



Adult Career & Continuing Education Services (ACCES)
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June 18, 2026

TO: AEPP Funded Programs, ALE, WIOA, WEP and EPE

FROM: Ceylane Meyers-Ruff, Deputy Commissioner – Adult Education Programs & Policy (AEPP)

SUBJECT: PY27 AEPP Performance Benchmarks (July 1, 2026, through June 30, 2027)

The purpose of this memo is to provide AEPP-funded programs with the updated federally negotiated FY27 benchmarks, as required by the Office of Career, Technical, and Adult Education (OCTAE). These benchmarks support AEPP’s 2027 vision: *(1) improving performance toward New York State benchmarks, and (2) promoting, strengthening, and expanding credential attainment.* AEPP-funded adult education programs statewide are committed to enabling adults and out-of-school youth to become more employable, productive, and responsible citizens. This is accomplished through high-quality literacy instruction, high school equivalency preparation, and apprenticeship opportunities.

AEPP Performance Benchmarks PY26
July 1, 2026 – June 30, 2027

New York State Adult Education Programs & Policy - Benchmarks – PY26		
July 1, 2026 - June 30, 2027		
Education Functioning Levels		Measurable Skill Gain
ABE Level 1:	50%	MSG:
ABE Level 2:	51%	56%
ABE Level 3:	54%	Post-Test Rate
ABE Level 4:	56%	Students Eligible for a Post Test:
ABE Level 5:	54%	90%
ABE Level 6:	45%	All Students Post Tested
		70%
		*Includes students NOT eligible to Post Test
ESL Level 1:	50%	Enrollment
ESL Level 2:	51%	100%
ESL Level 3:	54%	Follow-up Outcomes
ESL Level 4:	56%	Employment Quarter 2:
ESL Level 5:	54%	31.1%
ESL Level 6:	53%	Employment Quarter 4:
		34%
		Credential Rate
		30%
		Manual Survey Response Rate:
		90%
		Median Earnings
		\$6,595

AEPP Performance Target Considerations

1. All New York Performance Targets negotiated with OCTAE, as listed in this memo, are intended for all AEPP-funded WIOA (3 Areas), WEP, ALE, and EPE
2. Programs receiving ALE funds and using the New York Reporting System (NYRS) are also subject to the same targets with the following exceptions:
 - a) NYRS offers a flexible option to achieve Measurable Skill Gain (MSG) through middle-range gains, which are counted toward MSG for students in levels 1 through 4 for ABE and levels 1 through 3 for ESL
 - b) Gain may also be obtained through either Math or Reading for ABE students
 - c) Median Income Reported and Employment 4th Quarter after Exit is not required for ALE reporting
3. Measurable Skill Gain (MSG) can be obtained via:
 - a) Pre & post-test comparison showing gain from one Educational Functioning Level to a higher one (MSG Type 1a)
 - b) Passing a GED subtest (MSG Type 1d)
 - c) Getting a GED (MSG Type 2)
 - d) Getting an IET or IELCE Credential (MSG Type 5)
 - e) MSG Types 1d and 2 are obtained through a New York State HSE Diploma/GED successful match with ASISTS

Strategic Planning for Performance Improvement

1. All key staffing positions must be filled to include: Program Manager, Data Manager, Teachers and Case managers, and support staff. Funding allocated to program staff cannot be used for other purposes through amendments
2. Please note that students must select the adult education program within GED Manager, and programs must move students from Interested to Enrolled in GED Manager. Instructions can be found at this [link](#).
3. Please consider using Census Data (data.census.gov) to target the marketing of literacy services in local communities.
4. Building a robust and comprehensive intake process where students receive a minimum of 12 hours, will lower the number of students appearing as Enrolled Not Counted. Programs

that have a significant number of students as Enrolled Not Counted must indicate how the Performance Improvement Team (PIT) will address this issue and any other issue affecting student success

5. Creating meaningful attendance policies to promote student participation and a desire to be served by the adult education program is essential to retaining the student

NRS Calculations for Measurable Skills Gain

1. The Office of Career, Technical, and Adult Education (OCTAE) has modified the National Reporting System (NRS) guidelines to allow states and local providers to claim Measurable Skills Gain (MSG) credit for students passing one or more of the HSE/GED subtests, designating it as MSG type 1d
2. Students can still attain MSG type 2 by passing the GED test
3. Please note that a student can claim only one type of MSG. For example, if a student has both EFL gain (MSG type 1a) and passed one of the GED subtests (MSG type 1d), they will receive credit for the MSG only once within all NRS calculations. Information on the NRS changes can be found at this [link](#)

ASISTS Implementation: Obtaining MSG for GED Subtests

1. MSG type 1d was implemented in ASISTS on February 22nd, 2025
2. Programs will not need to take any additional steps to claim MSG type 1d. The MSG will be calculated using the data match between ASISTS and the NYSED HSE database, which is conducted quarterly
3. ASISTS will match student records with the NYSED HSE database using first name, last name, birth date, and program prep code. Details on the data match can be found in the ASISTS Resource Bank. Any record matched with a passing score of 145 or higher on any subtest will be used to give students credit for MSG. If a student has passed multiple subtests, they will only receive credit for MSG once
4. ASISTS will give the student who has passed the test an outcome of “5S – Passed HSE subtest”. This outcome will appear on the Outcomes tab of the Student Information screen in ASISTS
5. The MSG will be reflected in the Program Evaluation Report in the column “# with at least one HSE pass” and the following data check reports:
 - a) Student Assessment and Attendance
 - b) POP MSG Achievement by Name
 - c) POP MSG Achievement by EFL
6. If a student has achieved MSG type 1d, the program will not be penalized if that student does not otherwise have a post-test that matches their pre-test of record

Using Supplemental Funding: ALE

Intake Responsibilities

1. For example: Program (ABC) provides traditional instruction using (WIOA or EPE) funds and Program (XYZ) can provide the tutor/volunteer/case manager or additional teachers to supplement the traditional instruction using (ALE) funds
2. ALE Program and Traditional (WIOA or EPE) Programs coordinate intake and pre-testing activities and safe record-keeping
 - a) Students are assessed once, and both programs share the AEPP-approved assessment. A copy must be kept in each student folder
 - b) ISRF is completed once and shared by two programs A copy must be kept in each student's folder
 - c) Each program is responsible for collecting and inputting information into ASISTS. Each program can provide additional information regarding Barriers to Employment
 - d) Both programs must conduct robust intake and record intake hours in ASISTS based on the time spent with the student

Instructional Responsibilities

1. All students present in the classroom count toward the participation of both programs **if** there are volunteers, teachers, and case managers from each program in attendance, and all contribute to classroom activities. The supplemental activity may vary depending on the needs, such as case managers, second teachers, teaching assistants, and volunteers.)
 - a) The paid teacher (WIOA or EPE) is the lead in the classroom; the ALE practitioner, providing supplemental instruction, follows the teacher's directives in working with students
 - b) Both programs devote time to post-testing and record these contact hours in ASISTS. Particularly important to avoid premature auto-exits

HSE Credential Attainment

1. Both the ALE-funded program and the Traditional programs (WIOA or EPE) receive credit for the services they provide to students, including MSG and employment outcomes
2. The ALE-funded program and the Traditional program (WIOA or EPE) must reach an agreement regarding HSE credentials. **Only one HSE credential will be counted. Programs must have a signed agreement to participate in supplemental instruction using ALE funds, WIOA, or EPE**

3. The ALE program will enroll the students in ALE-funded classes. ALE programs will continue to operate under the NYRS benchmarks and policies
4. The WIOA or EPE traditional instructional program would continue to operate under the NRS benchmarks and policies. The attendance that ALE enters is for the tutoring hours that were provided to the student directly by the ALE provider
5. The data check reports in the ALE program may indicate that students were prematurely tested before reaching the 30-hour mark. These students should be coded on the PIF as shared students

The New York State Education Department extends its sincere appreciation for your continued dedication and the vital services you provide. Please contact your Regional Associate with any questions or for additional support. We wish all AEPP-funded programs a successful FY27!

cc: Ceylane Meyers-Ruff, Deputy Commissioner, ACCES
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