For Consideration 3. Past Effectiveness, the SCDE will consider past effectiveness of the applicant/eligible provider in improving the literacy of eligible individuals, to meet state-adjusted levels of performance for the primary indicators of performance described in the [WIOA section 116](https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf#page=47), especially with respect to eligible individuals who have low levels of literacy.

For this consideration, applicants have the option of including a table to reflect two consecutive years of performance data as a part of the narrative response or completing a Past Effectiveness Chart for the proposed program. When completing this chart, please include performance standards contained in the AEFLA State Standards 2017-2024 chart for the selected years of performance data submitted.

If selecting to submit a Past Effectiveness Chart, complete the chart for Adult Education, accessible via the grant opportunity webpage. Reference the completed chart in the narrative response to consideration 3 and include the chart as an attachment in the application.

Each subgrantee’s program performance contributes to the overall success of the state in meeting or exceeding the federally-agreed-upon performance levels. This chart shows the performance levels that AEFLA programs have been expected to meet or exceed in the past. In most cases, performance levels have increased annually; thus, funds awarded under this RFP must also project and expect continuous improvement in their performance levels.

AEFLA related performance levels will be shared with subgrantees. The AEFLA performance measures will contribute to the state’s WIOA primary indicators of performance.

**FY Performance Measure 20\_\_-20\_\_ 20\_\_-20\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Educational Functioning**  **Level (EFL)** | **State Standards** | **Program**  **Performance** | **State Standards** | **Program**  **Performance** |
| **ABE Level 1** |  |  |  |  |
| **ABE Level 2** |  |  |  |  |
| **ABE Level 3** |  |  |  |  |
| **ABE Level 4** |  |  |  |  |
| **ABE Level 5** |  |  |  |  |
| **ABE Level 6** |  |  |  |  |
| **ABE Total** |  |  |  |  |
| **ESL Level 1** |  |  |  |  |
| **ESL Level 2** |  |  |  |  |
| **ESL Level 3** |  |  |  |  |
| **ESL Level 4** |  |  |  |  |
| **ESL Level 5** |  |  |  |  |
| **ESL Level 6** |  |  |  |  |
| **ESL Total** |  |  |  |  |
| **Employment Rate (Q2)** |  |  |  |  |
| **Employment Rate (Q4)** |  |  |  |  |
| **Median Earnings (Q2)** |  |  |  |  |
| **Attained Any Credential** |  |  |  |  |
|  |  |  |  |  |
| **MSG: Secondary Credential** |  |  |  |  |
| **EFL Gains: ELA/Literacy or ELP** |  |  |  |  |
| **EFL Gains: Mathematics** |  |  |  |  |
| **EFL Gains: Carnegie Units** |  |  |  |  |
| **EFL Gains: Transition to Postsecondary** |  |  |  |  |
| **EFL Gains: Passing a HSED subtest (only for FY 23-24)** |  |  |  |  |
|  |  |  |  |  |
| **HS Equivalency Diplomas** |  |  |  |  |
| **HS Diplomas** |  |  |  |  |
|  |  |  |  |  |
| **Integrated Education and Training (Table 11)** |  |  |  |  |
| **Workplace Literacy (Table 6)** |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Past Effectiveness Chart Addition**  **FAMILY LITERACY ONLY** | | | | | | |
| **Outcomes** | Two Consecutive Years | | | | | |
| **Number Enrolled** | | **Number Completing Level** | | **Percentage Completing Level** | |
| 20\_\_ - 20\_ | 20\_\_ - 20\_ | 20\_\_ - 20\_ | 20\_\_ - 20\_ | 20\_\_ - 20\_ | 20\_\_ - 20\_ |
| Total Number Enrolled |  |  |  |  |  |  |
| Total Number Meeting Parent Education Goal: Involvement In Children’s Education |  |  |  |  |  |  |
| Total Number Meeting Parent Education Goal: Involvement In Children’s Literacy |  |  |  |  |  |  |
| Total Number Making an Educational Functioning Level Gain |  |  |  |  |  |  |
| Total Number Obtaining a HSD or GED |  |  |  |  |  |  |