening process
 - Exception programs *may* use w/very low-level ELs
 - Up to 12 hrs. of instruction before pretest
- Continuing students: can use assessment given w/in 150 days **before** current year start date
 - Roll over the assessment in eData
 - Do not add as a new assessment with a new date



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Assessments

- TABE: transition year
 - 11/12 expiring 6/30/25
 - 13/14 online (Jan); paper (April)
- CASAS Reading GOALS expiring 6/30/25
 - CASAS submitted GOALS 2 to OCTAE; not yet approved



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Incentive funds

- State funds only
- Email sent 8/20/24 with criteria
- PY 24-25 data in eData by 1/1/25
- Grantees w/ 55%+ of contracted enrollment
 - Dollar amount per student who shows an EFL gain or earns an HSE credential
 - Dollar amount is per student, not per outcome



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MSG options used in PA

- For NRS must have MSG for each PoP
- EFL gain (must happen during PY)
 - 1a: Pre/post-test
 - 1c: Enroll in PS ed/training after starting AE
 - 1d: Pass a HSE subtest after starting AE
- Attain HSE credential
- For students in WPL or IET
 - Satisfactory progress report from employer
 - Passing an occupational exam



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EFL/MSG by HSE test or subtest

- Passing an HSE subtest = EFL gain
 - EFL gain = MSG
- Passing HSE exam/getting HSE = MSG
- But HSE subtest/test is NOT a posttest



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EFL/MSG by HSE test or subtest (2)

- Question: "Do I need to posttest a student who passed an HSE subtest or test?"
- Answer: It depends on the student's needs
 - Are they still working on another subject?
 - Do they want to continue to improve for the purposes of PS ed/training?
 - Did they earn the credential & exit the program?



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2023-24 NRS data

- Participants (12+ hrs.): 16,575
 - Increase of 1,682 / 11.3% from 2022-23
- Reportables (<12 hrs.)
 - 25.7% of people who completed intakes
 - Down from 27.1% in 2022-23
- 46% ABE / 54% ESL
 - 50/50 in 2022-23



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Measurable skill gains

- Table 4: 37.27%: exceeded target of 36%!
 - 33.3% in 2022-23 / target of 35%
- Table 4B
 - 52.7% participants had posttest versus 53.8%
 - BUT in 2023-24 60.23% of posttested students had EFL gain



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Trends in NRS data

PY	# participants	average hrs. per participant	MSG (Table 4)	MSG Target	# with posttest	% of participants with posttest	avg hrs posttested adults	# with EFL gain	% posttested adults w/EFL gain
2018-19	17,155	63.1	43.85%	47%	10,547	61.5%	85.1	6,968	66.1%
2019-20	14,764	60.7	28.69%	48%	6,663	45.1%	90.9	3,752	56.3%
2020-21	10,534	65.9	32.85%	44.8%	5,650	53.6%	93.5	3,138	55.5%
2021-22	12,930	65.6	33.76%	45.4%	6,917	53.5%	96.0	3,942	57.0%
2022-23	14,893	65.8	33.30%	35%	8,014	53.8%	96.0	4,565	57.0%
2023-24	16,575	64.3	37.27%	36%	8,728	52.7%	94.3	5,257	60.2%



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Other performance measures

- Employment 2nd Q after exit
– 44.56% / target 47.5%
- Employment 4th Q after exit
– 46.18% / target 49.5%
- Median earnings 2nd Q after exit
– \$7,563.24 / target \$5,500
- Credential attainment
– 24.23% / target 37.2%



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Students in distance education

- % participants in distance education down
– 46.7% vs. 52.2%
- DE students average 81.2 hrs
– All participants average 64.3
- MSG for students in distance education
– 41.07% vs. 37.27% for all



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Impact of not posttesting

- 1,668 students w/minimum hrs. to be posttested but no posttest
 - Approx. 10% of participants
- 211 w/ 80+ hrs. had no posttest
 - Entry level ABE Level 6 excluded
- If posttested and 60% showed gain, 126 more EFL gains, MSG = 38%



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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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