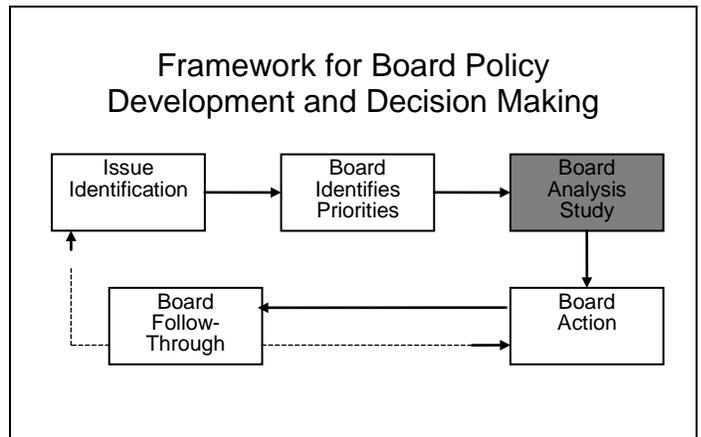


Iowa State Board of Education

Executive Summary

July 31, 2012



Agenda Item: Iowa's Community College Adult Literacy Annual Report—Fiscal Year 2011 (July 1, 2010 – June 30, 2011)

Iowa Goal: Individuals will pursue postsecondary education in order to drive economic success.

Equity Impact Statement: Iowa's adult basic education program is available to Iowa's adult target population(s) that lacks basic literacy skills, English proficiency, or who have not attained a secondary school credential.

Presenters: Colleen Hunt, Interim Administrator
Division of Community Colleges; and
Chief, Bureau of Adult, Career, and Community College Education

Amy Vybiral, Federal Data Consultant
Bureau of Adult, Career, and Community College Education

Attachments: 3

Recommendation: It is recommended that the State Board hear and discuss this information.

Background: The purpose of this presentation is to inform the State Board about Iowa's adult basic education for fiscal year 2011.

Executive Summary--Adult Literacy Annual Report 2011

Presented to the Iowa State Board of Education

July 31, 2012

- I. Introductions
- II. Mission Statement
- III. Program Information
 - The Workforce Investment Act (1998), The Adult Education and Family Literacy Act (AEFLA), Title II
 - U.S. Census Bureau – Population In Need Of High School Diploma
 - Iowa Demographics
- IV. Student Information
 - Age of Participants - 28
 - Gender – 50/50
 - Ethnicity – 74% “Not Hispanic or Latino”, 26% “Hispanic or Latino”
 - Race – 64% “White”, 21% “Black or African American”, 9% “Asian”
 - Grade Level Equivalent (All Enrollees) – 5.6 years
 - ESL – 2.8 years, GED – 9.1 years
 - Native Language – 67% “English”, 33% “Other”
 - Labor Force Status – 43% “Employed”, 57% “Unemployed”
- V. State Leadership Information
 - Professional Development Activities
 - Technical Assistance
 - Technology
 - Monitoring and Evaluation
- VI. Funding – Iowa Percentage of Federal Allocation
 - 1997 – 0.936% to 2013 – 0.62%
- VII. Program Statistics
 - Total Students Served – 23,948
 - Total Hours of Instruction – 1,033,600
 - Persisters Served – 10,166
 - Persisters Completing a Grade Level Equivalent – 2,846
 - Persisters Hours of Instruction – 884,238
 - GED Test Batteries Passed – 3,561
 - GED 2002 Test Series – 35,500
 - GED Pass Rate – 99%

VIII. State Leadership Information

- Professional Development Activities
- Technical Assistance
- Technology
- Monitoring and Evaluation

IX. Funding – Iowa Percentage of Federal Allocation

- a. 1997 – 0.936%
- b. 2013 – 0.62%

X. Future Directions

- a. Decrease in Federal Funding (19%) – Increase In Enrollment (6.8%)
- b. Adult Literacy for the Workforce in Iowa (ALWI)
- c. GED®i
- d. National Career Readiness Certificate
- e. Assessment, Data Collection and Data Reporting
 - i. Web-based assessment - CASAS
 - ii. Computer-based testing – GED® Testing Service

XI. Adult Literacy Research

- i. OVAE Education Learning Communities – Postsecondary Enrollment Transitions.
- ii. ALWI Longitudinal Data Base System

XII. Improvements Immediately Evident

- a. Enrollment Increase (6.8%) and Hours of Instruction Increase (12.7%)
- b. Retention Increase (1.3%) and Hours of Instruction Increase for Persisters (10.9%)
- c. GED® Pass Rate remains steady at 99%.

XIII. Appendices

XIV. Closing Remarks

The Annual

Adult Literacy Report

2011

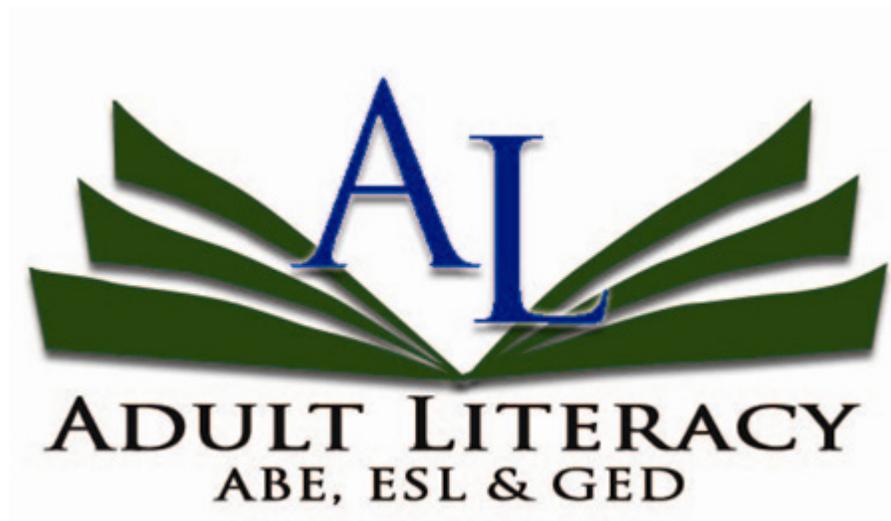


COMMUNITY COLLEGES

BUREAU OF ADULT, CAREER, AND COMMUNITY COLLEGE EDUCATION

<http://educateiowa.gov/adultliteracy>

IOWA'S COMMUNITY COLLEGE
ADULT LITERACY
ANNUAL REPORT



Fiscal Year 2011

July 1, 2010 – June 30, 2011

Iowa Department of Education

State of Iowa
Department of Education
Grimes State Office Building
Des Moines IA 50319-0146

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Acknowledgement

Many people contributed to *The Annual Adult Literacy Report: 2011*. The project was supervised by Colleen Hunt. The report was written and data compiled by Amy Vybiral and Geoff Jones. Additional narrative was provided by Phyllis Hinton. Formatting and editing was completed by Alex Harris, Jennifer McAbee, and Stephanie Weeks. Technical assistance and data feedback were provided by Vladimir Bassis and Kent Farver. The authors' sincerely thank everyone who assisted with this report.

Table of Contents

SECTIONS

I.	Mission Statement	6
II.	Program Information	6
III.	Student Information	7
IV.	Program Statistics.....	14
V.	State Leadership Information.....	21
VI.	Funding.....	22
VII.	Future Directions	23

APPENDICES

Appendix A:	Age.....	26
Appendix B:	Gender	27
Appendix C:	Ethnicity	28
Appendix D:	Race.....	28
Appendix E:	Grade Level Equivalent.....	29
Appendix F:	Native Language.....	29
Appendix G:	Labor Force Status	30
Appendix H:	Federally-Reported Students Served.....	31
Appendix I:	Hours of Instruction for All Students.....	32
Appendix J:	Persisters: Pre-Assessed and Retained 12 Hours.....	32
Appendix K:	Persisters: Hours of Instruction.....	33
Appendix L:	Completions by Grade Level Equivalent	34
Appendix M:	*GED [®] Test Battery - Number Passed	35
Appendix N:	GED [®] Pass Rate.....	35
Appendix O:	Iowa Percentage Federal Allocations.....	36
Appendix P:	Comprehensive Adult Student Assessment System (CASAS) National Reporting System (NRS) Educational Functioning Levels to CASAS Scale . Scores and Grade Levels	37
Appendix Q:	Adult Literacy Postsecondary Enrollment and Credit Hours 2011	38
Appendix R:	Adult Literacy Postsecondary Enrollment by Career Cluster 2011	38
Appendix S:	Federal Career Cluster Definitions.....	39
Appendix T:	Tracking of Students and Programs Adult Literacy Program Enrollment by Zip Code Area: 2011	40

I. Mission Statement

The mission of Iowa's Adult Literacy Statewide Program is to provide accessible, quality instruction that develops life, work, and literacy skills.

II. Program Information

Iowa's adult literacy programs provide academic services to adults without a high school diploma through Iowa's 15 community colleges. The focus is to help participants achieve the following:

1. High school diploma, the General Education Development (GED[®]) or equivalent.
2. Basic and workplace skills essential to employers.
3. Academic proficiency to transition to postsecondary education and training.
4. English literacy and civics education.

The Workforce Investment Act (WIA) of 1998, 105th Congress, [Public Law 105-220], Title II, the Adult Education and Family Literacy Act (AEFLA) requires states to develop an adult education and family literacy educational delivery services plan. The purpose of Title II, AEFLA, of WIA (1998), is to create a partnership among the federal government, states, and localities to provide, on a voluntary basis, a state plan for adult education and literacy services to include a description of how the eligible agency will develop program strategies for populations that include, at a minimum:

1. Low-income students.
2. Individuals with disabilities.
3. Single parents and displaced homemakers.
4. Individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency; SEC.224 (a)(10).

The overall goal of the Act is "to increase the employability, retention, and earnings of participants and increase occupational skill attainment by participants and, as a result, improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the Nation."

According to the U.S. Census Bureau American Community Survey, 16.8 percent of Iowa's population between the ages of 18-24 (40,142) are without a high school diploma, and 8.3 percent (264,461) of Iowa's population have between a 9th and 12th grade education without a high school diploma.

Source: U.S. Census Bureau | American FactFinder, 2010.

http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_10_1YR_S1501&prodType=table.

Iowa Adult Program Demographics:

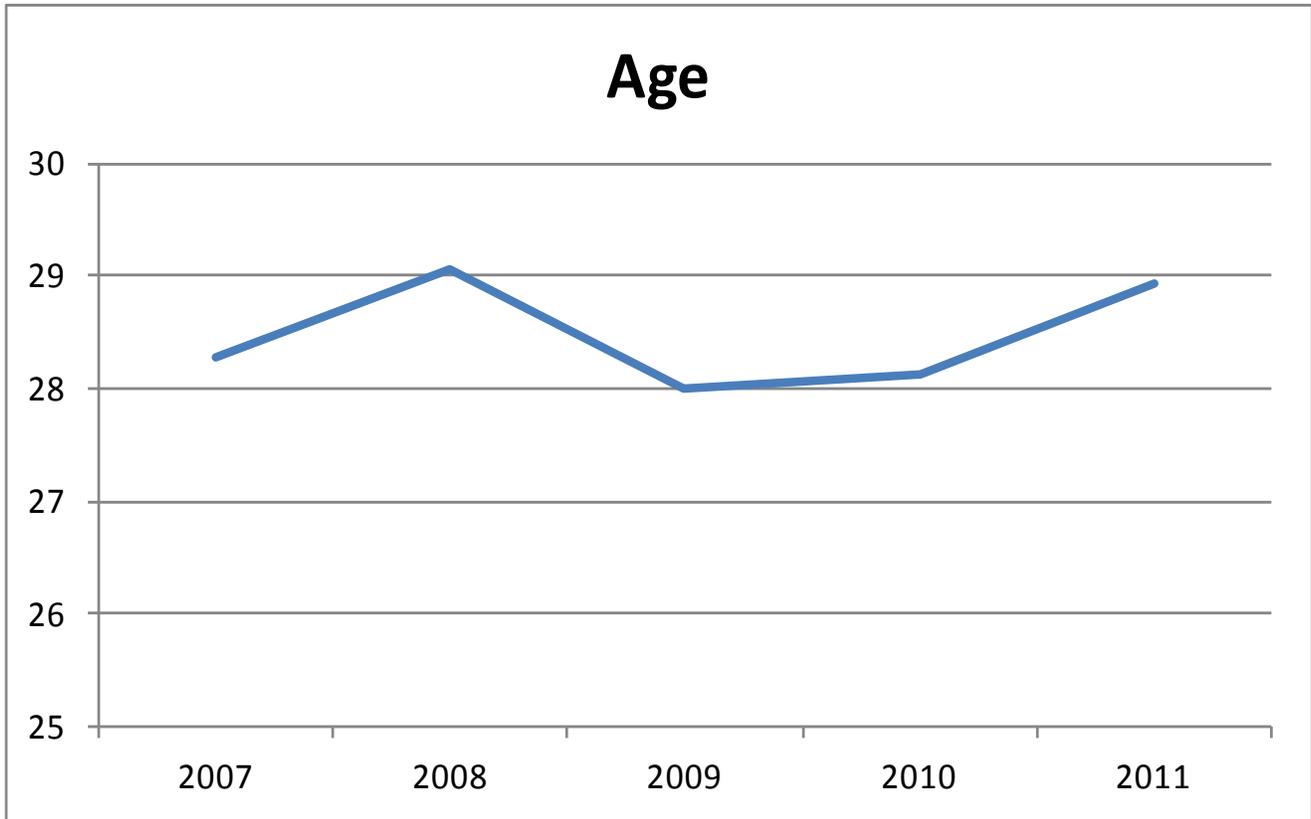
The average Iowa adult literacy student in the past decade is 28 years of age and proportionately distributed between males and females. The average grade level equivalent of all students at time of entry is between a fifth and sixth grade level. The average academic grade level equivalent of all students entering GED[®] diploma completion programs is a ninth grade level and the average academic grade level equivalent of students entering high school completion programs is between a 5th and 6th grade level.

III. Student Information

AGE OF PARTICIPANTS

The average age of adult literacy students from 2007 through 2011 is 28 years of age and has risen slightly from 28.2 to 28.9 in those five years. Over 15 percent are between the ages of 16 and 18 years of age, and over 75 percent of participants are between the working ages of 19 and 59 years of age.

Figure 3-1



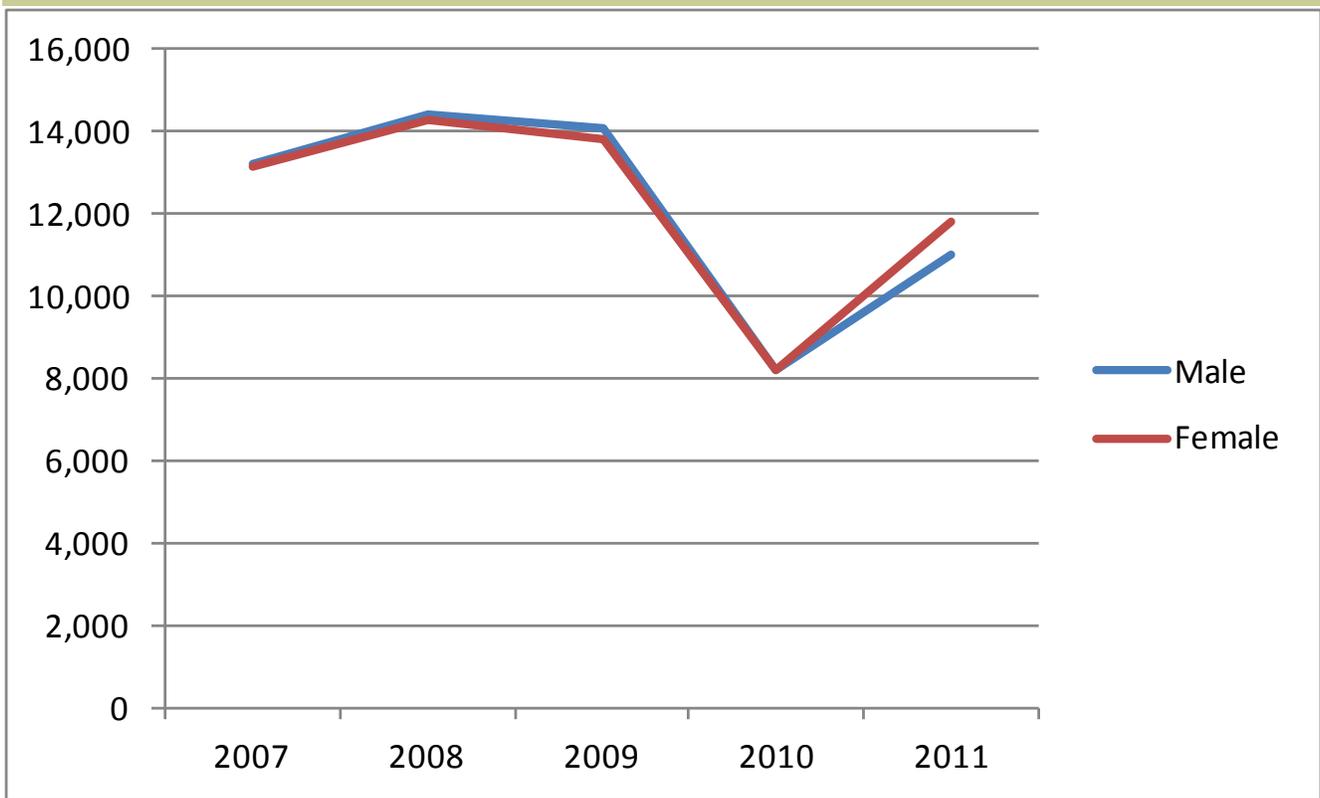
Source: Iowa Department of Education, Tracking of Students and Programs 2007-2011. See Appendix A.

GENDER

Adult literacy programs are proportionately attended by males and females; however, in several locations with correctional facilities, the proportion of males to females is slightly higher (e.g., Southeastern Community College). The

exception is Des Moines Area Community College which serves the Mitchellville Correctional Facility, that houses only female adult literacy corrections participants.

Figure 3-2



Source: Iowa Department of Education, Tracking of Students and Programs 2007-2011. See Appendix B.

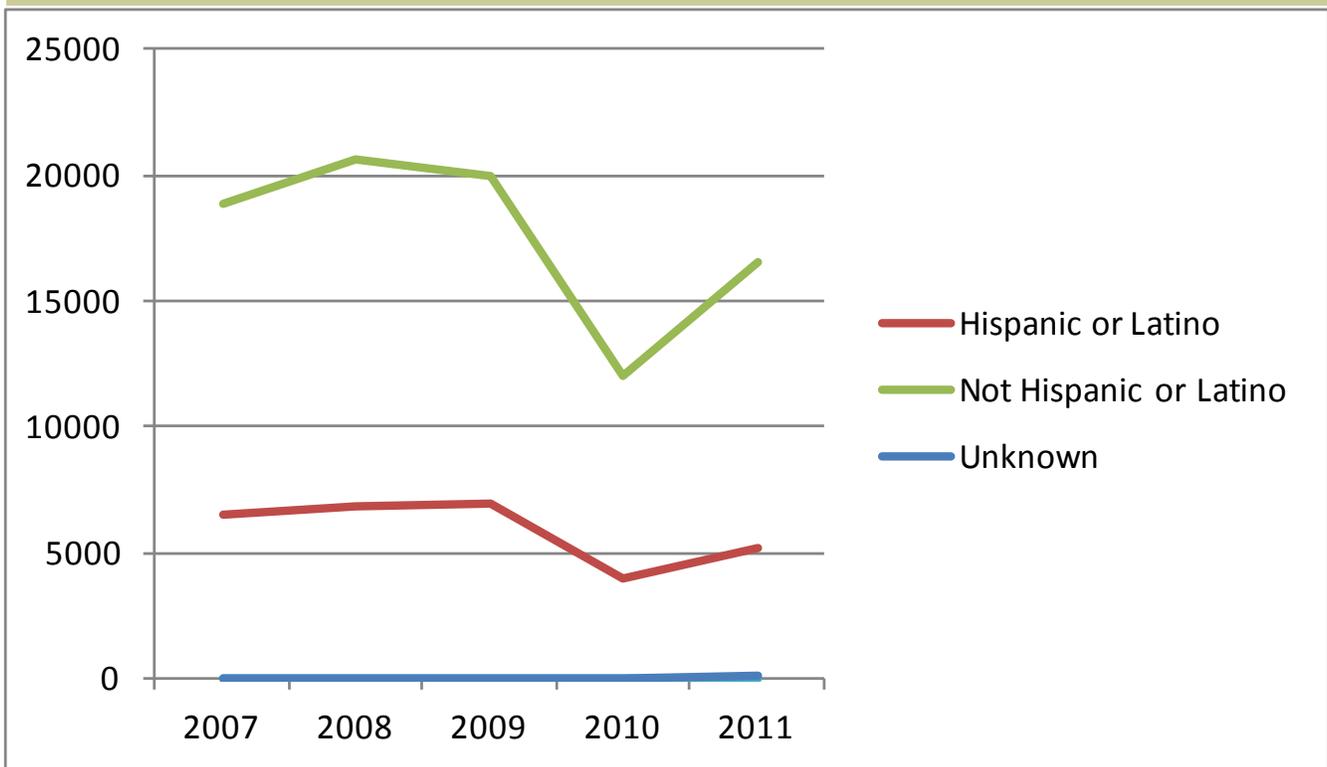
ETHNICITY

According to the U.S. Census Bureau, there was a national increase of 43 percent in the population identified as “Hispanic or Latino” between 2000 and 2010, representing 16.3 percent of the U.S. population. In Iowa, five percent of the population is identified as “Hispanic or Latino,” up 2.8 percent from the 2000 Census, representing an 83.7 percent increase in the total number of “Hispanic or Latino.” Iowa’s adult literacy programs serve 26 percent of participants self-identified as “Hispanic

or Latino”, despite Iowa’s relatively low U.S. Census population representation (4.9%) identified as “Hispanic or Latino.” The 26 percent minority population penetration rate continues to be a strong characteristic of adult literacy programming.

Figure 3-3 illustrates the average annual ethnicity enrollment in Iowa adult literacy programs from 2007 to 2011.

Figure 3-3



Source: Iowa Department of Education, Tracking of Students and Programs 2007-2011. See Appendix C.

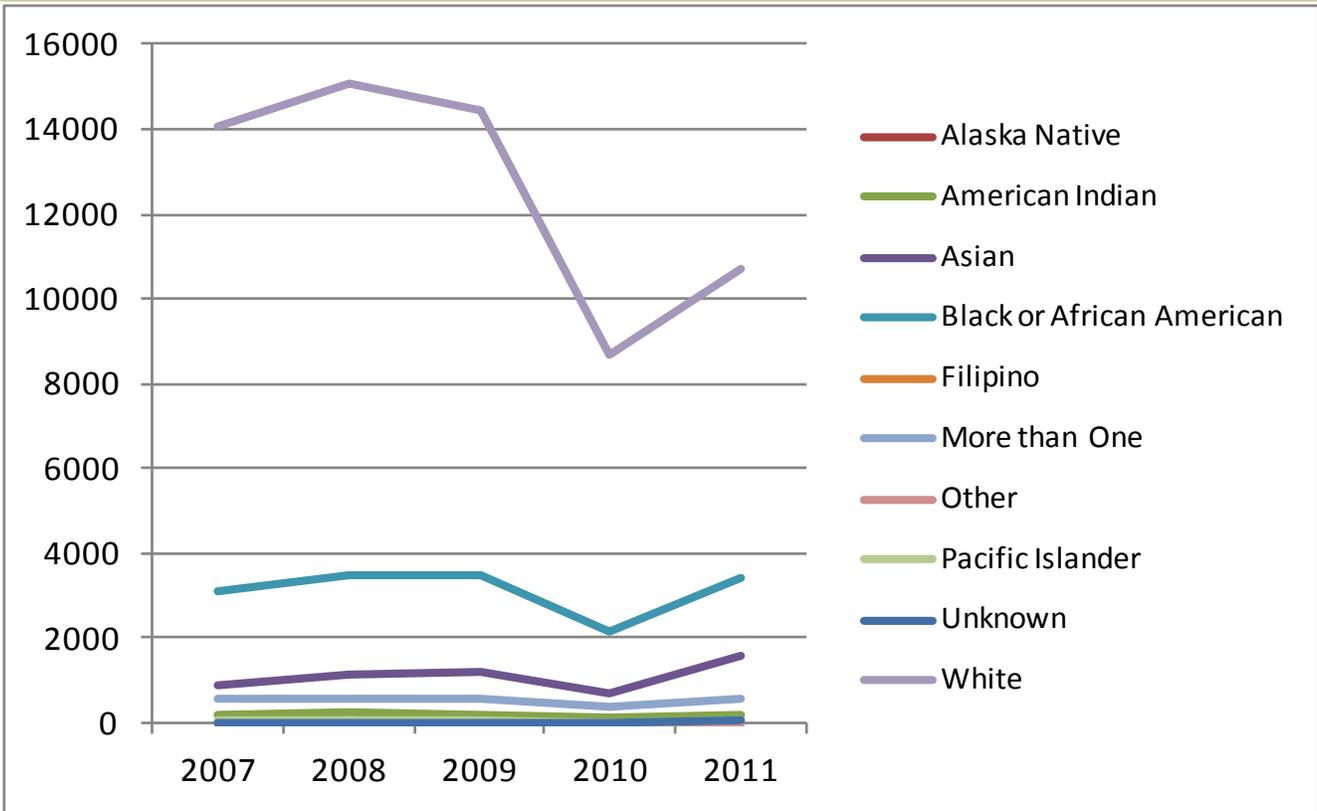
Sources: U.S. Census Bureau, Census 2000 Summary File1 and Census Summary File 1. See Appendix C.

RACE

Participants self-identified as “White” represent 64.4 percent of the adult literacy population served, followed by 20.72 percent “Black” or African American” and 9.37 percent “Asian.”

The largest increase between 2007 and 2011 was in the “Asian” category of 14.06 percent, followed by the “Filipino” category with an increase of 5.48%.

Figure 3-4



Source: Iowa Department of Education, Tracking of Students and Programs 2007-2011. See Appendix D.

GRADE LEVEL EQUIVALENT

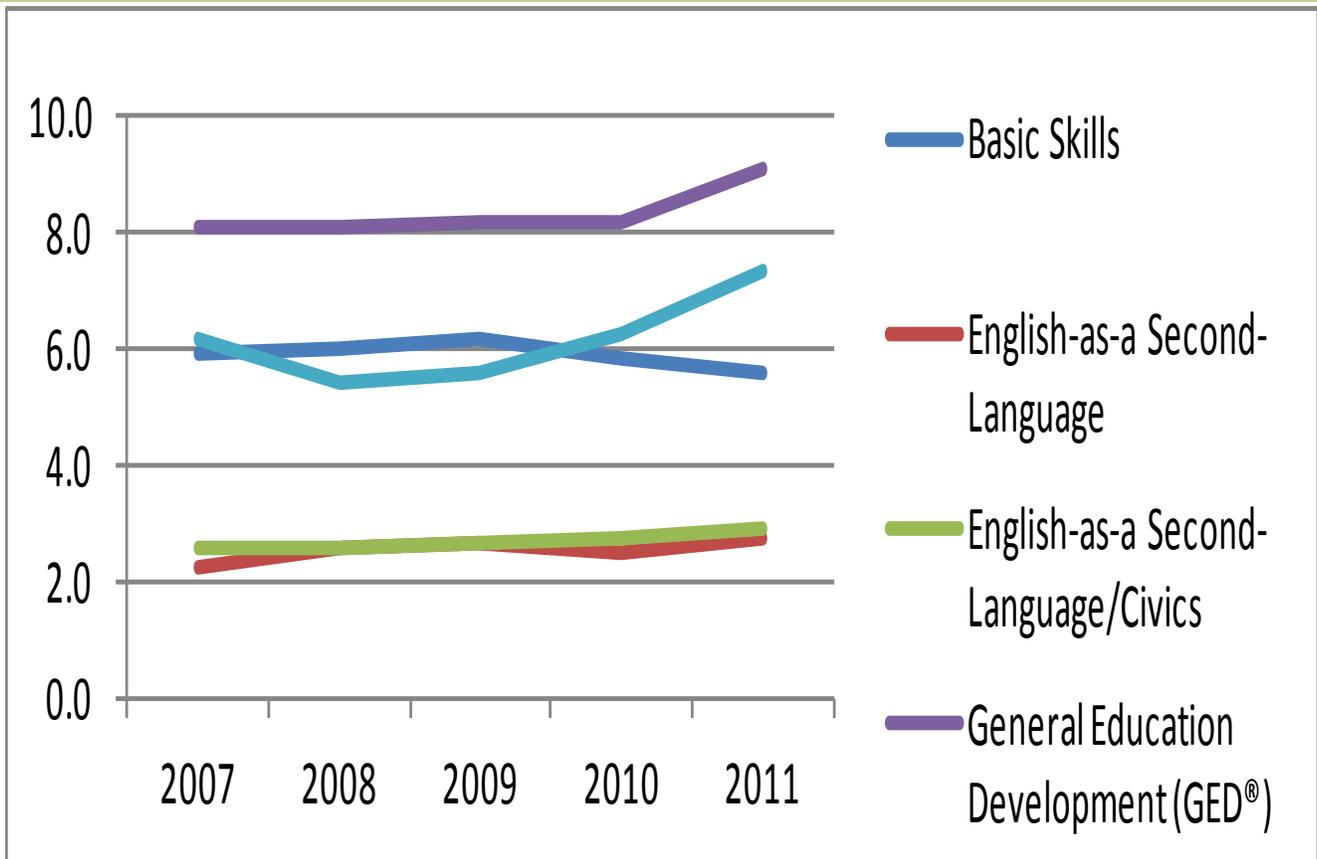
Iowa participant grade level equivalents for 2011, at the time of entry after initial assessment are as follows:

1. Basic Skills participants – 5.6 years
2. English-as-a-Second-Language participants – 2.8 years
3. English-as-a-Second-Language/Civics emphasis participants – 2.9 years

4. GED[®] diploma participants – 9.1 years, and
5. High School Diploma (equivalency) participants – 5.6 years

The average grade level equivalent aggregate of all enrollees, regardless of instructional program in 2011, was 5.6 years.

Figure 3-5



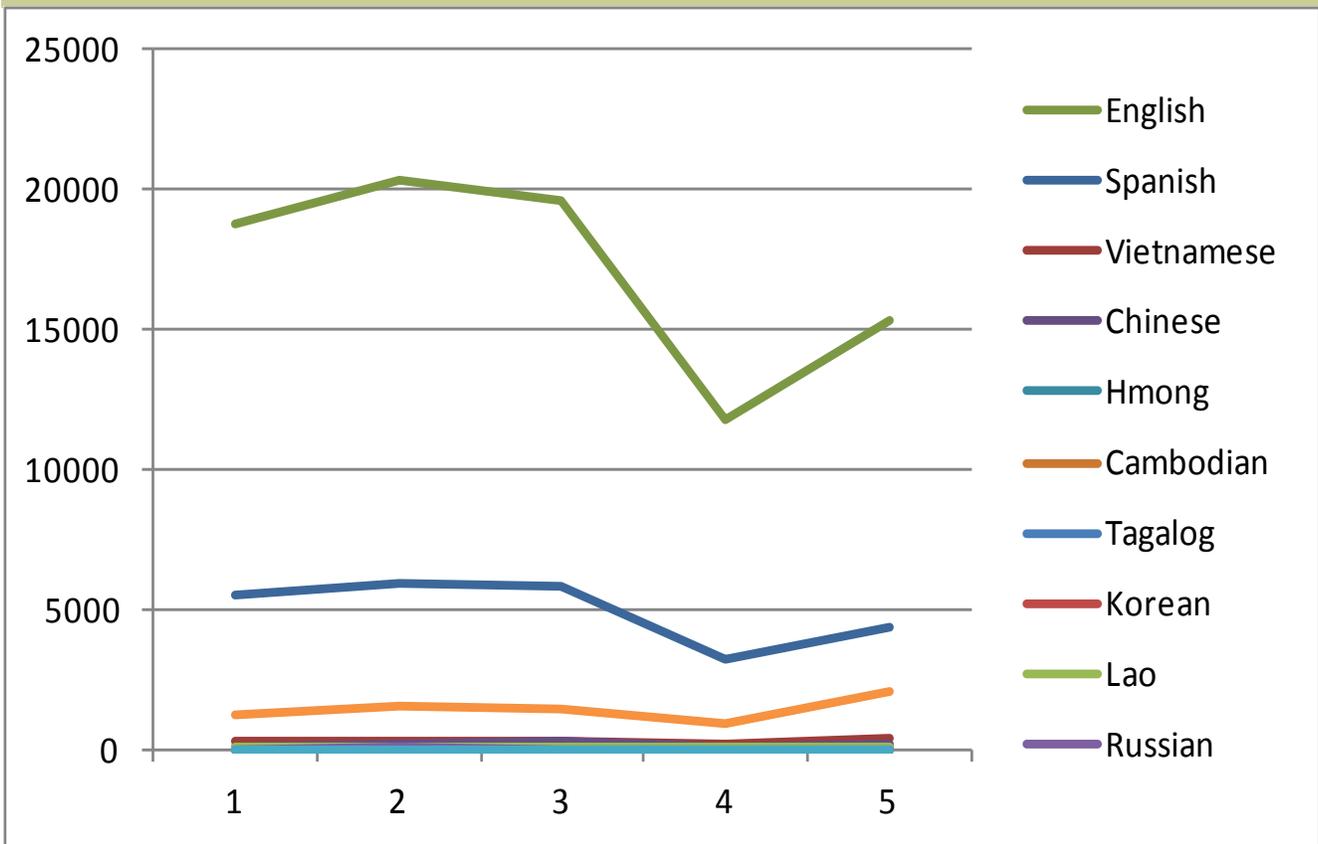
Source: Iowa Department of Education, Tracking of Students and Programs 2007-2011. See Appendix E and Appendix Q.

NATIVE LANGUAGE

To ensure optimal return on the federal investment, the Adult Education and Family Literacy Act (AEFLA) establishes a state performance accountability system, including continuous improvement in teaching English language acquisition and other literacy skills. Iowa serves

an average of 7,300 (approximately 33%) non-native English speaking adults annually. In addition to the nine languages collected and federally reported, Iowa programs serve participants speaking over 33 different languages.

Figure 3-6



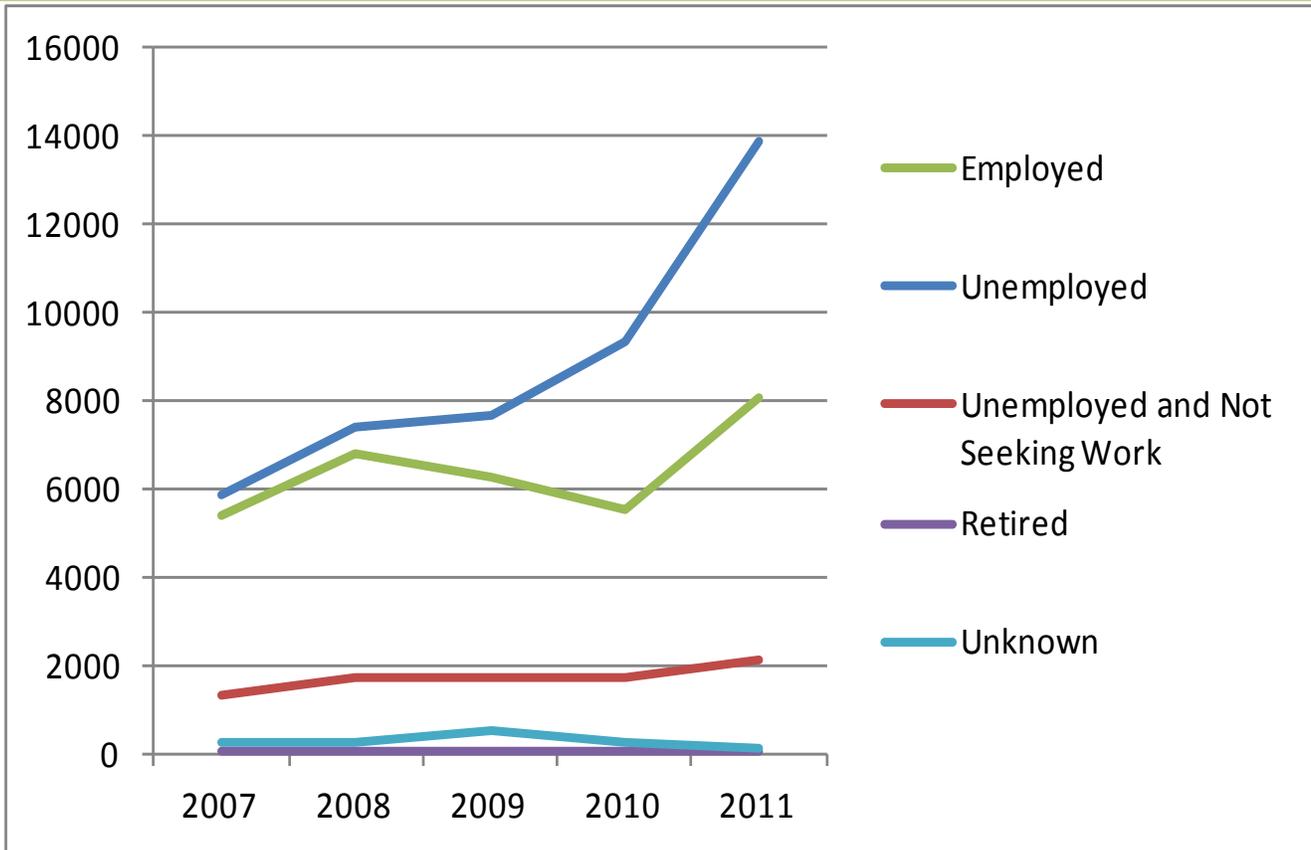
Source: Iowa Department of Education, Tracking of Students and Programs 2007-2011. See Appendix F.

LABOR FORCE STATUS

Between 2007 and 2009, 45 percent of participants reported being “unemployed” at the time of program entry. In 2010, 55 percent of participants reported being “unemployed” and in 2011, 57 percent of participants reported being “unemployed” at the time of program entry, representing a 12 percent increase in participants reporting unemployment at time of

entry. Between 2007 and 2011, the number of participants entering the program as “employed” has decreased an average of 3.32 percent annually, while the number of participants entering the program reporting “unemployed” at the time of entry has increased an average of 23.89 percent annually.

Figure 3-7



Source: Iowa Department of Education, Tracking of Students and Programs 2007-2011. See Appendix G.

IV. Program Statistics

FEDERALLY-REPORTED STUDENTS SERVED

Federally-eligible instructional programs included in community college expenditure categories include:

1. Basic Skills
2. English-as-a-Second-Language
3. English-as-a-Second-Language/Civics
4. Citizenship
5. High School Diploma (Adult and/or Alternative)
6. General Education Development (GED[®]) Diploma

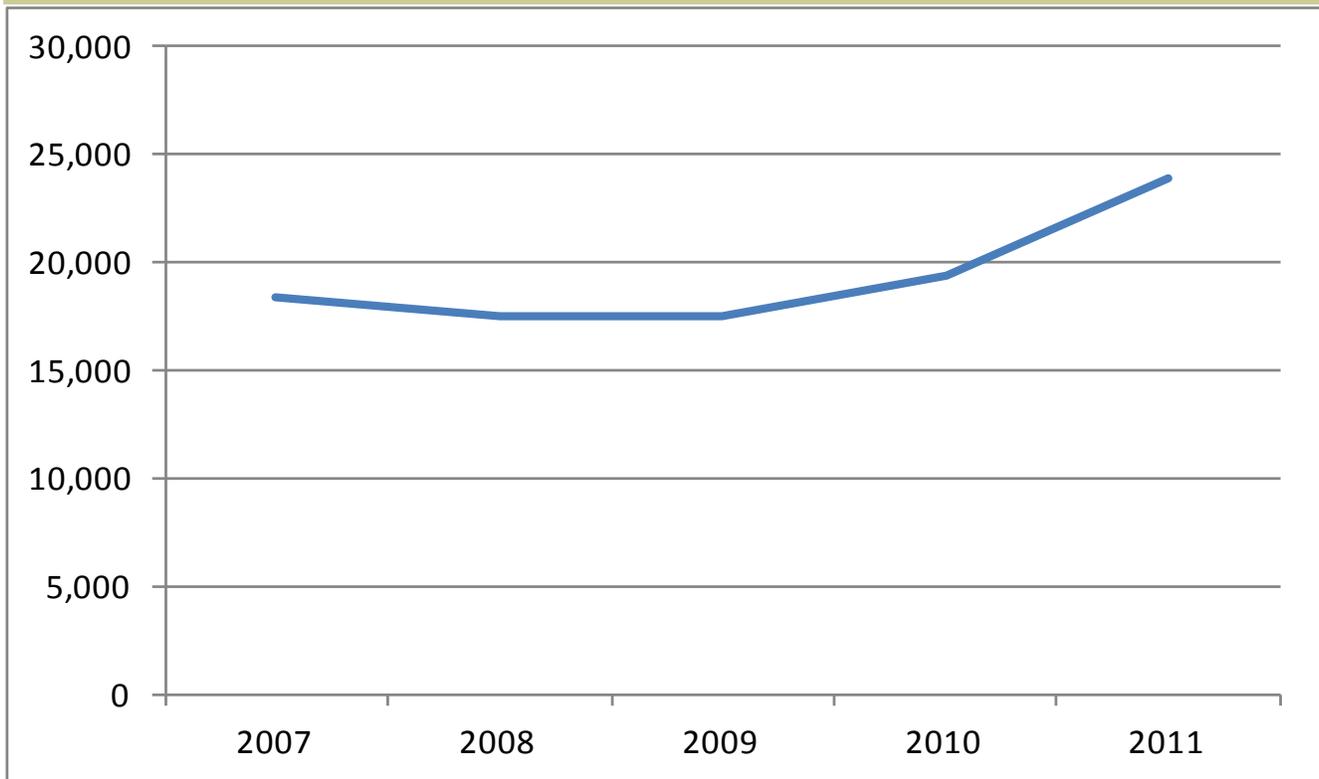
The total number (23,948) represents all participants enrolling in an adult literacy program at a community college in one of the above categories. From 2007 to 2011, there has been a 6.8 percent

increase in the total number of adult literacy students served in the expenditure eligible categories. The largest increases were 24.5 percent at Des Moines Area Community College, followed by 15.7 percent at Western Iowa Tech Community College. (See Appendix H.)

Additional eligible instructional programs with restricted use of funding and restricted federal-reporting parameters include:

1. Spanish GED[®] Diploma
2. Career and Technical Education
3. Workforce Readiness
4. Adults with Disabilities
5. Health and Safety
6. Home Economics

Figure 4-1

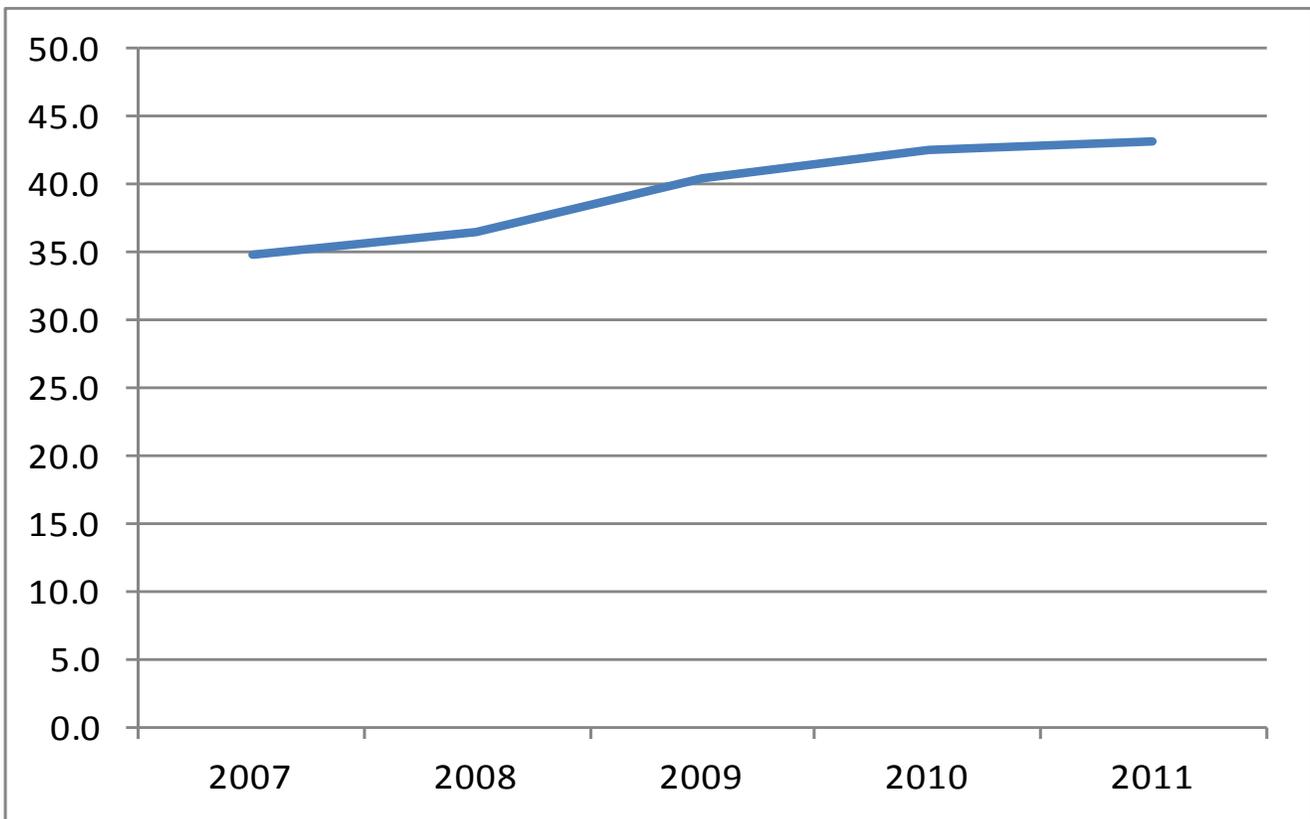


Source: Iowa Department of Education, Tracking of Students and Programs 2007-2011. See Appendix H and Appendix R.

HOURS OF INSTRUCTION FOR ALL STUDENTS

The hours of instruction for all federally-reported enrollees between 2007 and 2011 ranged from 36.9 hours in 2007 to 43.2 in 2011. This represents the aggregated, actual hours of instruction for students whether the student completed one hour of instruction, a grade level equivalent, or a GED® Diploma.

Figure 4-2



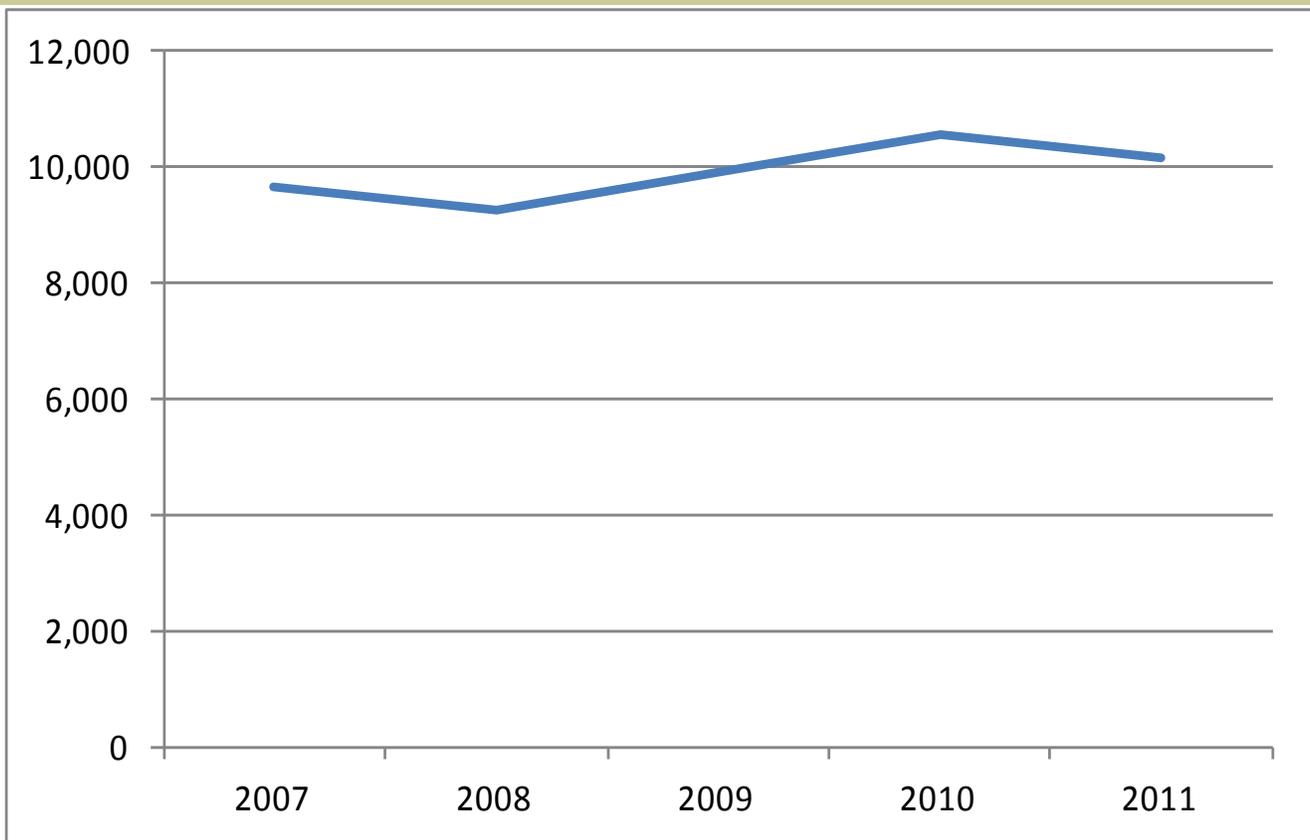
Source: Iowa Department of Education, Tracking of Students and Programs 2007-2011. See Appendix I.

PERSISTERS: PRE-ASSESSED AND RETAINED 12 HOURS

In 2011, 10,166 participants persisted beyond 12 hours of instruction after pre-assessment. Between 2007 and 2011, participant persistence decreased slightly by .7 percent annually; however, four colleges showed large average annual persistence increases (Des

Moines Area Community College 12.1 percent, Western Iowa Tech 5.2 percent, Iowa Central Community College 5.0 percent, and Southeastern Community College 1.3 percent over five years respectively), while the remaining eleven colleges showed annual declines.

Figure 4-3



Source: Iowa Department of Education, Tracking of Students and Programs 2007-2011. See Appendix J.

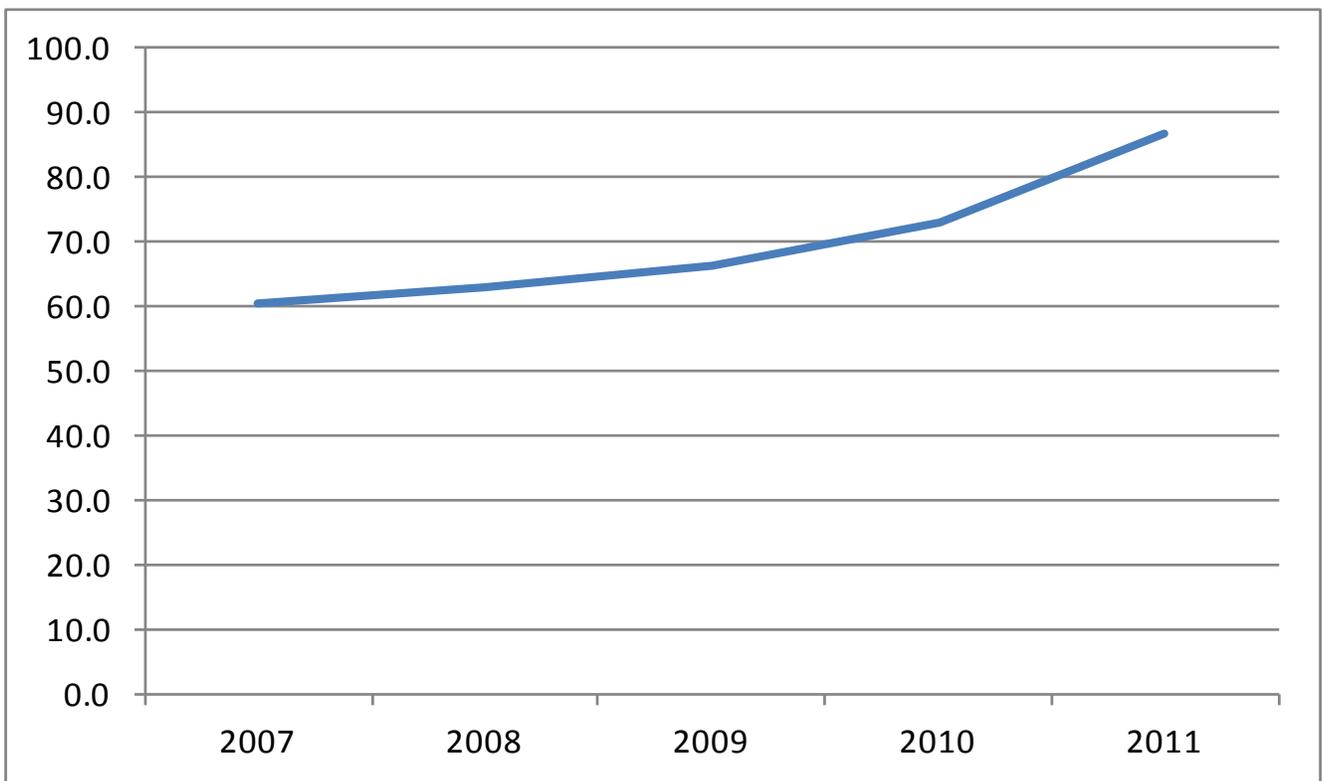
PERSISTERS: HOURS OF INSTRUCTION

The hours of instruction for participants who were assessed and placed in a grade level and persisted beyond 12 hours of instruction ranged from 60.4 hours of instruction in 2007, to 87 hours of instruction in 2011. The Office of Vocation and Adult Education (OVAE) requires adherence to the Comprehensive Adult Student Assessment System (CASAS) Assessment Policy Guidelines and the CASAS Assessment Technical Manual. The CASAS Assessment Policy Guidelines allow limited exceptions for post assessment before 40 hours of instruction. The OVAE mandated that Iowa's Adult Education State Plan Extension (2009), specifically require adherence to 40 hours of instruction between pre and post-assessment. Iowa has revised the monitoring process for sub-

grantees and, as a result, fewer participants are post-assessed under the revised guidelines, decreasing the percentage of grade level equivalent increases in 2010 and 2011.

Iowa had increased technical assistance to subgrantees to focus on persistence and retention. The maintenance of a full data set was implemented in order to analyze subsets of students more likely to persist, and ultimately target and identify areas of effective and efficient use of funds to increase opportunities for post-assessment. Iowa continues to refine technical assistance to increase opportunities for students to make grade level gains and for Iowa to federally report grade level gains.

Figure 4-4



Source: Iowa Department of Education, Tracking of Students and Programs 2007-2011. See Appendix K.

COMPLETION OF GRADE LEVEL EQUIVALENT

Iowa's adult literacy program uses the federally-approved Comprehensive Adult Student Assessment System (CASAS) to assess all incoming students for grade level placement. The CASAS test inventory aligns placement with participants' goals of learning English as a second language, acquiring basic skills, or earning a GED® diploma or adult high school diploma. By 2014, the CASAS assessment inventory will be aligned with the Common Core www.corestandards.org.

Upon entry and assessment, students are placed into grade levels equivalent to grades 1-12 in up to four subject areas; reading, math, writing, and listening. After 70-100 hours of instructional intervention (a minimum of 40 hours), students are assessed for grade level completion.

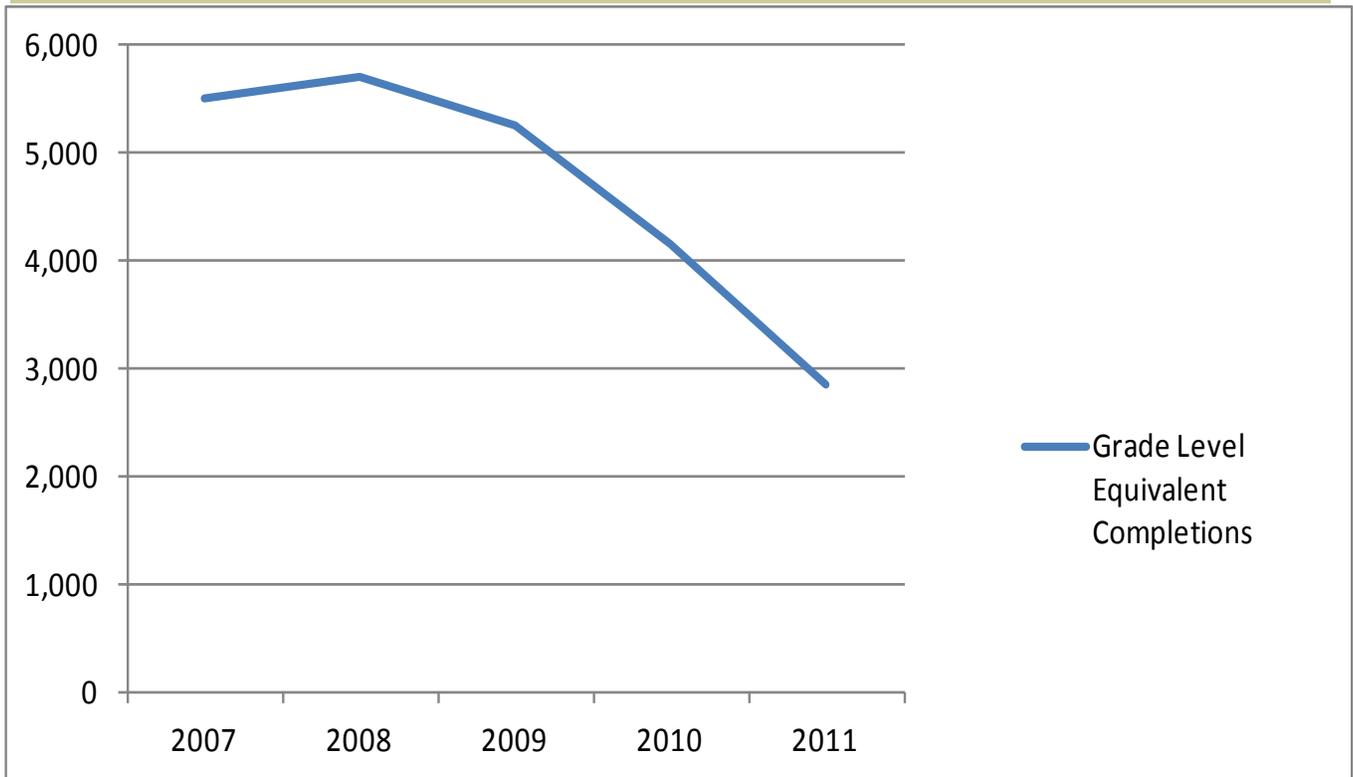
One of the mandates of Adult Education Family Literacy Act (AEFLA), is the requirement of sub-grantees that class schedules will be flexible enough to allow adult participants opportunities to attend around family and vocational responsibilities. Although some local programs have structured learning academies with attendance requirements, locally-mandated, adult education

programs do not have compulsory attendance. Iowa participant grade level equivalent averages for 2011, at the time of entry after initial assessment are as follows:

1. Basic Skills Participants – Grade equivalent 5.6
2. English-as-a-Second-Language Participants – Grade equivalent 2.8
3. English-as-a-Second-Language/Civics Emphasis Participants – Grade equivalent 2.9
4. GED® Participants – Grade equivalent 9.1
5. High School Diploma (equivalency) Participants – Grade equivalent 5.6

In 2011, 2,846, or 28 percent of all participants persisting beyond 12 hours of instruction who also took a post-assessment completed or advanced at least one grade level in the fiscal year. Between 2007 and 2011, 23,475 participants, out of a total 49,605, (or 47 percent of all participants persisting beyond 12 hours of instruction and receiving a post-assessment) completed or advanced at least one grade level within the fiscal year of participation.

Figure 4-5



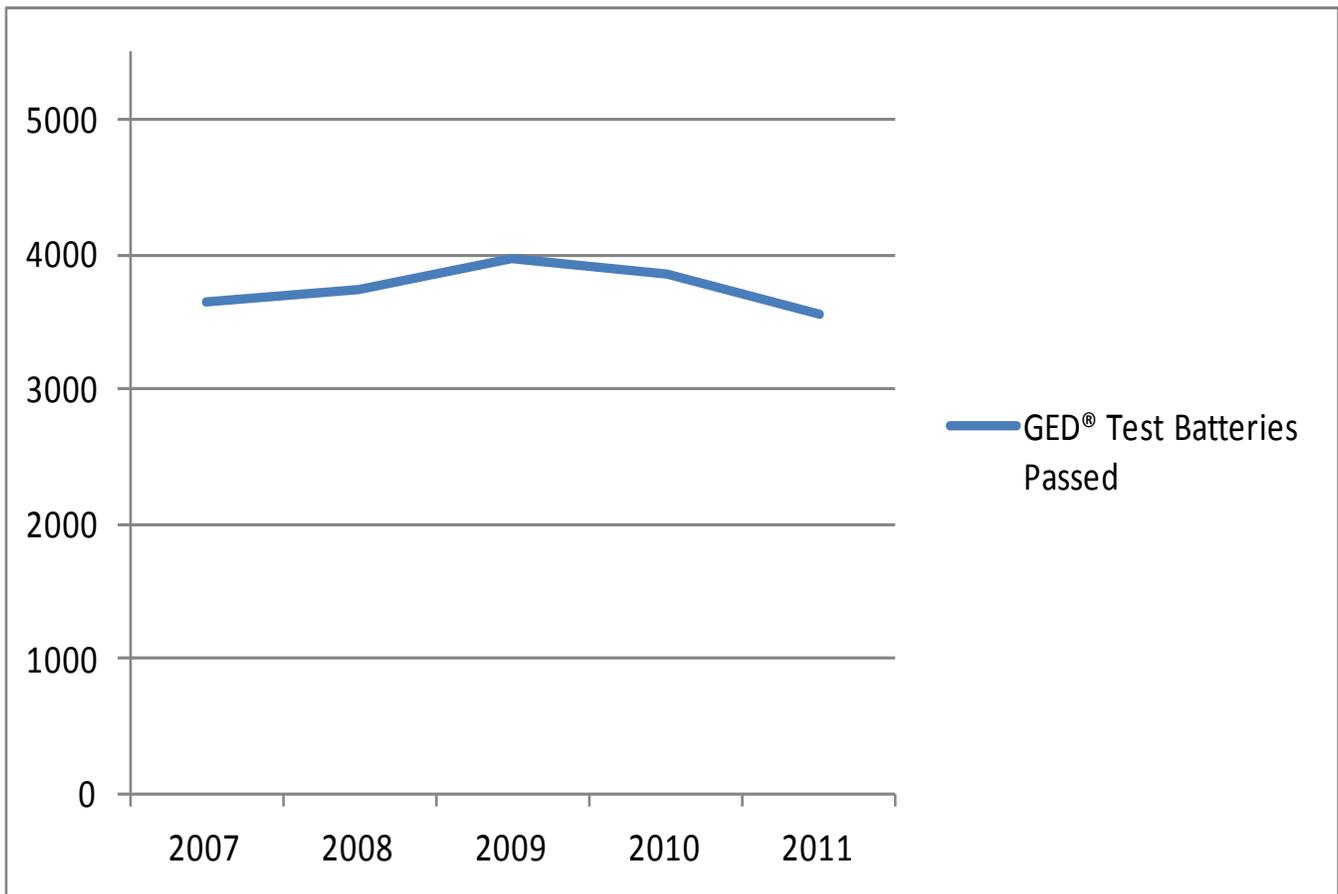
Source: Iowa Department of Education, Tracking of Students and Programs 2007-2011. See Appendix L.

GED® TEST BATTERIES PASSED

The General Educational Development (GED®) test battery is a criterion-referenced battery of five subject matter assessments given to students and, when passed, certify that the student has high school level academic skills. The subject matter tests are English language arts, writing, math, social studies, and science. In 2011, 3,561 students successfully completed

five subject matter GED® tests and passed the GED® battery. The number of GED® batteries passed has declined .5 percent per year for the past five years. A total of 18,774 students have passed the GED® test battery since 2007, and more than 35,500 Iowa students have passed the 2002 GED test series.

Figure 4-6



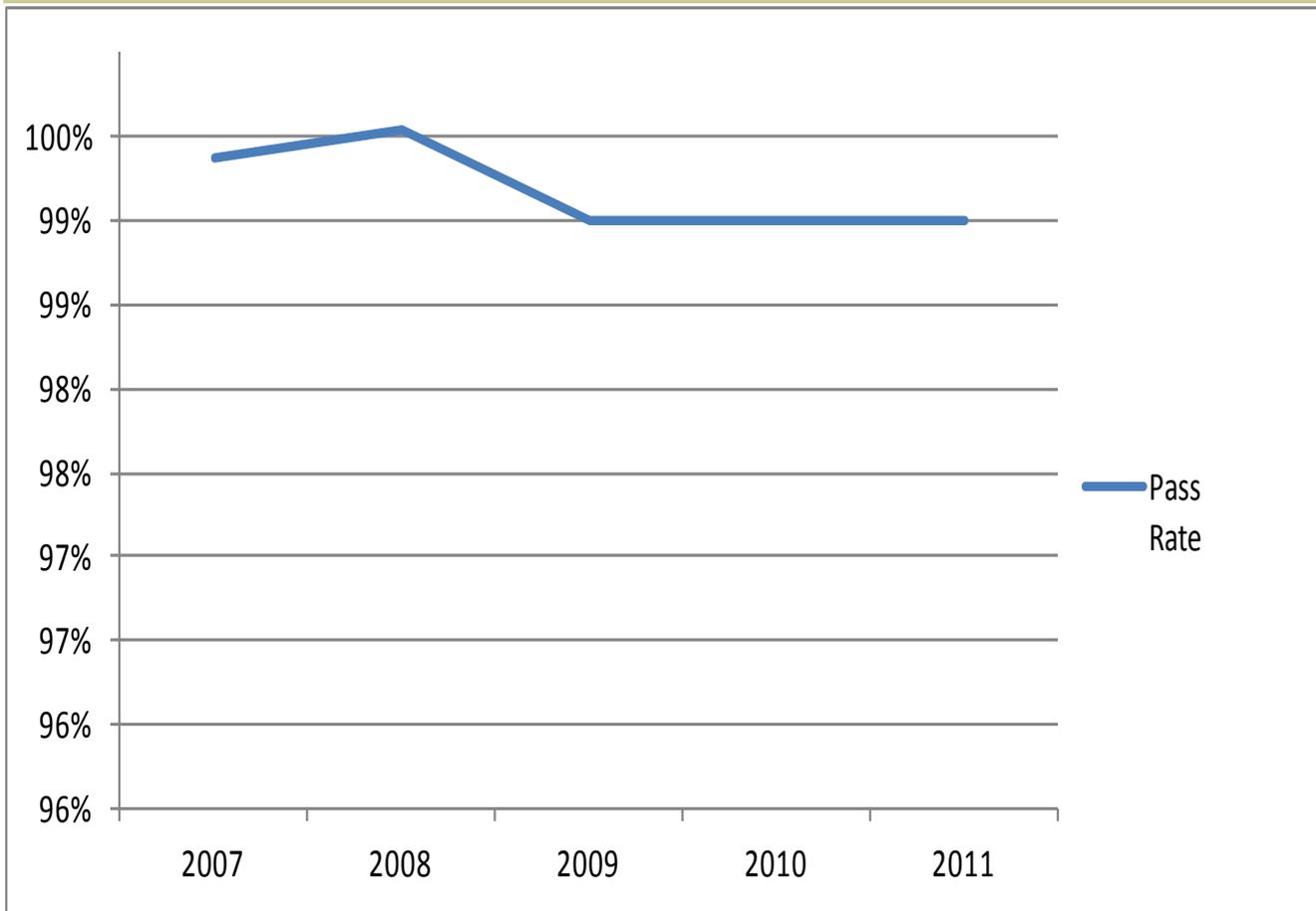
Source: NRSpro 2007-2011. See Appendix M.

GED[®] PASS RATE

Iowa's GED[®] pass rate has exceeded 98 percent for the past five years, the highest in the nation and in Canada. Iowa adult literacy coordinators are encouraged to have students score beyond the recommended GED[®] official practice test scaled score of 410 before mov-

ing students into official GED[®] subject matter testing. Iowa's mission is to graduate GED[®] students, prepared for postsecondary education and the workforce, without the need for developmental education, or additional basic skills education.

Figure 4-7



Source: NRSpro, 2007-2011. See Appendix N.

V. State Leadership Information

1. Iowa implemented state leadership activities for improving the quality of instruction are listed below:
 - a. Adult Basic Education (ABE)/IALL Conference - July 15-16, 2010
 - b. Data Dictionary ICN Training - August 5, 2010
 - c. CASAS Implementation Training (IT) ICN - September 29, 2010
 - d. CASAS Writing Recertification Tri-fold Training - October 13, 2010
 - e. CASAS Functional Writing Assessment New Certified Local Trainers Training - October 15, 2010
 - f. Adult Literacy for the Workforce in Iowa (ALWI) Two Partnership Retreats - October 6, 2010 and May 18, 2011
 - g. Center for Adult English Language Acquisition (CAELA) Four Regional Trainings
 - h. CAELA Study Circle and Presentation at the Iowa Culture and Language Conference
 - i. New Coordinator Workshop - August 16-17, 2010
 - j. New Coordinator Teleconference - February 15, 2011
2. Technical Assistance
 - a. Field training on federal reporting requirements (National Reporting System, [NRS]) - August 3, 2010, January 7, 2011, March 24, 2011, March 30, 2011, April 8, 2011, April 15, 2011, April 29, 2011, May 6, 2011.
 - b. Comprehensive Adult Student Assessment System (CASAS).
 - i. eTesting Implementation Training - October 18, 2010
 - ii. eTesting Assessment Manual Training - May 19, 2011
3. Technology Training
 - a. GED[®] Training - September 20, 2010.
4. Monitoring and Evaluation of Quality and Improvement.
 - a. Three on-site visits; 11 desktop visits.

VI. Funding

IOWA PERCENTAGE OF FEDERAL ALLOCATIONS

Iowa has experienced annual cuts in the federal allocation eight of the past 10 fiscal years, totaling a nearly 19 percent cut in funding.

- Adult literacy is funded by WIA (1998) Title II, (AEFLA) [Public Law 105-220]. Services are provided to participants on a low or no cost basis. Additional sources of funding include:
1. Congressionally-directed appropriations on an individual sub-grantee level.
 2. Individual grants at the sub-grantee level.
 3. Workforce Investment Act (WIA) incentive grants earned for exceeded levels of performance via Adult Education and Family Literacy Act (AEFLA).
 4. State general aid.
 5. Student fees.

Figure 6-1



Source: <http://www2.ed.gov/programs/adultedbasic/funding.html>

See Appendix O.

VII. Future Directions

Federal student enrollment has risen an average of 6.8 percent per year between 2007 and 2011. As funding decreases and enrollment increases, it is clear that Iowa needs to prioritize to maximize efficient use of funding and increase professional development that is immediately useful and relevant to coordinators and instructors.

Adult Literacy for the Workforce in Iowa (ALWI)

- The ALWI initiative provided grants to the 15 community colleges to implement contextualized instructional models that integrated basic skills and workforce training. Programs provided skills training based on regional employer needs.

GED[®] i

- Iowa implemented a technology-based, alternative instructional delivery model in adult literacy programs, appropriate for students with self-directed learning styles. Iowa continues to provide this platform, now known as i-Pathways.

National Career Readiness Certificate (NCRC)

- The Iowa Department of Education and Iowa Workforce Development have partnered to offer opportunities for students to earn three levels of workforce readiness certificates recognized by many Iowa employers. Curriculum, training opportunities, and assessment will continue to be a service provided to adult literacy students.

Assessment, Data Collection, and Data Reporting

- Iowa is transitioning to web-based assessment, data collection, and reporting using CASAS eTesting Online and TOPSpro Enterprise.
- GED[®] Testing Service is in the process of converting the current test battery to computer-based testing. A new test series will be released in January, 2014.

Adult Literacy Research

- Participation in Education Learning Communities (sponsored by the Office of Vocational and Adult Education) tracking adult literacy student post-secondary credit credential attainment and identifying career cluster areas of interest. (See Appendix Q, R, and S).
- Development of longitudinal data base systems to track ALWI participant enrollment in postsecondary, non-credit courses, and credit credential attainment.

Improvements immediately evident include the following:

- An average annual increase of 6.8% in student enrollment and an average annual increase of 12.7% in hours of instruction from 2007-2011.
- An average annual increase of 1.3% in student retention and among persisters, an average annual increase in hours of instruction of 10.9% from 2007-2011.
- The GED[®] pass rate has remained at 99% from 2007-2011.

Technology in Iowa

Web-Based Assessment

CASAS - Iowa state and local adult literacy programs began the transition from paper to web based assessment in 2011. Computer based assessment will be an integral part of all programs from student assessment and placement to post-assessment.

The advantages to programs include: 1) instantaneous test results; 2) built-in attendance systems; 3) student level competency reports; 4) instructional intervention reports; 5) real-time state outcomes; and 6) immediate updates and information sharing within programs and at the state level. Full implementation will occur by the end of fiscal year 2013.

The process is in place at nine of Iowa's 15 community colleges and will be completed at the end of fiscal year 2013.

GED[®] Testing Service Pilot

GED[®] Testing Service is transitioning to computer based assessment. Iowa will implement a computer-based pilot in fiscal year 2013. On January 2, 2014, a new computer-based GED test will be launched.

iPathways

Iowa will continue to support alternative delivery models of instruction for students seeking high school diplomas or the equivalent. iPathways supports self-directed learning styles by supplementing students with face-to-face academic instruction and referrals to support services

APPENDICES

Appendix A: Age - Table 3-1

College	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Average Age
NICC	33	28	27	28	27	27	27	26	27	29	28
NIACC	36	35	29	29	27	28	29	30	30	30	30
ILCC	27	27	27	26	26	26	27	26	26	27	27
NCC	32	30	30	30	30	29	32	29	29	31	30
ICCC	30	30	30	29	29	29	31	30	30	31	30
IVCCD	26	28	29	28	27	28	28	28	29	29	28
HCC	29	29	27	27	28	28	29	27	28	27	28
EICCD	28	26	27	27	26	26	27	26	26	26	27
KCC	28	27	27	28	28	29	29	28	26	27	28
DMACC	29	29	29	28	30	30	30	29	30	31	30
WITCC	28	29	28	28	30	30	31	29	29	32	29
IWCC	29	27	26	25	25	26	27	26	26	26	26
SWCC	32	29	28	28	30	30	30	28	28	28	29
IHCC	33	33	30	30	30	30	31	30	29	32	31
SCC	28	27	28	28	28	28	28	28	29	28	28
Iowa	30	29	28	28	28	28	29	28	28	29	29

Source: Iowa Department of Education, Tracking of Students and Programs 2002-2011. See Appendix L.

Appendix B: Gender - Table 3-2

College	2002		2003		2004		2005		2006	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Northeast Iowa	514	625	344	408	372	409	440	480	406	457
North Iowa Area	791	751	643	654	254	316	208	256	150	236
Iowa Lakes	212	238	120	144	138	137	117	133	77	125
Northwest	204	178	190	119	206	158	183	124	173	137
Iowa Central	532	556	562	568	553	520	459	470	465	169
Iowa Valley	386	341	597	483	449	443	724	699	722	648
Hawkeye	828	781	797	770	668	709	586	665	534	613
Eastern Iowa	1,218	1,421	1,006	1,116	1,140	1,258	1,153	1,424	1,225	1,505
Kirkwood	1,388	1,508	1,175	1,533	1,053	1,394	1,085	1,402	1,014	1,369
Des Moines Area	2,794	2,712	2,509	2,624	2,108	2,295	2,895	3,060	1,353	1,601
Western Iowa Tech	681	682	571	586	557	661	569	769	499	648
Iowa Western	1,296	880	1,268	806	992	769	704	762	619	694
Southwestern	269	313	205	190	196	180	187	190	179	203
Indian Hills	882	714	754	710	622	632	684	742	665	673
Southeastern	428	442	444	467	433	449	491	525	446	463
Total	12,423	12,142	11,185	11,178	9,741	10,330	10,485	11,701	8,527	9,541

College	2007		2008		2009		2010		2011	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Northeast Iowa	547	580	772	879	815	904	410	470	447	464
North Iowa Area	442	534	434	468	416	428	230	244	212	263
Iowa Lakes	307	312	339	325	297	311	168	182	32	53
Northwest	294	238	434	333	449	349	295	242	259	220
Iowa Central	936	894	918	822	936	838	571	504	499	512
Iowa Valley	1,113	912	998	875	984	872	567	492	533	527
Hawkeye	1,078	1,118	976	959	911	887	506	519	616	587
Eastern Iowa	2,487	2,782	2,518	2,602	2,493	2,574	1,444	1,573	1,390	1,420
Kirkwood	957	1,050	1,883	2,175	1,874	2,059	1,038	1,127	1,202	1,386
Des Moines Area	83	192	87	193	114	235	79	182	2,894	3,491
Western Iowa Tech	1,151	1,315	1,300	1,504	1,232	1,290	685	735	1,036	1,031
Iowa Western	567	604	573	644	619	693	561	604	414	509
Southwestern	360	419	356	407	346	405	198	232	283	353
Indian Hills	1,330	1,244	1,250	1,236	1,234	1,162	694	652	539	529
Southeastern	1,547	943	1,601	892	1,364	792	787	443	660	501
Total	13,199	13,137	14,439	14,314	14,084	13,799	8,233	8,201	11,016	11,846

Source: Iowa Department of Education, Tracking of Students and Programs 2002-2011

Appendix C: Ethnicity - Table 3-3

Iowa	2007	2008	2009	2010	2011	Average Change 2007-2011
Hispanic or Latino	6530	6880	6939	4010	5185	-5.60%
Not Hispanic or Latino	18858	20608	19944	12052	16556	-3.20%
Unknown	58	35	43	23	68	4.06%
Not Coded	0	0	0	0	0	0.00%
Total	18,373	17,541	17,573	19,352	20,145	2.33%
Source: Iowa Department of Education, Tracking of Students and Programs 2007-2011						
*2007-2010 DMACC data not available						

Appendix D: Race - Table 3-4

Iowa	2007	2008	2009	2010	2011	Average Change 2007-2011
Alaska Native	2	3	2	1	0	-100.00%
American Indian	198	229	218	131	197	-0.13%
Asian	920	1149	1200	694	1557	14.06%
Black or African American American	3095	3513	3494	2178	3445	2.71%
Filipino	21	29	24	13	26	5.48%
More than One	559	588	550	367	580	0.93%
Other	0	0	0	0	0	0.00%
Pacific Islander	40	53	44	25	49	5.20%
Unknown	13	16	33	13	69	51.78%
White	14035	15063	14422	8658	10701	-6.56%
Total	18,883	20,643	19,987	12,080	16,624	-3.14%
Source: Iowa Department of Education, Tracking of Students and Programs 2007-2011						
*2007-2011 DMACC data not available						

Appendix E: Grade Level Equivalent - Table 3-5

	2007	2008	2009	2010	2011
-					
Basic Skills	5.9	6.0	6.2	5.9	5.6
English-as-a Second-Language	2.3	2.6	2.7	2.6	2.8
English-as-a Second-Language/ Civics	2.6	2.6	2.7	2.8	2.9
General Education Development (GED)	8.1	8.1	8.2	8.2	9.1
High School Diploma (Equivalent)	6.2	5.4	5.6	6.3	7.4
Average Equivalent Grades (in Years)	5.3	5.6	5.7	5.6	5.6
Source: Iowa Department of Education, Tracking of Students and Programs 2007-2011					

Appendix F: Native Language - Table 3-6

Native Language	2007	2008	2009	2010	2011	Average Change 2007-2011
English	18790	20294	19642	11775	15325	-4.97%
Spanish	5573	5959	5869	3273	4379	-5.85%
Vietnamese	282	334	283	190	381	7.81%
Chinese	132	219	274	100	186	8.95%
Hmong	6	5	10	5	16	27.79%
Cambodian	24	28	21	11	40	13.62%
Tagalog	29	35	36	22	33	3.28%
Korean	63	128	93	42	136	21.21%
Lao	117	125	110	74	164	8.81%
Russian	56	75	48	32	45	-5.32%
Farsi	7	14	12	5	25	37.47%
Other	1249	1536	1487	923	2131	14.29%
Total	26,328	28,752	27,885	16,452	22,861	-3.47%
Source: Iowa Department of Education, Tracking of Students and Programs 2007-2011						
*2010 and 2011 DMACC data not available						

Appendix G: Labor Force Status - Table 3-7

Iowa	2007	2008	2009	2010	2011	Average Change 2007-2011
Employed	5403	6808	6275	5574	8060	10.52%
Unemployed	5901	7388	7648	9344	13902	23.89%
Unemployed and Not Seeking Work	1343	1746	1771	1759	2161	12.63%
Retired	71	88	95	55	103	9.75%
Unknown	300	286	554	301	116	-21.14%
Total	13,018	16,316	16,343	17,033	24,342	16.94%
Source: Iowa Department of Education, Tracking of Students and Programs 2007-2011						
*2007-2010 DMACC data not available						

Appendix H: Federally-Reported Students Served - Table 4-1

College	2007	2008	2009	2010	2011	Average Change 2007-2011
Northeast Iowa Community College	863	750	688	892	904	1.2%
North Iowa Area Community College	386	504	460	450	468	4.9%
Iowa Lakes Community College	202	188	290	294	68	-23.8%
Northwest Community College	310	298	253	314	496	12.5%
Iowa Central Community College	934	771	780	926	1,026	2.4%
Iowa Valley Community College District	1,370	1,080	944	1,092	1,101	-5.3%
Hawkeye Community College	1,147	1,080	1,006	989	1,378	4.7%
Eastern Iowa Community College District	2,730	2,565	2,480	2,800	2,786	0.5%
Kirkwood Community College	2,385	2,192	1,976	2,110	2,647	2.6%
Des Moines Area Community College	2,955	3,403	3,829	4,427	7,110	24.5%
Western Iowa Tech	1,147	1,190	1,261	1,351	2,053	15.7%
Iowa Western Community College	1,314	1,106	1,194	1,300	1,005	-6.5%
Southwestern Community College	383	364	363	428	628	13.2%
Indian Hills Community College	1,338	1,223	1,113	1,187	1,079	-5.2%
Southeastern Community College	909	827	936	792	1,199	7.2%
Total	18,373	17,541	17,573	19,352	23,948	6.8%
Source: Iowa Department of Education, Tracking of Students and Programs, 2007-2010						
Source: Iowa Department of Education, Tracking of Students and Programs, MIS 2011						
*2007-2010 DMACC data not available						

Appendix I: Hours of Instruction for All Students - Table 4-2

College	2007	2008	2009	2010	2011	Average Change 2007-2010
Northeast Iowa Community College	19,326	20,089	23,189	24,515	31,048	12.6%
North Iowa Area Community College	12,918	14,212	14,371	17,576	10,423	-5.2%
Iowa Lakes Community College	3,924	3,686	2,846	7,633	181	-53.7%
Northwest Community College	5,280	4,907	6,971	9,794	15,993	31.9%
Iowa Central Community College	47,192	43,224	45,901	40,403	49,859	1.4%
Iowa Valley Community College District	37,536	36,204	52,951	61,760	58,215	11.6%
Hawkeye Community College	59,255	48,047	48,362	47,746	56,638	-1.1%
Eastern Iowa Community College District	32,587	37,460	37,053	62,118	83,734	26.6%
Kirkwood Community College	99,924	104,989	107,465	84,895	53,952	-14.3%
Des Moines Area Community College	174,469	192,892	233,850	259,288	330,562	17.3%
Western Iowa Tech	56,895	43,157	48,555	55,982	207,438	38.2%
Iowa Western Community College	30,227	24,143	25,943	34,463	26,230	-3.5%
Southwestern Community College	8,216	7,658	8,233	9,452	21,783	27.6%
Indian Hills Community College	40,904	41,714	38,882	41,968	44,902	2.4%
Southeastern Community College	12,800	17,279	17,632	67,437	42,642	35.1%
Total	641,453	639,661	712,204	825,030	1,033,600	12.7%
Source: Iowa Department of Education, Tracking of Students and Programs, 2007-2010						
Source: Iowa Department of Education, Tracking of Students and Programs, MIS 2011						
*2007-2010 DMACC data not available						

Appendix J: Persisters: Pre-Assessed and Retained 12 Hours - Table 4-3

College	2006	2007	2008	2009	2010	2011	Average Change 2007-2011
Northeast Iowa Community College	411	367	310	430	341	347	-4.1%
North Iowa Area Community College	292	296	264	291	298	147	-15.8%
Iowa Lakes Community College	104	103	107	86	117	10	-44.3%
Northwest Community College	197	183	163	158	182	198	0.1%
Iowa Central Community College	531	502	486	558	600	645	5.0%
Iowa Valley Community College District	880	702	514	636	664	638	-7.7%
Hawkeye Community College	743	768	672	671	647	693	-1.7%
Eastern Iowa Community College District	1,406	1,060	1,207	947	1,005	1,197	-3.9%
Kirkwood Community College	979	931	821	962	935	621	-10.8%
Des Moines Area Community College	1,894	2,169	2,267	2,625	2,768	2,988	12.1%
Western Iowa Tech	798	708	628	858	867	977	5.2%
Iowa Western Community College	607	529	362	322	520	434	-8.0%
Southwestern Community College	199	196	184	192	177	140	-8.4%
Indian Hills Community College	888	816	869	812	720	568	-10.6%
Southeastern Community College	534	335	417	370	744	563	1.3%
Total	10,463	9,665	9,271	9,918	10,585	10,166	-0.7%
Source: Iowa Department of Education, Tracking of Students and Programs, 2007-2010							
Source: Iowa Department of Education, Tracking of Students and Programs, MIS 2011							

Appendix K: Persisters: Hours of Instruction - Table 4-4

College	2007	2008	2009	2010	2011	Average Change 2007-2011
Northeast Iowa Community College	16,968	18,240	20,971	21,281	26,349	11.6%
North Iowa Area Community College	12,781	14,081	13,631	16,447	7,404	-12.8%
Iowa Lakes Community College	3,630	3,345	2,247	6,221	410	-42.0%
Northwest Community College	4,862	4,364	5,889	8,577	8,001	13.3%
Iowa Central Community College	44,514	39,889	43,033	36,792	45,773	0.7%
Iowa Valley Community College District	35,689	33,319	50,284	59,033	50,099	8.8%
Hawkeye Community College	57,068	45,750	46,364	45,680	49,060	-3.7%
Eastern Iowa Community College District	29,894	35,156	32,165	42,906	72,115	24.6%
Kirkwood Community College	78,128	75,099	90,244	69,609	34,642	-18.4%
Des Moines Area Community College	157,958	183,142	219,348	241,559	294,661	16.9%
Western Iowa Tech	54,206	43,030	47,928	51,723	184,143	35.8%
Iowa Western Community College	29,387	23,739	24,993	31,029	23,477	-5.5%
Southwestern Community College	8,075	7,647	8,206	8,069	10,231	6.1%
Indian Hills Community College	38,038	40,371	36,305	39,319	38,989	0.6%
Southeastern Community College	12,723	17,156	17,045	64,547	38,884	32.2%
Total	583,921	584,328	658,653	742,792	884,238	10.9%
Source: Iowa Department of Education, Tracking of Students and Programs, 2007-2010						
Source: Iowa Department of Education, Tracking of Students and Programs, MIS 2011						
*2007-2010 DMACC data not available						

Appendix L: Completion of Grade Level Equivalent - Table 4-5

College	2007	2008	2009	2010	2011	Average Change 2007-2011
Northeast Iowa Community College	223	229	252	103	47	-32.2%
North Iowa Area Community College	211	189	201	59	15	-48.4%
Iowa Lakes Community College	74	80	57	56	2	-59.5%
Northwest Community College	104	82	85	56	23	-31.4%
Iowa Central Community College	344	317	429	330	282	-4.8%
Iowa Valley Community College District	353	208	251	181	171	-16.6%
Hawkeye Community College	313	341	342	245	176	-13.4%
Eastern Iowa Community College District	843	871	467	253	141	-36.0%
Kirkwood Community College	517	531	524	425	107	-32.6%
Des Moines Area Community College	975	1,366	1,275	1,329	962	-0.3%
Western Iowa Tech	316	349	374	293	396	5.8%
Iowa Western Community College	355	245	194	154	91	-28.8%
Southwestern Community College	127	126	123	75	75	-12.3%
Indian Hills Community College	506	490	485	362	256	-15.7%
Southeastern Community College	236	278	203	247	102	-18.9%
Total	5,497	5,702	5,262	4,168	2,846	-15.2%
Source: Iowa Department of Education, Tracking of Students and Programs, 2007-2010						
Source: Iowa Department of Education, Tracking of Students and Programs, MIS 2011						

Appendix M: GED[®] Test Batteries Passed -

College	2007	2008	2009	2010	2011	Average Change 2007-2011
Northeast Iowa Community College	129	173	202	164	136	1.3%
North Iowa Area Community College	80	75	98	79	78	-0.6%
Iowa Lakes Community College	55	62	70	79	40	-7.7%
Northwest Community College	29	29	40	52	31	1.7%
Iowa Central Community College	266	305	307	316	286	1.8%
Iowa Valley Community College District	137	146	133	154	113	-4.7%
Hawkeye Community College	180	143	15	145	171	-1.3%
Eastern Iowa Community College District	575	595	632	568	548	-1.2%
Kirkwood Community College	411	360	489	460	430	1.1%
Des Moines Area Community College	834	869	957	966	869	1.0%
Western Iowa Tech	214	225	273	245	196	-2.2%
Iowa Western Community College	267	269	233	232	222	-4.5%
Southwestern Community College	40	39	64	45	41	0.6%
Indian Hills Community College	166	183	204	153	140	-4.2%
Southeastern Community College	257	264	252	209	260	0.3%
Total	3640	3737	3969	3867	3561	-0.5%
Source: NRSpro.com						

Appendix N: GED[®] Pass Rate - Table 4-7

College	2007	2008	2009	2010	2011
Northeast Iowa Community College	100%	99%	100%	100%	100%
North Iowa Area Community College	99%	100%	100%	100%	100%
Iowa Lakes Community College	100%	100%	100%	100%	97%
Northwest Community College	100%	100%	100%	100%	100%
Iowa Central Community College	99%	99%	100%	98%	98%
Iowa Valley Community College District	100%	100%	100%	99%	99%
Hawkeye Community College	100%	100%	100%	100%	98%
Eastern Iowa Community College District	100%	99%	98%	99%	97%
Kirkwood Community College	99%	100%	99%	99%	99%
Des Moines Area Community College	99%	99%	99%	99%	99%
Western Iowa Tech	99%	100%	100%	100%	99%
Iowa Western Community College	100%	100%	100%	98%	100%
Southwestern Community College	100%	100%	100%	100%	97%
Indian Hills Community College	99%	100%	100%	99%	99%
Southeastern Community College	100%	100%	99%	100%	99%
Total	99%	99%	99%	99%	99%
Source: NRSpro.com					

Appendix O: Iowa Percentage of Federal Allocations - Table 6-1

State Fiscal Year	Federal Fiscal Year	Federal Allocation	ABE Program	EL Civics	Iowa % of Federal Allocation	Iowa Allocation	ABE Program	EL Civics	% Increase/Decrease
1997	1996	\$ 247,440,000	\$ 247,440,000		0.936%	\$ 2,315,509	\$ 2,315,509	\$ -	-
1998	1997	\$ 340,339,000	\$ 340,339,000		0.922%	\$ 3,136,437	\$ 3,136,437	\$ -	26.17%
1999	1998	\$ 345,339,000	\$ 345,339,000		0.921%	\$ 3,180,621	\$ 3,180,621	\$ -	1.39%
2000	1999	\$ 365,000,000	\$ 365,000,000		0.874%	\$ 3,191,221	\$ 3,191,221	\$ -	0.33%
2001	2000	\$ 441,916,000	\$ 441,916,000		0.820%	\$ 3,622,245	\$ 3,622,245	\$ -	11.90%
2002	2001	\$ 470,000,000	\$ 470,000,000		0.907%	\$ 4,176,686	\$ 3,990,564	\$ 186,122	13.27%
2003	2002	\$ 575,000,000	\$ 504,896,830	\$ 70,103,170	0.793%	\$ 4,479,547	\$ 4,279,336	\$ 200,211	6.76%
2004	2003	\$ 571,262,500	\$ 501,597,260	\$ 69,665,240	0.750%	\$ 4,207,542	\$ 3,967,525	\$ 240,017	-6.46%
2005	2004	\$ 574,372,092	\$ 505,237,407	\$ 69,134,685	0.762%	\$ 4,302,165	\$ 4,029,210	\$ 272,955	2.20%
2006	2005	\$ 569,671,872	\$ 501,089,952	\$ 68,581,920	0.766%	\$ 4,286,916	\$ 3,999,189	\$ 287,727	-0.36%
2007	2006	\$ 563,975,280	\$ 496,079,100	\$ 67,896,180	0.767%	\$ 4,248,232	\$ 3,960,713	\$ 287,519	-0.91%
2008	2007	\$ 563,975,280	\$ 496,079,100	\$ 67,896,180	0.766%	\$ 4,240,789	\$ 3,960,711	\$ 280,078	-0.18%
2009	2008	\$ 554,122,357	\$ 487,412,500	\$ 66,709,857	0.763%	\$ 4,154,183	\$ 3,894,299	\$ 259,884	-2.08%
2010	2009	\$ 554,122,177	\$ 485,226,177	\$ 67,896,000	0.690%	\$ 3,757,064	\$ 3,504,870	\$ 252,194	-10.57%
2011*	2010*	\$ 628,221,000	\$ 553,221,000	\$ 75,000,000	0.589%	\$ 3,639,113	\$ 3,364,157	\$ 274,956	-3.24%
2012	2011	\$ 596,120,370	\$ 521,270,370	\$ 74,850,000	0.620%	\$ 3,632,757	\$ 3,355,410	\$ 277,347	-0.17%
2013	2012	\$ 594,993,333	\$ 520,284,799	\$ 74,708,534	0.618%	\$ 3,679,858	\$ 3,391,695	\$ 288,163	1.30%

Source: <http://www2.ed.gov/programs/adultedbasic/funding.html>

*Includes One time adjustment \$45,906,320 2003-2008 administrative error recalculation of students age 16 enrolled in secondary by state compulsory requirements.

Appendix P: Comprehensive Adult Student Assessment (CASAS) National Reporting System (NRS) Educational Functioning Levels



NRS Educational Functioning Levels to CASAS Scale Scores and Grade Levels

NRS Educational Functioning Levels				CASAS	Grade Level
EFL	ABE	ESL		Score Ranges*	
1		Beginning ESL Literacy	Basic Skills Deficient	180 and below	1
2		Low Beginning ESL		181-190	1
3	Beginning ABE Literacy	High Beginning ESL		191-200	1
4	Beginning Basic Education	Low Intermediate ESL		201-205 206-210	2 3
5	Low Intermediate Basic Education	High Intermediate ESL		211-215 216-220	4 5
6	High Intermediate Basic Education	Advanced ESL		221-225 226-230 231-235	6 7 8
7	Low Adult Secondary Education		Not Basic Skills Deficient	236-240 241-245	9 10
8	High Adult Secondary Education			246-250 251 and above	11 12

* Reading, Numeracy

Adapted from Attachments A and B of the Employment and Training Administration, USDOL: TEGL 17-05 Change 1 — *Common Measures Policy for the ETA Performance Accountability System and Related Performance*, issued Aug 13, 2007.

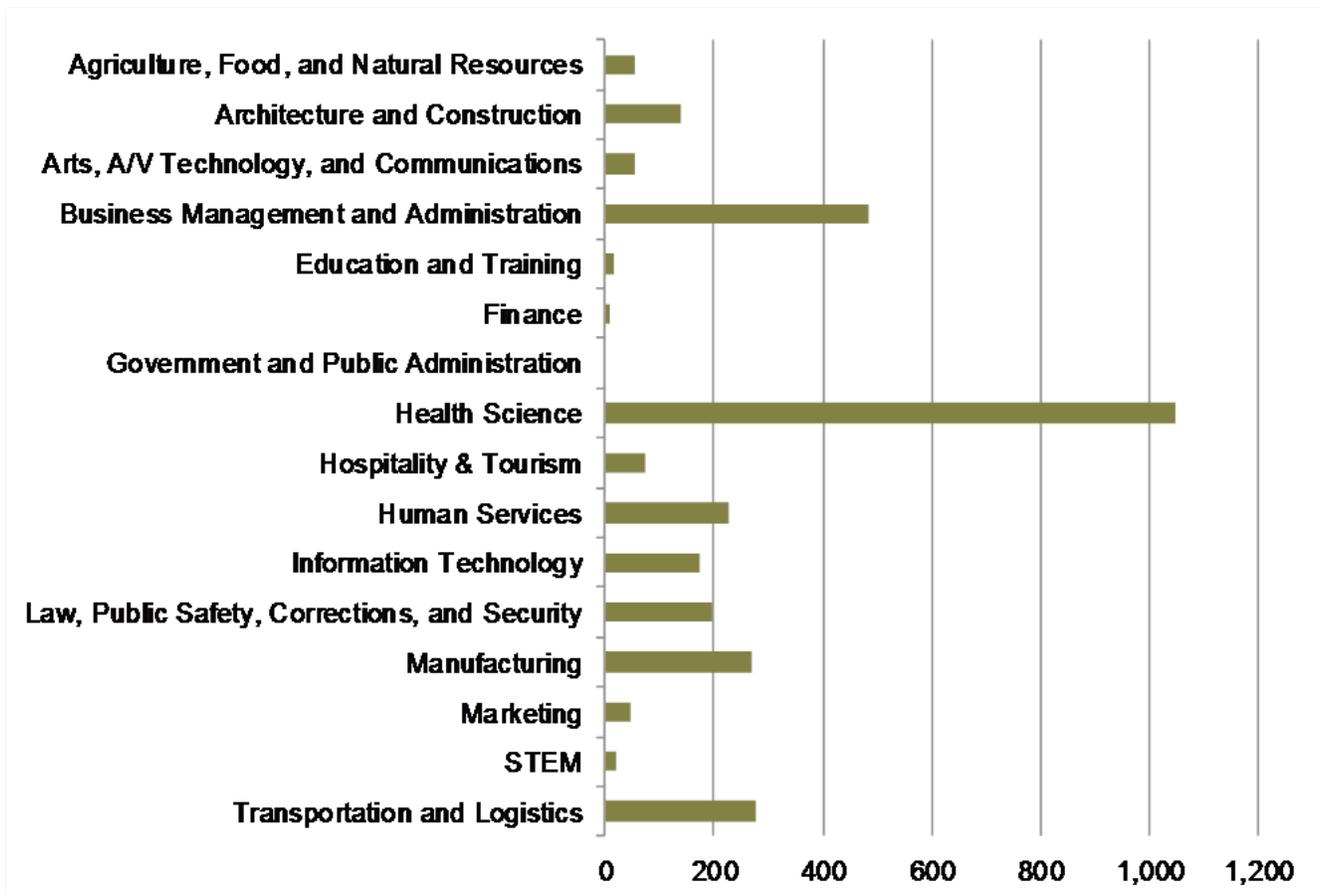
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Appendix Q: Adult Literacy Postsecondary Enrollment and Credit Hours, 2011

Adult Literacy Research - Education Learning Communities
 In 2002, 552 unduplicated students were enrolled in community college programs with a reported total of 6,730 credit hours. By 2011, student credit course enrollment from the 2002-2010 cohort included 3,090 students and a total of 55,161 credit hours. This represented an average annual increase of 21% in credit enrollment. Credit hour increase represented an average annual increase of 20 percent.

Description	Enrolled	Credit Hours
Agriculture, Food, and Natural Resources	54	1,086
Architecture and Construction	140	3,089
Arts, A/V Technology, and Communications	55	984
Business Management and Administration	486	8,047
Education and Training	14	284
Finance	9	188
Health Science	1,049	17,990
Hospitality & Tourism	75	1,196
Human Services	227	3,575
Information Technology	173	3,196
Law, Public Safety, Corrections, and Security	197	3,314
Manufacturing	268	5,198
Marketing	46	717
STEM	20	411
Transportation Distribution and Logistics	277	5,887
Total	3,090	55,161

Appendix R: Adult Literacy Post-Secondary Enrollment by Career Clusters, 2011



Appendix S: Federal Career Cluster Descriptors



The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.



Careers in designing, planning, managing, building, and maintaining the built environment.



Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.



Business, management and administration careers encompass planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.



Planning, managing, and providing education and training services, and related learning support services.



Planning, services for financial and investment planning, banking, insurance, and business financial management.



Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.



Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.



Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events, and travel related services.



Preparing individuals for employment in career pathways that relate to families and human needs.



Building Linkages in IT Occupations Framework: for Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.



Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.



Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.



Planning, managing, and performing marketing activities to reach organizational objectives.

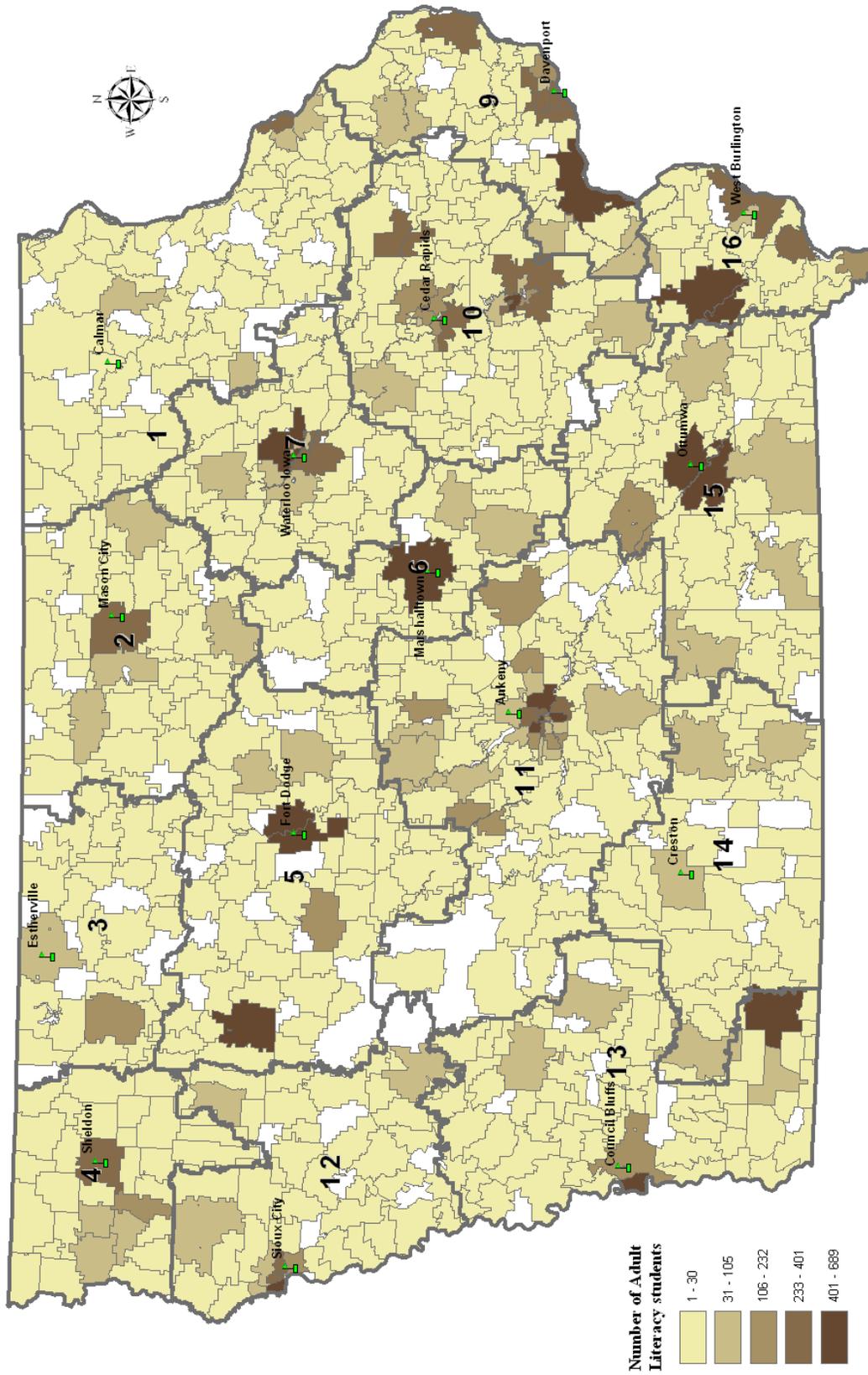


Planning, managing, and providing scientific research and professional and technical services including laboratory and testing services, and research and development services.



Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.

Appendix T: Number of Adult Literacy Students in Iowa Community Colleges per Zip Code Area Fiscal Year 2011





COMMUNITY COLLEGES

BUREAU OF ADULT, CAREER, AND COMMUNITY COLLEGE EDUCATION

<http://educateiowa.gov/adultliteracy>

ANNUAL ADULT LITERACY REPORT 2011

Iowa Department of Education



COMMUNITY COLLEGES
BUREAU OF ADULT, CAREER, AND COMMUNITY COLLEGE EDUCATION

Mission Statement

The mission of Iowa's adult literacy statewide program is to provide instruction that is:

1. Accessible
2. High-quality
3. Develops life, work, and literacy skills.

Funding

U.S. Department of Education

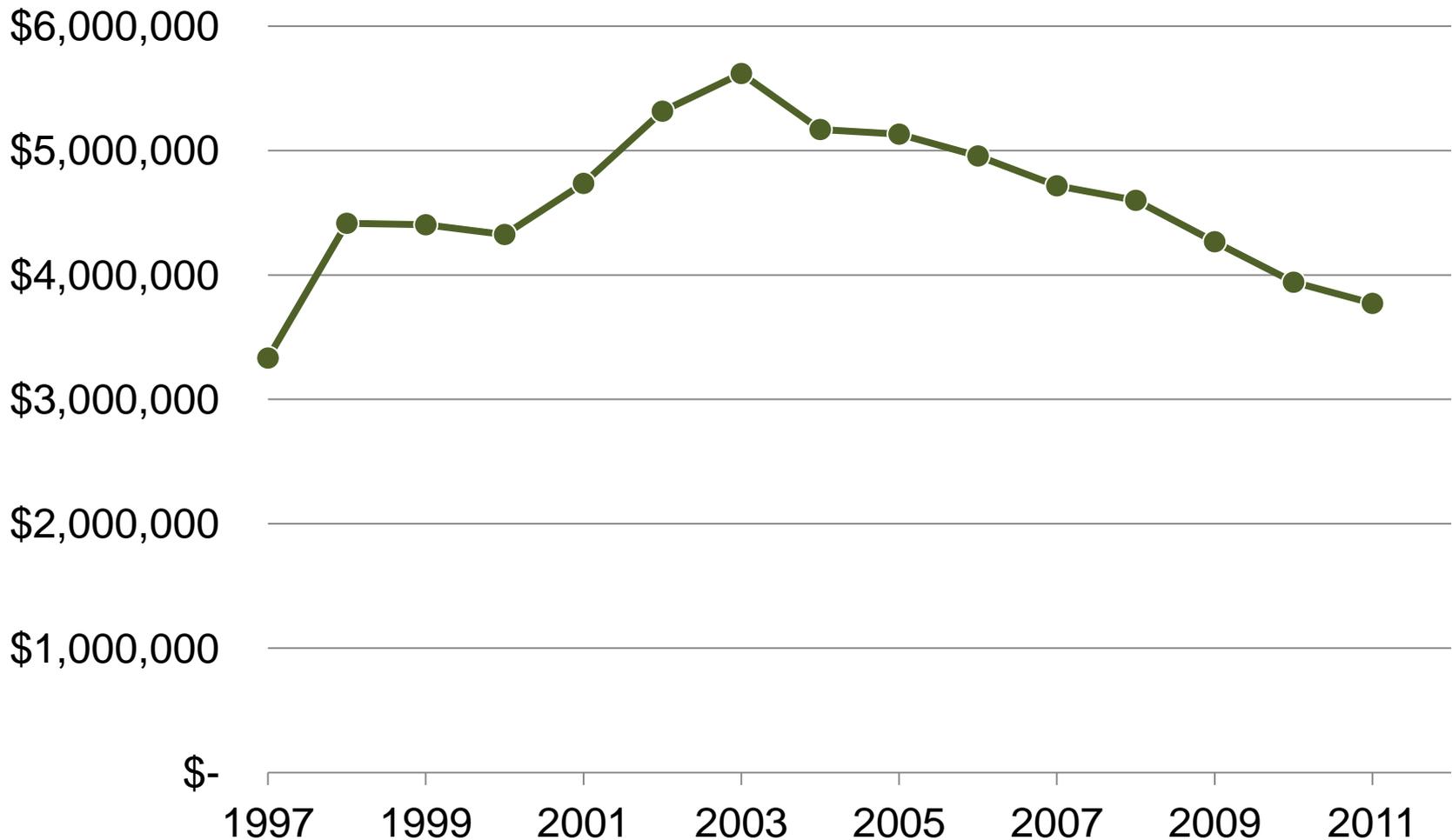
Workforce Investment Act (WIA) of 1998

105th Congress [Public Law 105-220]

Title II, the Adult Education and Family Literacy Act (AEFLA)

Purpose: To create a partnership among the federal government and states.

Federal Funding 1997-2011



Workforce Investment Act (WIA) of 1998

Title II, the Adult Education and Family Literacy Act (AEFLA)

Target Population

1. Adults without a high school diploma.
2. Low-income students.
3. Individuals with disabilities.
4. Single parents and displaced homemakers.
5. Individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency; SEC.224 (a)(10).

Workforce Investment Act (WIA) of 1998

Goals of WIA

Title II, Adult Education and Family Literacy Act

1. Increase employability.
2. Increase job retention.
3. Increase earnings.
4. Increase occupational skill attainment.
5. Improve the quality of the workforce.
6. Reduce welfare dependency.

“Enhance the productivity and competitiveness of the Nation.”

Average Age.....

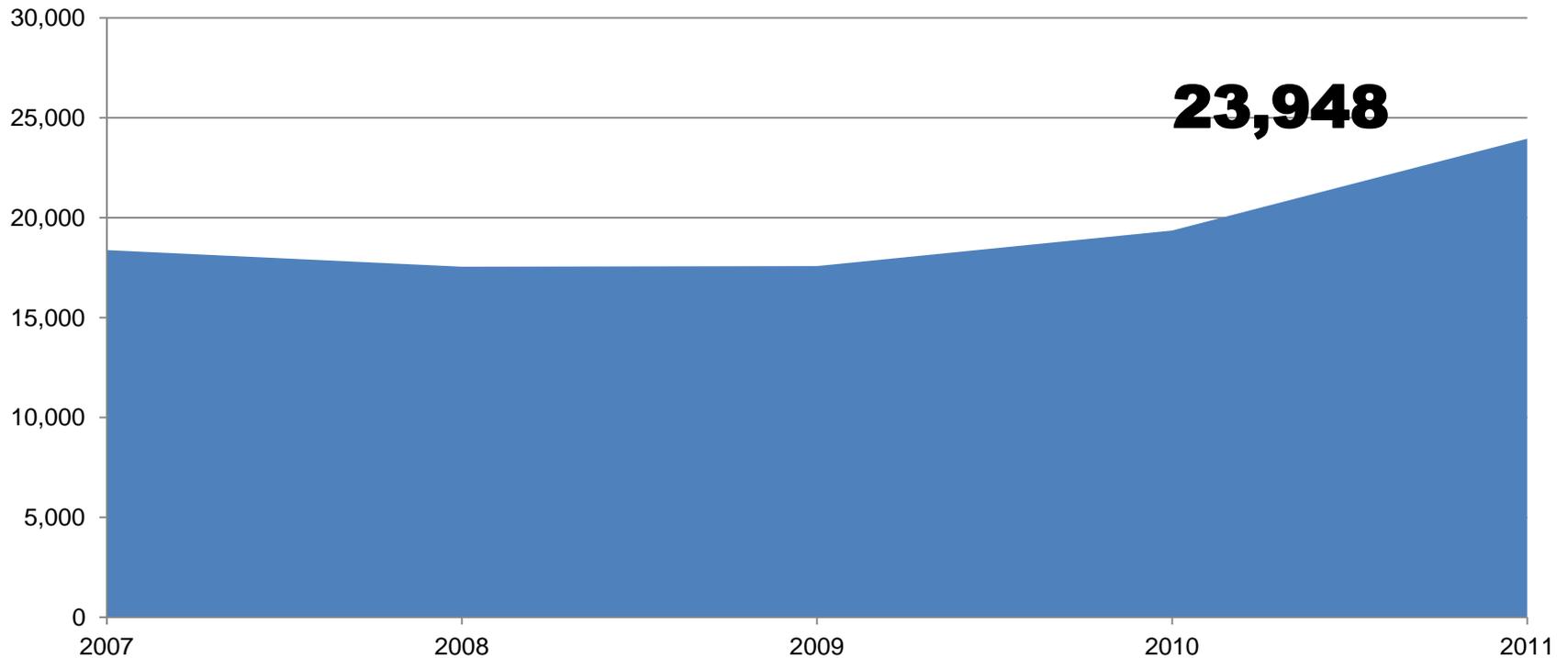
28

Hispanic.....

26%

Female.....

51%

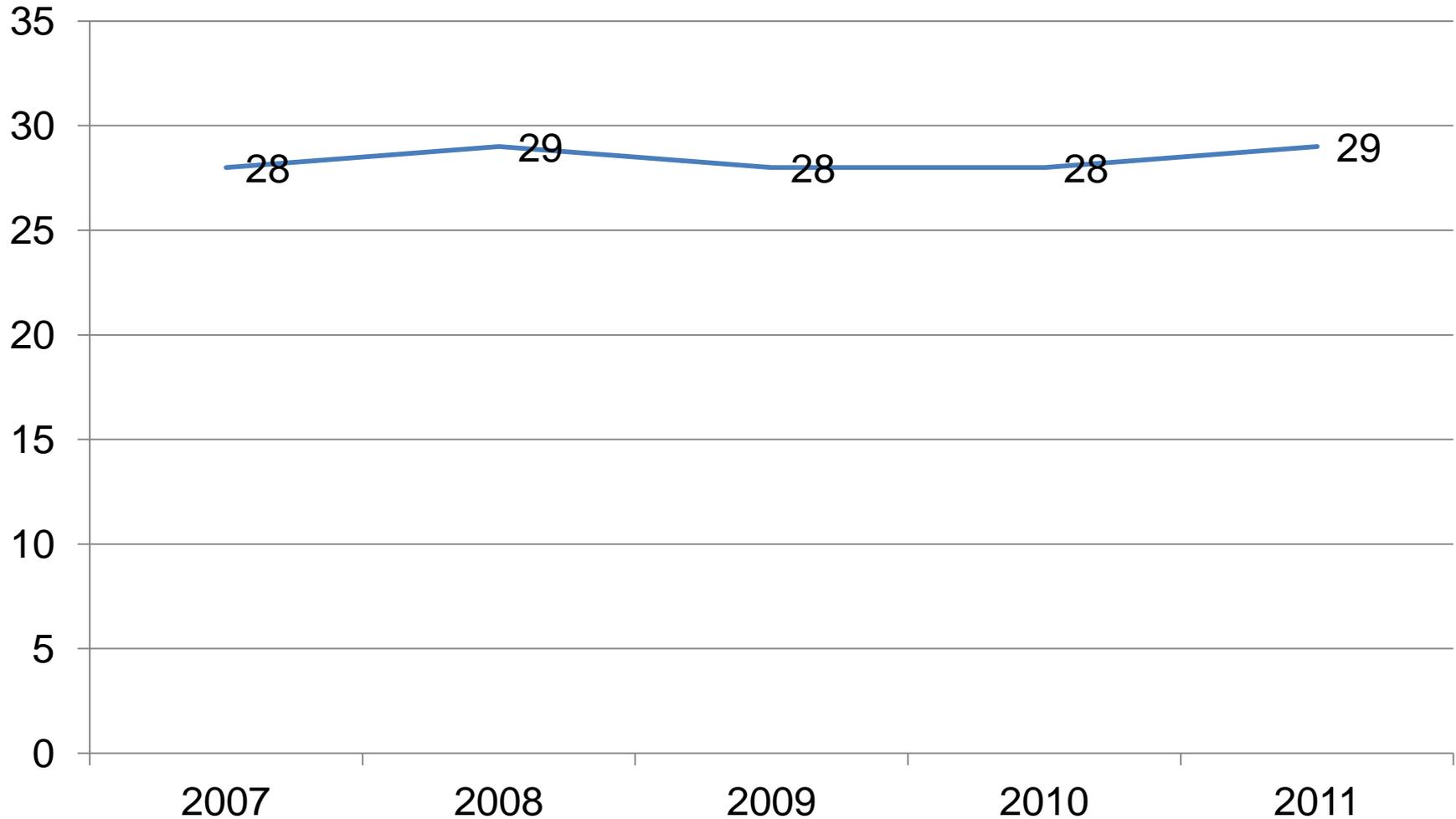


Iowa 2011 Demographics Education

Age Group	Education	Percent of Iowa's Population
18-24	Less than a high school diploma	16.8%
25+	9 th -12 th No high school diploma	8.3%



Age of Iowa Adult Literacy Students

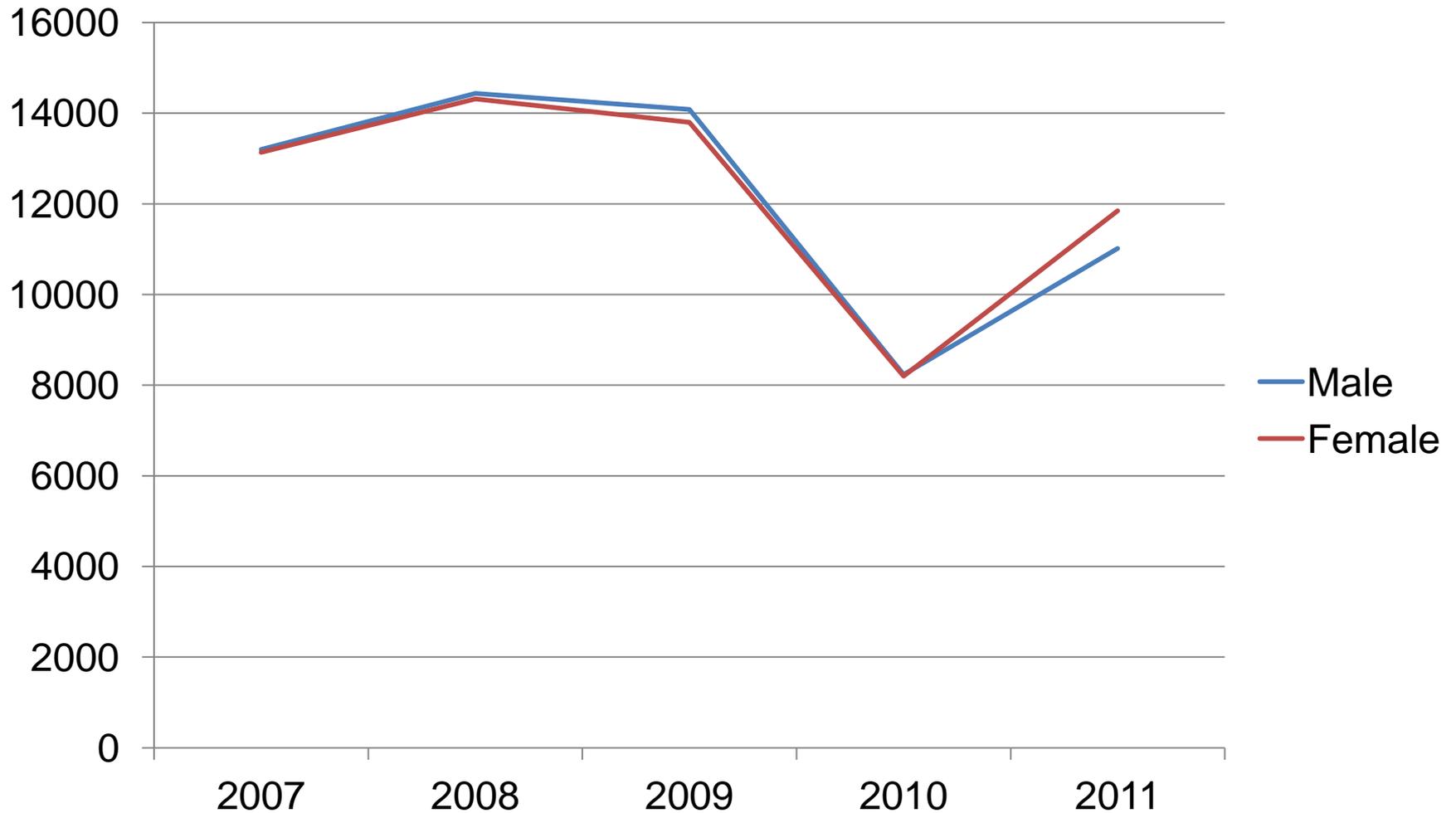


Iowa Demographics

Gender

Gender	Percentage of Iowa's Population
Male	49.51%
Female	50.49%

Iowa Adult Literacy Gender

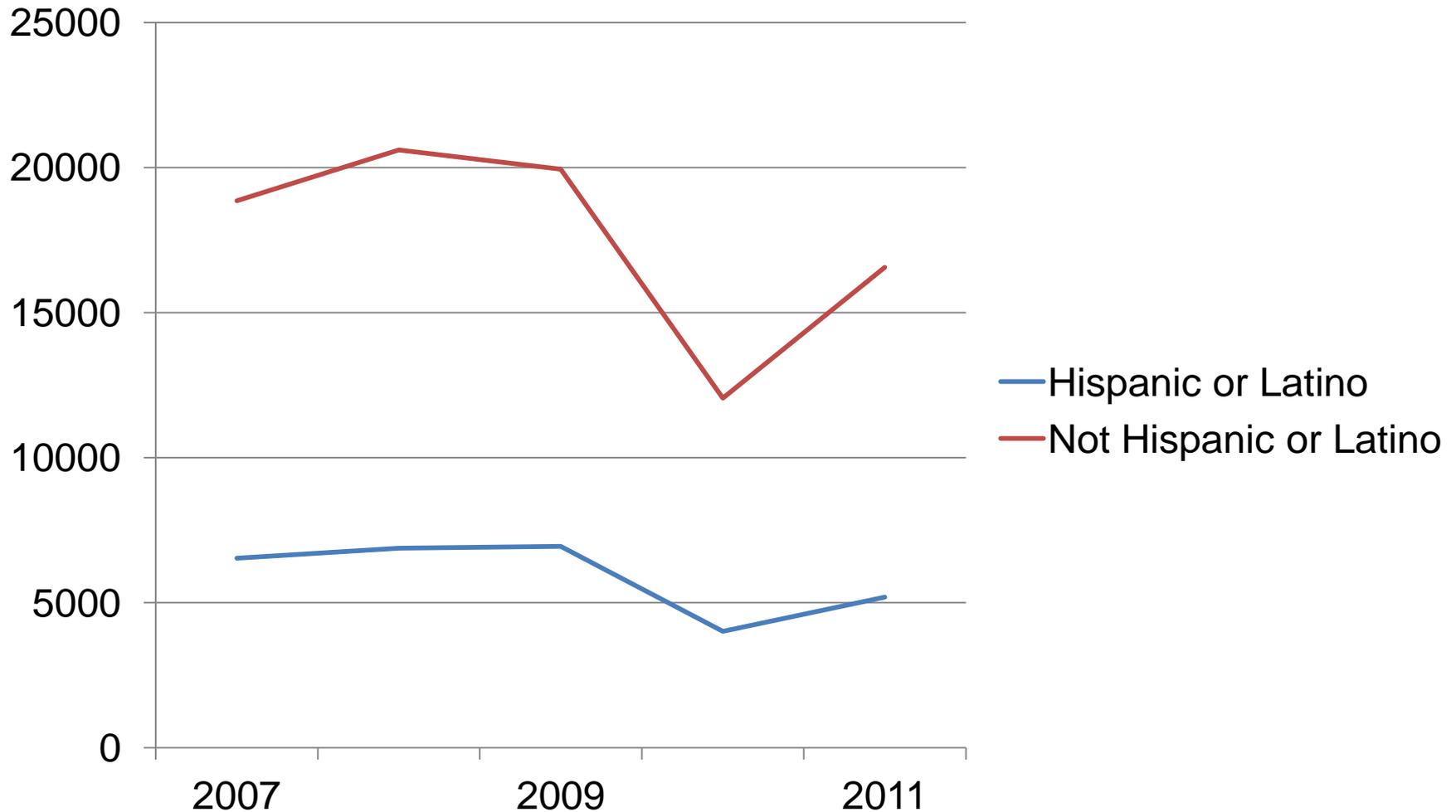


Iowa 2011 Demographics

Ethnicity

Population by Ethnicity	Total	Percent of Iowa's Population
Hispanic or Latino	151,544	4.97%
Not Hispanic or Latino	2,894,811	95.03%

Iowa Adult Literacy Ethnicity



Iowa Race Demographics

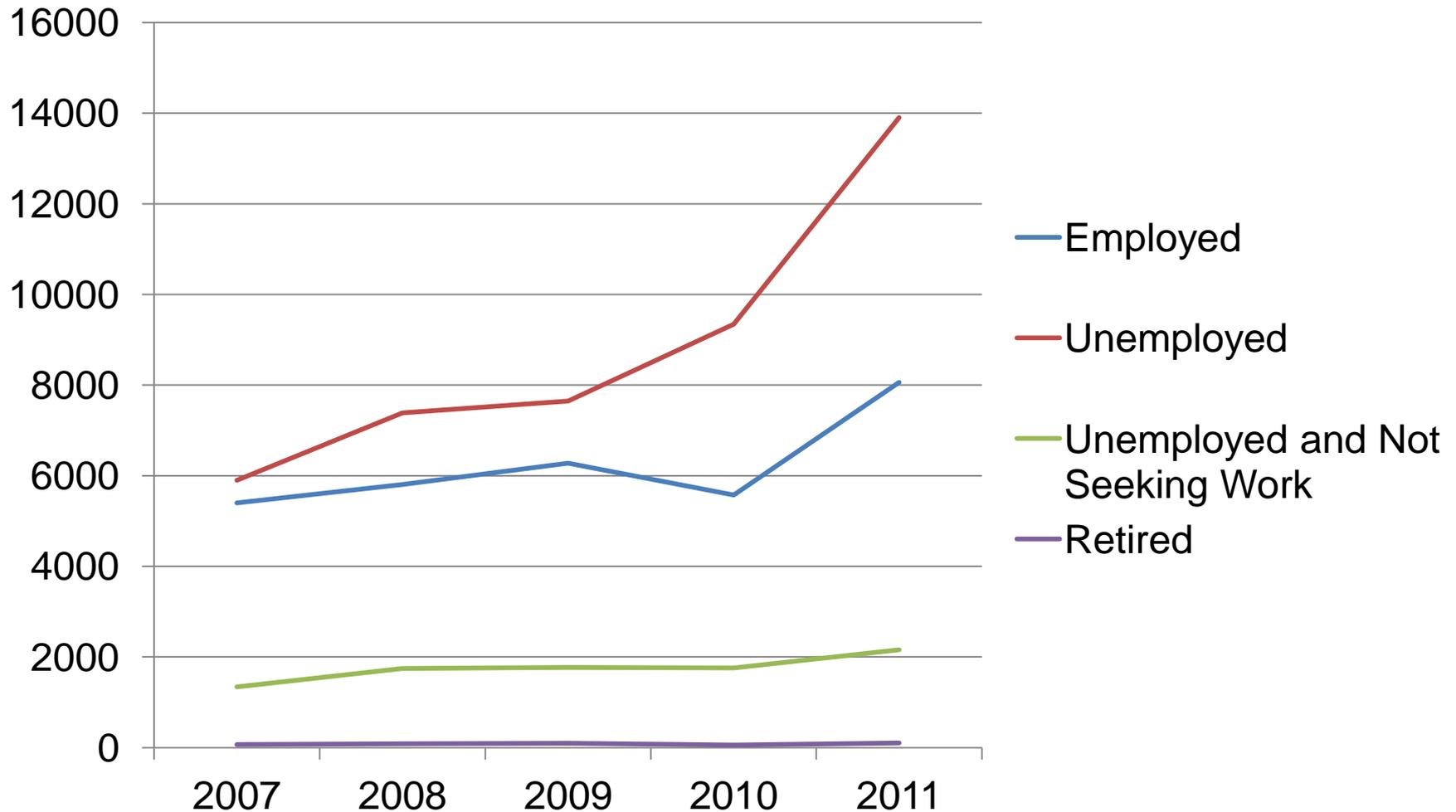
Population by Race	Total	Percent of Iowa's Population
White	2,781,561	91.31%
Black or African American	89,149	2.93%
Asian	53,094	1.74%
Other	122,552	4.02%



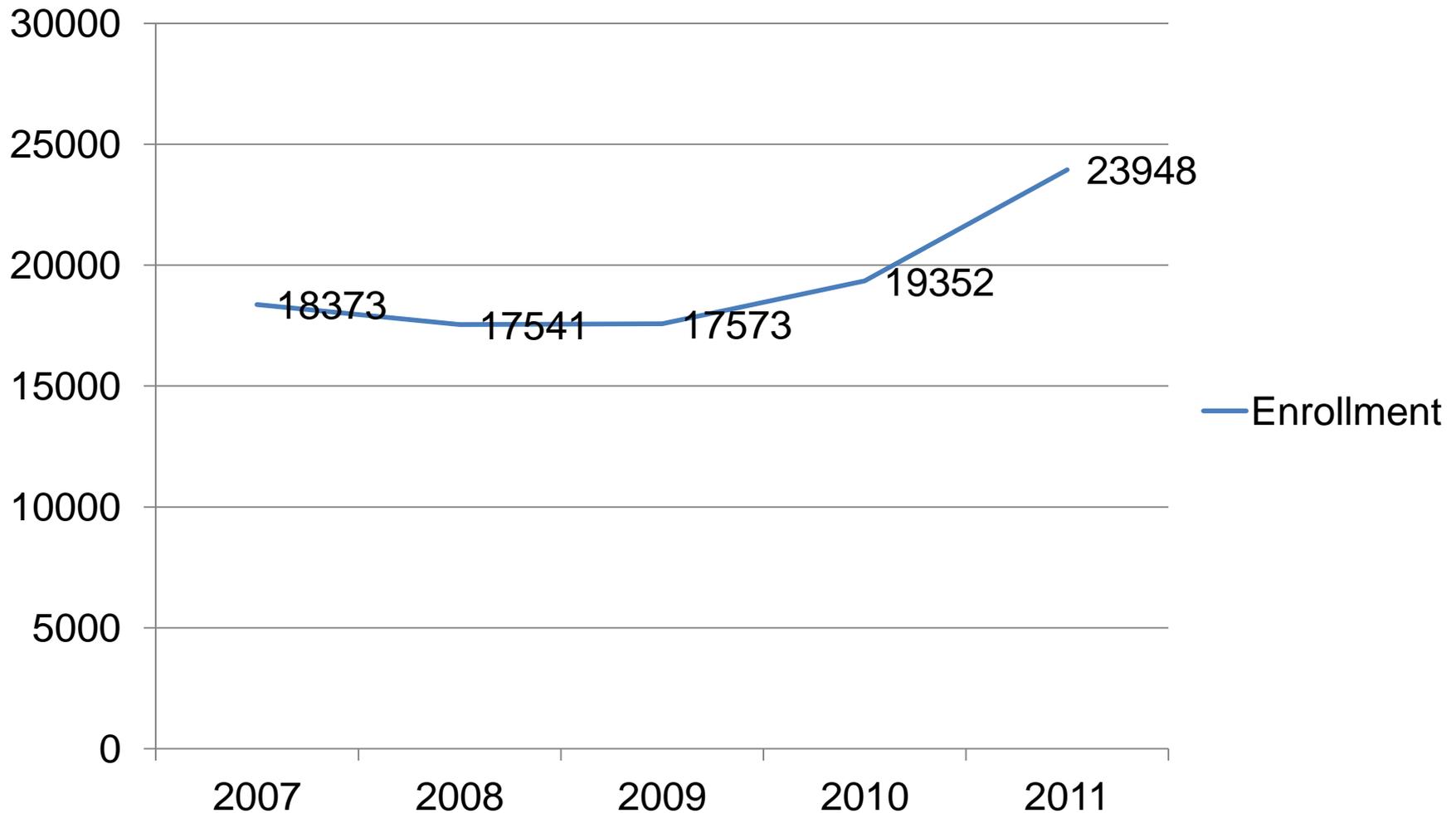
Iowa Native Language



Iowa Adult Literacy Labor Force Status

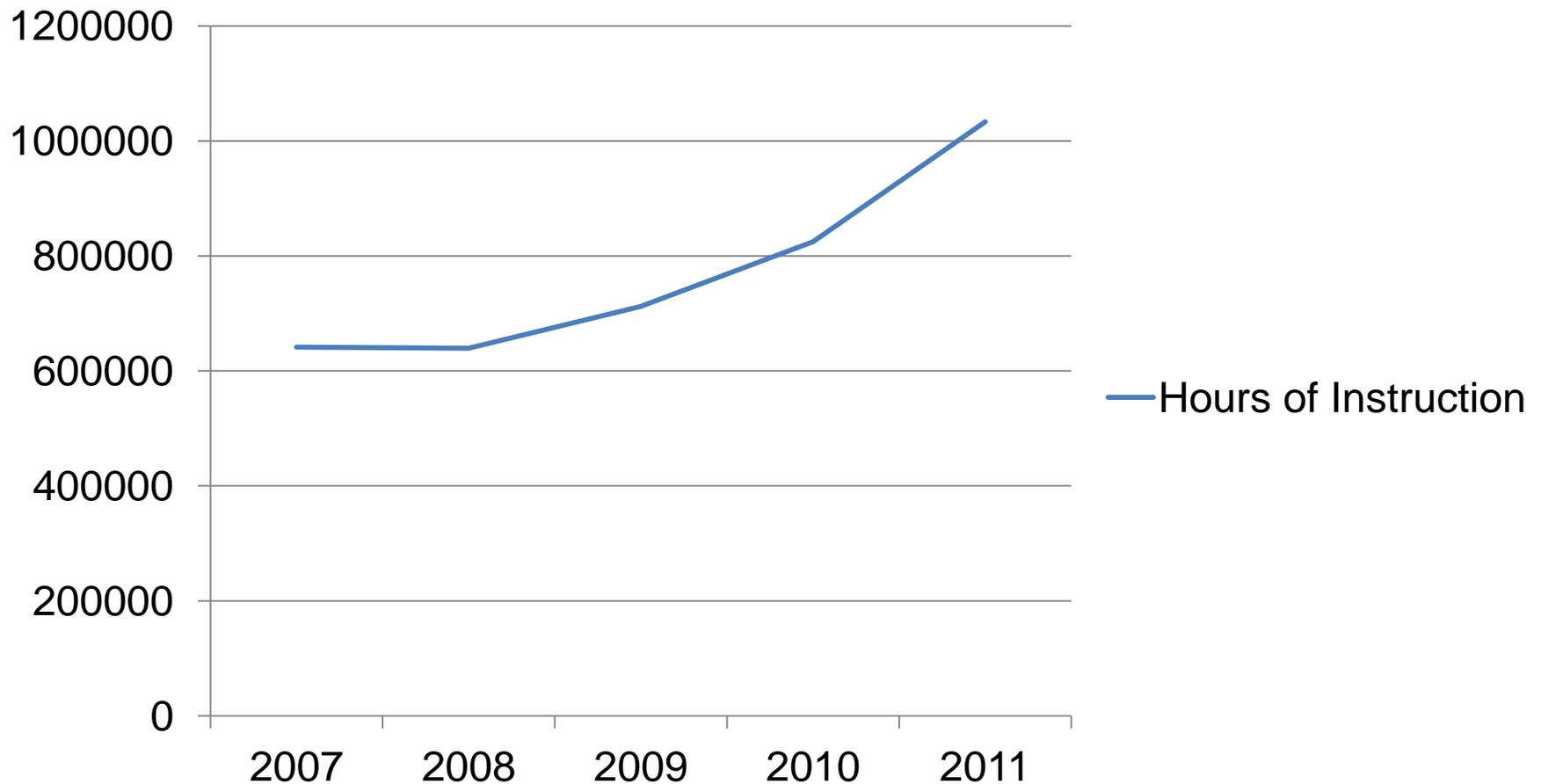


Federally Reported Enrollment (Persisters and Non-Persisters)



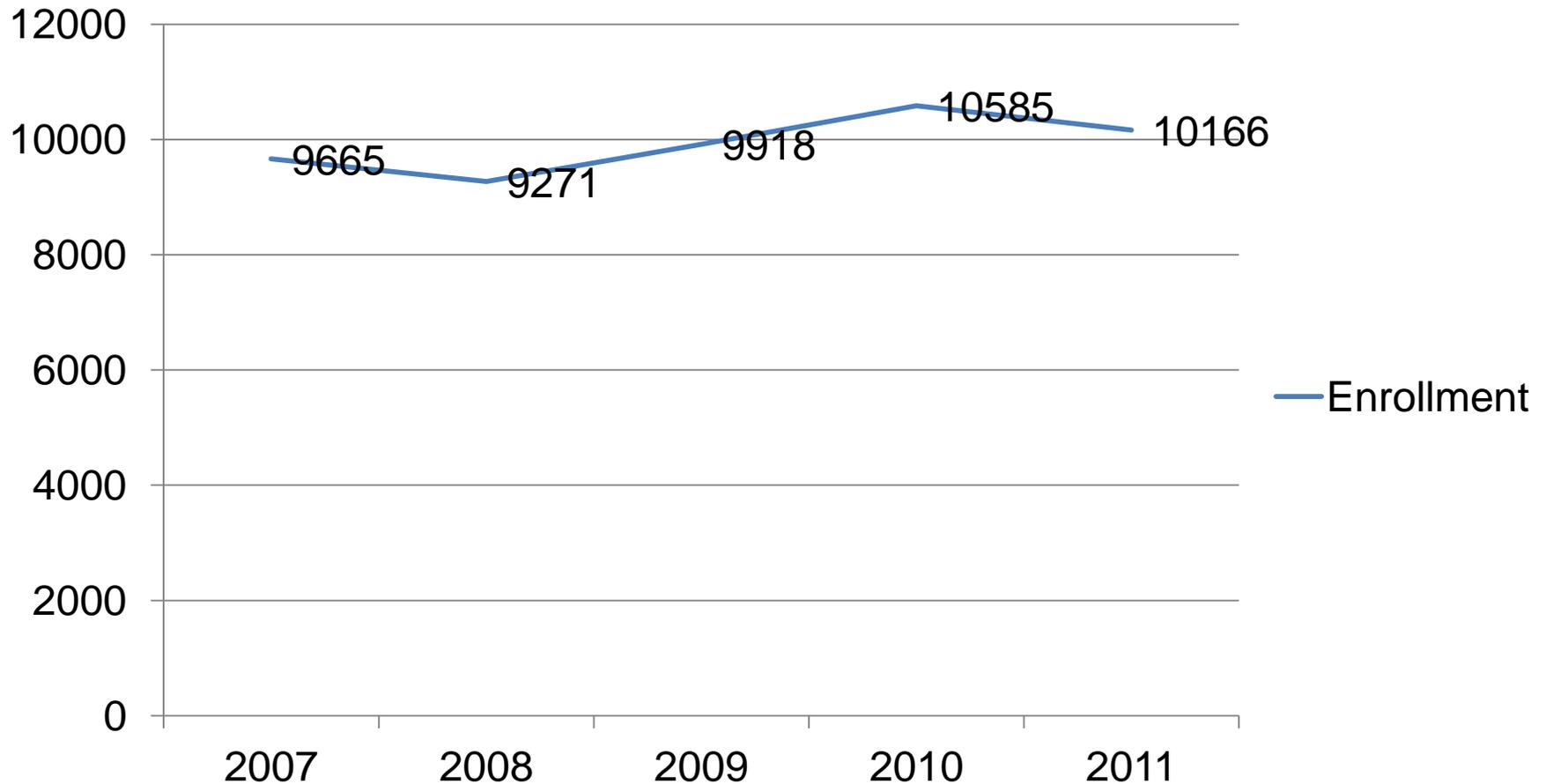
Hours of Instruction (Persisters and Non-Persisters)

Hours of Instruction



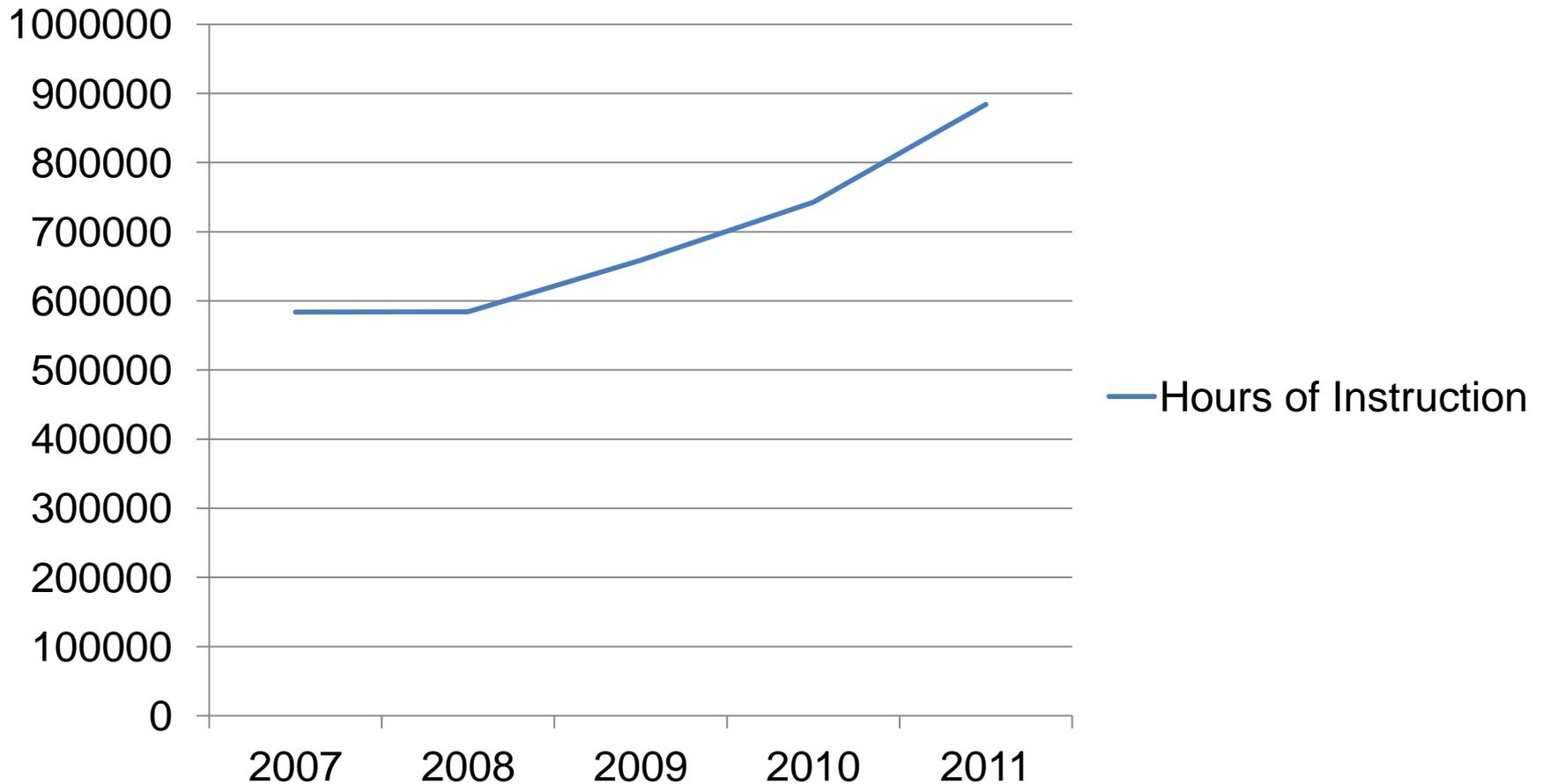
Federally Reported Enrollment (Persisters Only)

Enrollment

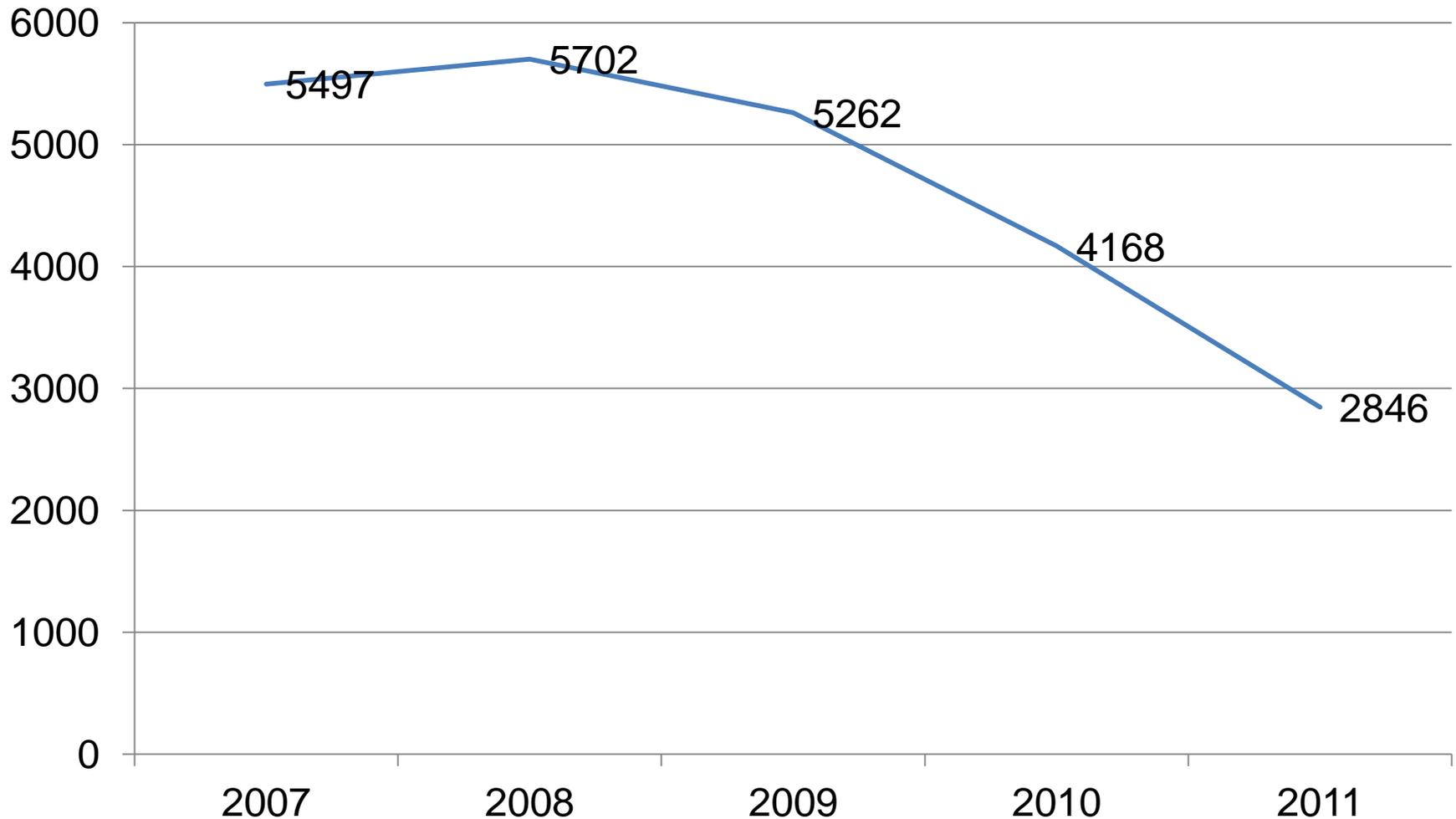


Hours of Instruction (Persisters Only)

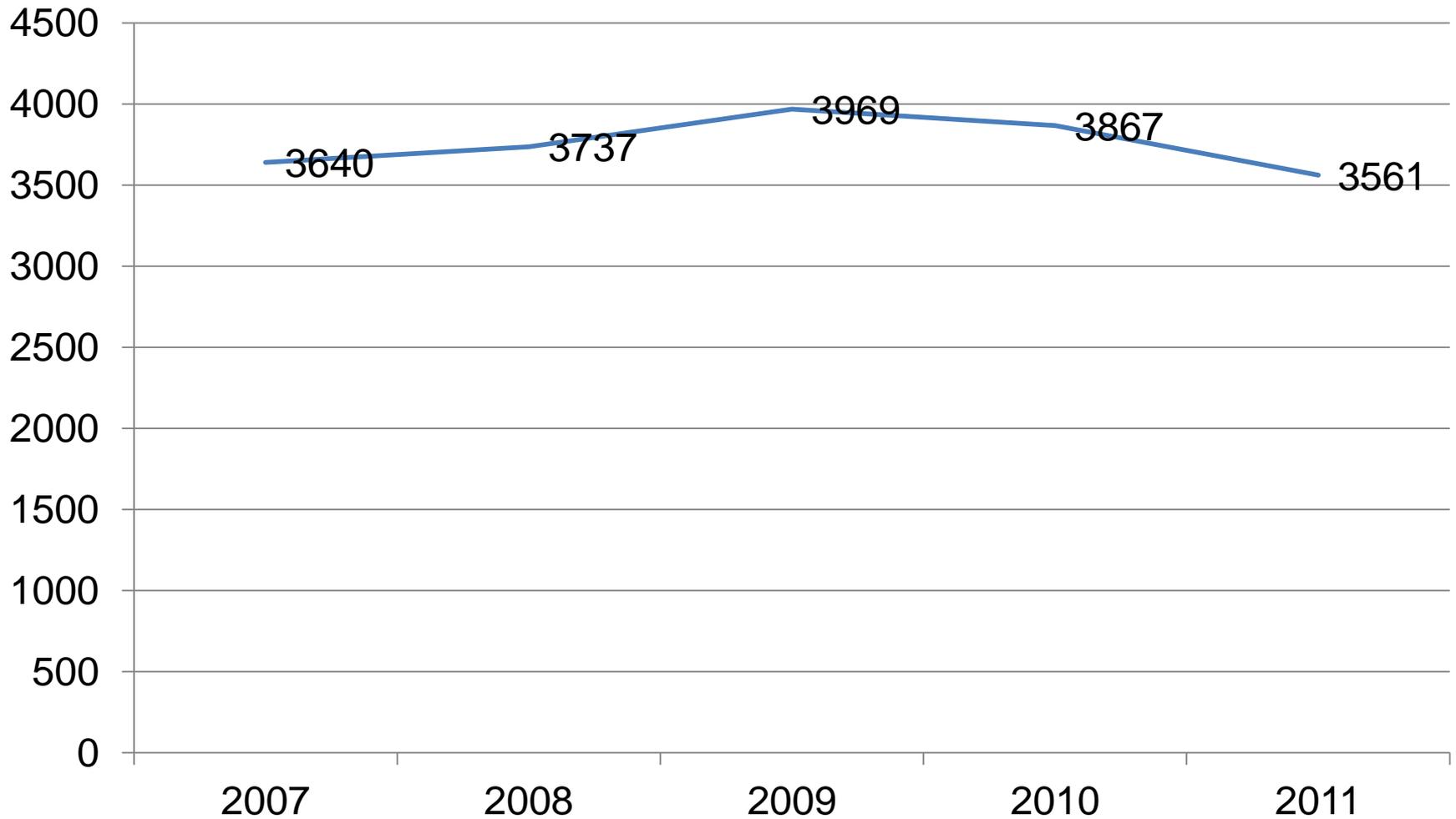
Hours of Instruction



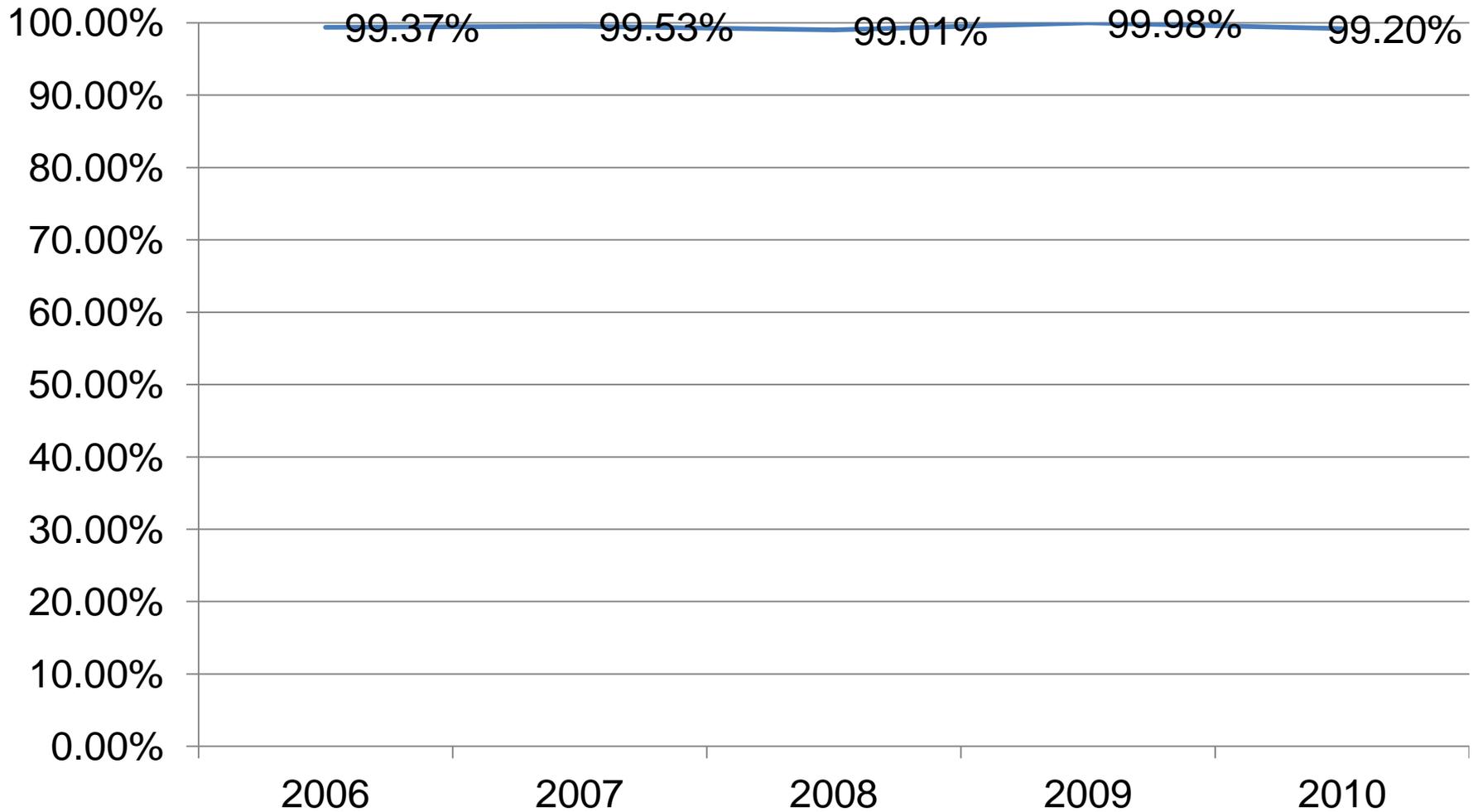
Grade Level Completions (Persisters, Post-Assessed)



GED® Test Batteries Passed



GED[®] Pass Rate



Technology

Web-Based Assessment and Data Collection

- **Nine (9) community colleges are web-based.**
- **Six (6) community colleges will be web-based by August 2012.**
- **Full implementation by June 30, 2013.**

On January 2, 2014, a new computer-based GED[®] test battery will be launched.

- **A computer based pilot will be implemented in fiscal year 2013.**

Paper free by June 30, 2014*

*Exception--Corrections-based education and rural remote sites without internet access.

Research

American Institutes for Research – 2002-2009

Adult Literacy Participants

- Within Iowa's 15 community colleges.
- Obtaining credit credential.
- Descriptive characteristics of participants obtaining credit credentials.
- Time to receive credentials.
- Subset of GED[®] earners receiving credit credentials.
- Information will be returned to community college programs.
 - Degrees earned.
 - Programs of study.
 - Characteristics of award earners.
 - Time to complete awards.

Research

Iowa GED[®] Graduate Postsecondary Developmental Intervention

Criterion-Referenced College Readiness Assessments

--**Comparison of college readiness scores with traditional high school graduates.**

Criterion-Referenced College Readiness Assessments

--**Enrollment in developmental education.**

Adult Literacy for the Workforce Initiative (ALWI)

In partnership with the Iowa Workforce Development, through two incentive grants, earned via Title II performance outcomes (2006 and 2007).

Grant Period Ended June 30, 2012

In April 2009, Iowa was one of 11 states to qualify for WIA (1998) Title II (AEFLA) incentive funding. The grant was used as seed money in the design and implementation of the **Adult Literacy for the Workforce Initiative (ALWI)**. A total of \$700,132 was allocated to the fifteen community college adult literacy programs.

While ALWI has taken many forms, the most common and effective have included these key programs to up-skill Iowa's adult workforce:

- Basic Skills
- Digital Literacy
- National Career Readiness Certificate
- Workplace Skills
- Academic Skills
- Technical Skills
- Pre-College Transition

Adult Literacy for the Workforce Initiative (ALWI)

In partnership with the Iowa Workforce Development, through two incentive grants, earned via Title II performance outcomes (2006 and 2007).

Grant Period June 2010 to June 2012

Implementation—Iowa's 15 Community College Adult Literacy Programs

- Bridging Courses
 - Welding
 - Health Careers
 - Commercial and Residential Electrical Programs
 - Tool and Die
 - Pre-Computer Numerical Control (CNC) and Manufacturing
- Online Instruction
 - Invest in GED[®] i (GED[®] Courses for Hybrid Classroom)
 - GED[®] i is now known as I-Pathways and expands to include pre-GED[®] instruction.
- College Transition
 - Digital Literacy
 - Math Brush-up
 - College Success

ALWI Outcomes

In partnership with the Iowa Workforce Development, through two incentive grants, earned via Title II performance outcomes (2006 and 2007).

Longitudinal Outcomes

- Postsecondary Transition

- Iowa Community Colleges and Other Institutions of Higher Learning
- Credit Coursework and Credential Attainment
- Non-Credit Coursework and Credential Attainment
 - Pre CNC and Manufacturing
 - Welding
 - Health Careers
 - Commercial and Residential Electrical Programs
 - Tool and Die

- Workforce

- Entry into workforce.
- Earnings over time.



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