

ADULT EDUCATION AND LITERACY

ANNUAL REPORT
PY 2012



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

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Preface

This report is based on the Program Year 2012 and the report submitted to the US Department of Education, Office of Vocational and Adult Education. Since that time, the legislature appropriated new state support for adult education and literacy programming. The \$5.5 million appropriation for FY 2014 is the first dedicated state funding stream for adult education and literacy programs and is intended to supplement federal allocations. The appropriation is expected to build on previous efforts to build career pathways and help more low-skill adults obtain postsecondary credentials and employment.

Acknowledgements

The staff and administration of the Division of Community Colleges wish to acknowledge and thank the 15 community college adult education and literacy programs and their staff for their assistance in developing this report. The figures noted in this report were obtained from each of Iowa’s 15 community colleges, unless otherwise noted.

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Introduction

This report is Iowa's response to the four questions that the United States Department of Education (ED), Office of Vocational and Adult Education (OVAE), requires of all states and territories receiving federal funding through the Workforce Investment Act (WIA), Title II, and Adult Education and Family Literacy Act (AEFLA). 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."

THE IMPACT OF ADULT EDUCATION AND LITERACY

The federally-funded adult education and literacy programs administered by the Iowa Department of Education (DE) Division of Community Colleges provide lifelong educational opportunities and support services to eligible participants. Programs assist adult in obtaining the knowledge and skills necessary for work, further education, family self-sufficiency, and community involvement. By improving the education and skill levels of individual Iowans, the programs enhance the competitiveness of state's workforce and economy. Iowa adult education programs help learners to:

- Gain employment or better their current employment.
- Obtain a high school equivalency diploma by passing the General Educational Development (GED®) test.
- Attain skills necessary to enter postsecondary education and training.
- Exit public welfare and become self-sufficient.
- Learn to speak, to read, and to write the English language.
- Master basic academic skills to help their children succeed in school.
- Become U.S. citizens and participate in a democratic society.
- Gain self-esteem, personal confidence, and a sense of personal and civic responsibility.

ADDRESSING IOWA'S NEEDS AND CHALLENGES THROUGH ADULT EDUCATION

Adults without a high school diploma and postsecondary education: 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.

The foreign-born, limited English proficient (LEP) population: age 5 and older in Iowa increased by 47.5 percent between 2000 and 2011. English proficiency of adults ages 18 to 64 which self-identified as "speak English less than well" increased to 65,596.

Unemployment of Iowans of working age and labor force participation rates: The "Great Recession" officially ended in June 2009, but for many Iowans economic recovery remains elusive.

Skills Gap: To maintain competitiveness in the global economy, Iowa needs a more highly skilled and credentialed workforce. Currently, more than 289,280 working-age Iowans have not completed high school or obtained a high school equivalency diploma and only two percent (5,646) of this target population took the high school equivalency test (GED®) in 2011.

Question 1: Describe successful activities, programs, and projects supported with State leadership funds and describe the extent to which these activities, programs, and projects were successful in implementing the goals of the State Plan.

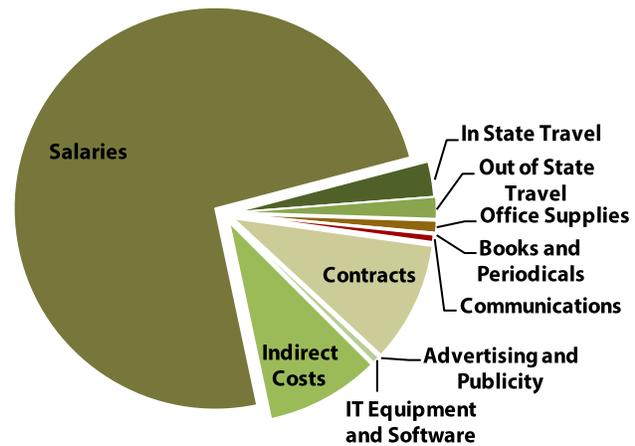
Section 223(a) of the Act references the mandate that the eligible agency shall not use more than 12.5 percent of the grant funds for one or more of the 11 state leadership activities (See Appendix A). The activities, programs, and projects supported with state leadership funds described below have been aligned with those eleven criteria as indicated. State leadership funds provided various opportunities for education and staffing needs, both at the state and local levels. Nearly 10 percent of the funding was expended for contracts to local vendors for professional development education for program improvement (Chart 1.1).

In addition, Iowa was awarded a second year of incentive funds in partnership with Iowa Workforce Development. These funds were allocated to programs based on an application aligned with the state plan as well as incentivizing career pathway and curriculum integration. Funds complimented local staff development projects. Nearly 87 percent of funds were passed through to local programs. (Chart 1.2).

The three goals of Iowa’s state plan include:

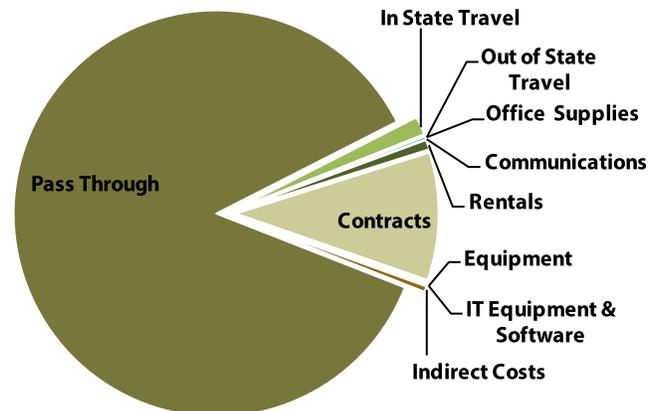
1. Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency.
2. Assist adults who are parents obtain the educational skills necessary to become full partners in the educational development of their children.
3. Assist adults in the completion of a secondary school education.

Chart 1.1 — AEFLA State Leadership Expenditures



Note: \$315,021 expended.
Source: Iowa Department of Education, Office of Internal Administrative Services.

Chart 1.2 — ALWI Expenditures



Note: \$706,296 expended.
Source: Iowa Department of Education, Office of Internal Administrative Services.

LOCAL STAFF DEVELOPMENT PROJECTS

The Iowa statewide adult basic education program will fund local staff development projects designed to serve the staff development needs of local providers. The local staff development program has been a traditional part of the funding pattern for local providers since the adoption of the state plan.

The DE requires that each eligible provider submit an annual staff development plan outlining the staff development goals, objectives, and activities for any given fiscal year. The grant awards are based on the needs and activities delineated in the local staff development plan. In PY 2012, Iowa disseminated \$80,000 to local programs to serve staff professional development needs.

The request for proposal (RFP) provides guidelines for local programs under the auspices of the Adult Education and Family Literacy Act. The local staff development plan is a required update with a detailed budget.

For the new program year, the department has established additional requirements, such as programs identifying what is driving the professional development, how the professional development that is offered will be evaluated, and other key components of the professional development's implementation.

The program is held accountable for its professional development of well-trained instructors, counselors, and administrators by tracking its budget expenses quarterly and reviewing its plan during the monitoring visit.

STATEWIDE STATE LEADERSHIP PROJECTS

The statewide leadership project is designed to fund and to coordinate state-level staff development activities within Section 223(a) of the Act based on the one or more of the state leadership activities focusing on the following areas: (1) National Reporting Service (NRS) reporting; (2) program improvement; (3) GED® 2002 preparation activities; and (4) Comprehensive Adult Student Assessment Systems (CASAS) statewide staff development activities.

The impact of professional development on instruction and on adult learner outcomes is evaluated against the following criteria:

- Statewide implementation, adoption, and diffusion into adult literacy instructional strategies, methodologies, and curriculum infusion.
- Long-term improvement in program outcomes measured by the state and local program's ability to continually meet negotiated benchmark levels.
- Adult learner assistance to effectively meet personal and program literacy goals.

The Iowa State Leadership Committee. The Adult Literacy Leadership Committee is comprised of representatives from each community college including administrators, instructors, and trainers. Teleconferences and web conferences were held on a bi-monthly basis. The committee reviews the staff development efforts of the previous year and makes recommendations for the next year or longer (e.g., two to three years). The committee also helps in planning the Adult Basic Education (ABE) and Literacy Summer Institute, which will be held again in July 2013. In PY 2012, the feedback from the Iowa State Leadership Committee for Professional Development Standards was compiled. The plan for the state team to review data and move the professional development standards initiative forward was impacted by staff changes, though this initiative is planned to continue in PY 2013.

A **New Coordinator Workshop** was held August 29-30, 2011 for four new coordinators and their mentors. In addition, monthly coordinator meetings were held via web conference or face-to-face. Technical assistance on utilization of the claims process hosted on www.iowagrants.gov was delivered via webinar, face-to-face meetings, and one-on-one encounters throughout the year.

The **Iowa Adult Numeracy Academy** is an integrated, face-to-face, ICN (Iowa Communication Network), and online training project that uses teacher inquiry and reflective learning to engage participants in learning mathematics and to experience various instructional approaches to teaching mathematics. The academy was organized around four central topics: (1) geometry; (2) measurement; (3) data analysis; and (4) algebra. Thirteen instructors participated from September 15, 2011 to February 24, 2012.

The **ALWI/ABE Conference** was held April 25-27, 2012, in Des Moines, Iowa. With the final year of Iowa's ALWI (Adult Literacy for the Workforce Initiative) funding, a conference entitled, "*Today and Beyond: Preparing Students for 21st Century Opportunities*" was held and which continued the ALWI's focus of transitioning learners, especially into the workforce. Keynote speaker Thomas Sticht helped set the tone, along with many others during their sessions. Nearly 200 participants attended the three-day conference, and evaluations reported that 93 percent of responders gained their primary objective for attending.

The **Iowa Literacy Council (ILC)** is an advocacy group that includes diverse business and education members from across the state who support literacy. In PY 2012, the ILC held presentations at: (1) Southwestern Community College, Creston, Iowa on September 9, 2011; (2) Central Iowa Shelter & Services, Des Moines, Iowa at November 4, 2011; (3) Iowa Workforce Development, Des Moines, Iowa on March 9, 2012; and (4) Corinthian Baptist Church, Des Moines, Iowa on May 18, 2012. The ILC has learned about workforce integration and transition issues, such as Iowa Workforce Development Virtual Access Points.

CASAS TOPSpro Training was held on April 9, 2012, at Iowa Lakes Community College in Estherville, Iowa with nine participants. A CASAS Implementation Training conference was held via the ICN on September 20, 2011, for seven participants. A CASAS Writing Recertification Training session was held via Polycom system on October 11, 2011, for local certified examiners. Teleconferences were held periodically to support the field with issues regarding TOPSpro (the database used for NRS reporting), and an e-Testing training.

CASAS-certified trainers include: One basic information technology (IT) associate, two "Providing Options for the Workplace, Education, and Rehabilitation (POWER)" consultants, one TOPSpro consultant, and two Functional Writing Assessment (FWA) cadre members. Additionally, a technology trainer is in the process of becoming a certified CASAS trainer. These experts conduct training in their content areas as needed across the state and at conferences. All trainers participate in re-certification with CASAS.

The **TOPS Enterprise (TE)** data management and **eTesting Online (eO)** assessment systems were pilot tested by two local programs in PY 2012 — Eastern Iowa Community College (EICC) and Kirkwood Community College (KCC). Implementation began in October 2011. The TOPS Enterprise web-based management information system includes a variety of data integrity protocols. Local program data is entered daily using TOPS Enterprise. Data is accessible in real time to state and local program personnel. The local TOPSpro enterprise specialist is able to run reports on demand. Reports are shared in a variety of formats with coordinators and instructors. Coordinators are encouraged to review and to verify their data on a weekly basis and to share the information with staff. Local programs are on a three-year rotating monitoring visit cycle which includes database integrity checks and compliance with *Iowa's TOPSpro Data Dictionary*. The DE has the following quality control procedures in place for appropriate assessment procedures: data integrity checks; system logic to prevent inappropriate assessments being administered electronically; data verification procedures, etc..

Training and technical assistance was provided to the following colleges:

Table 1.1 — Training Schedule

Date	College(s)	Training
October 5, 2011	EICC and KCC	Hierarchy Training
October 10, 2011	KCC	TE data base build
October 13, 2011	KCC	eO Training
November 17, 2011	KCC	eO Session Set-up
January 4, 2012	KCC	TOPS to TE Migration
January 11, 2012	EICC	TOPS data base preparation for conversion
January 18, 2012	EICC	TE desktop installation-prepare for migration
January 31, 2012	KCC	Migration reconciliation
February 10, 2012	EICC	TE class creation
March 2, 2012	EICC	TOPS to TE migration
May 3, 2012	HCC	eO Proctor Certification
May 15, 2012	NIACC	eO Proctor Certification
May 23, 2012	ICCC	eO Proctor Certification
May 31, 2012	IVCCD	eO Proctor Certification
June 1, 2012	HCC	eO session set-up
June 20, 2012	SWCC	eO Proctor Certification
June 22, 2012	HCC	TE and eO set-up
June 25, 2012	WITCC	eO Proctor Certification
June 27, 2012	ILCC	eO Proctor Certification

In addition to providing training and technical assistance, state leadership funds totaling \$16,000 were used to purchase web test units (WTUs) for local programs. The two pilot colleges received \$4,000 in WTUs (\$2,120 to EICC and \$1,880 to KCC). The additional \$12,000 was allocated to the 15 local programs and distributed based upon a five-year rolling average of enrollment. The web-based system was implemented in nine of fifteen local programs in PY 2012.

At the **Center for Adult English Language Acquisition (CAELA) Training**, Iowa’s ESL regional specialists presented four webinars on “FAQs for Newer ESL Instructors.” More than 25 participants viewed recorded webinars following the live presentations. One specialist presented information on grouping strategies at the Iowa Language and Culture Conference in November 2011. In addition, specialists held a session at the ALWI/ABE conference in April 2012 to discuss and to consider topics for further training for Iowa’s Adult Literacy ESL teachers.

Monitoring Visits to Colleges. The Adult Literacy State Director and Adult Literacy Consultants monitored and visited the following community colleges from August—April 2012.*

Indian Hills Community College (IHCC)	08/17/12
Kirkwood Community College (KCC)	02/28/12
Western Iowa Tech Community College (WITCC)	03/13/12
Southeastern Community College (SCC)	03/28/12
Northeast Iowa Community College (NCC)	04/26/12

*A site visit which had been planned for PY 2011 needed to be postponed until PY 2012, due to unusual circumstances.)

The purposes for site visits were to meet staff, provide technical assistance to the program, provide an opportunity for the staff at each center to ask questions and share ideas and concerns, and learn about programs, facilities, and procedures across the state. Peer coordinators were encouraged to participate as visiting monitors, in order to expand sharing and collaboration across the state. The monitoring tool and visits addressed data collections, instructional practices, benchmarks, materials, assessment practices, and fiscal management.

Other State and National Conferences

An “*Education Works! Strategies Linking Adult Literacy with Workforce Skills*” summit was held in conjunction with United Way on November 1, 2011 in Ankeny, Iowa. In addition, two CASAS trainers participated in the CASAS Summer Institute in San Diego, California, June 11-14, 2012.

FUTURE DIRECTIONS

In PY 2013, the state staff development leadership project will continue most projects as they continue to provide support for content instruction and preparation for the GED®, such as numeracy skills. However, the next ABE Institute will not be held until PY 2014, as two conferences were held in PY 2012. Additionally, future professional development with the common core and the Iowa Core will be offered, after the new assessment for high school equivalency is determined.

Question 2: Describe any significant findings from the eligible agency’s evaluation of the effectiveness of the adult education and literacy activities based on the core indicators of performance.

ACCOUNTABILITY

One of the major intents of AEFLA was to establish performance measures and benchmarks to demonstrate increased accountability in line with the major goals and objectives of WIA. Section 212(2)(A) of the Act specifies that each eligible agency (e.g., the Iowa Department of Education) is subject to certain core indicators of performance and has the authority to specify additional indicators. The federally-mandated core indicators are:

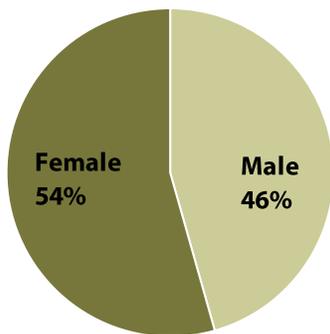
- Demonstrated improvement in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills;
- Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment, or career advancement; and
- Receipt of an [adult] secondary school diploma or its recognized equivalent [Iowa High School Equivalency Diploma].

ADULT EDUCATION AND LITERACY STUDENT PROFILE

The typical adult literacy student is female, unemployed, white, averaging 28 years of age, with a highest year of school completed of 5.4 years.

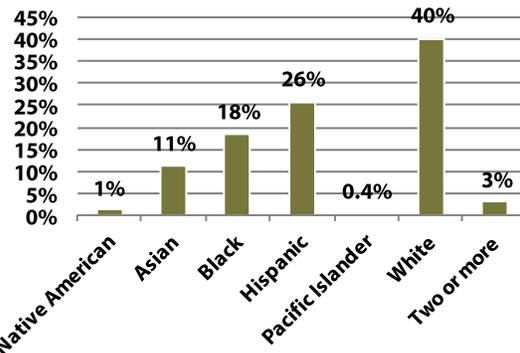
- Female enrollment, 54 percent
- Unemployed, 58 percent
- White, 40 percent; Hispanic, 26 percent
- Twenty-eight years of age
- The average highest year of school completed for all enrollees is 5.4 years

Chart 2.1 — Adult Education and Literacy Student Gender



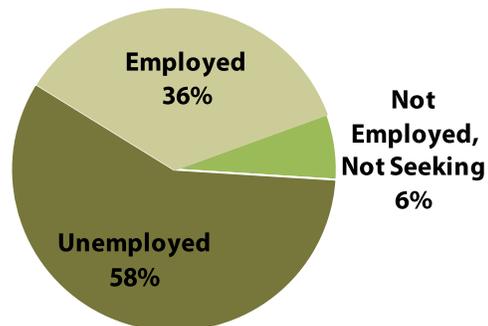
Source: Iowa Department of Education, Division of Community Colleges, Adult Literacy MIS.

Chart 2.2 — Adult Education and Literacy Student Racial and Ethnic Background



Source: Iowa Department of Education, Division of Community Colleges, Adult Literacy MIS.

Chart 2.3 — Adult Education and Literacy Student Employment Status



Source: Iowa Department of Education, Division of Community Colleges, Adult Literacy MIS.

Programs collect information to determine the highest year of school completed by an adult education and literacy student.

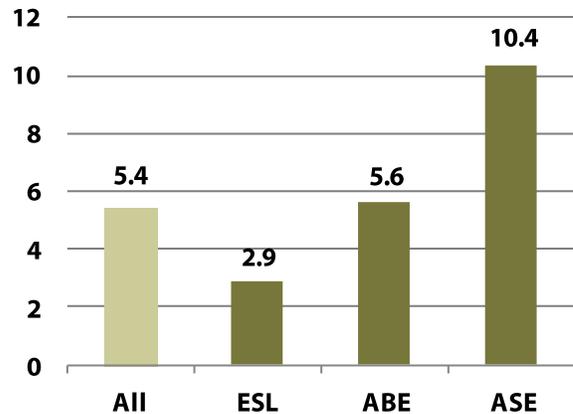
- English-as-a-Second-Language (ESL) learners average 2.9 years of school.
- Adult basic education learners average 5.6 years of school.
- Adult secondary education learners average 10.4 years of school.

ADULT EDUCATION AND LITERACY ENROLLMENT

In PY 2012 there was a decrease of 2.2 percent in the number of reportable adult learners (10,921) as compared to PY 2011 (11,167).

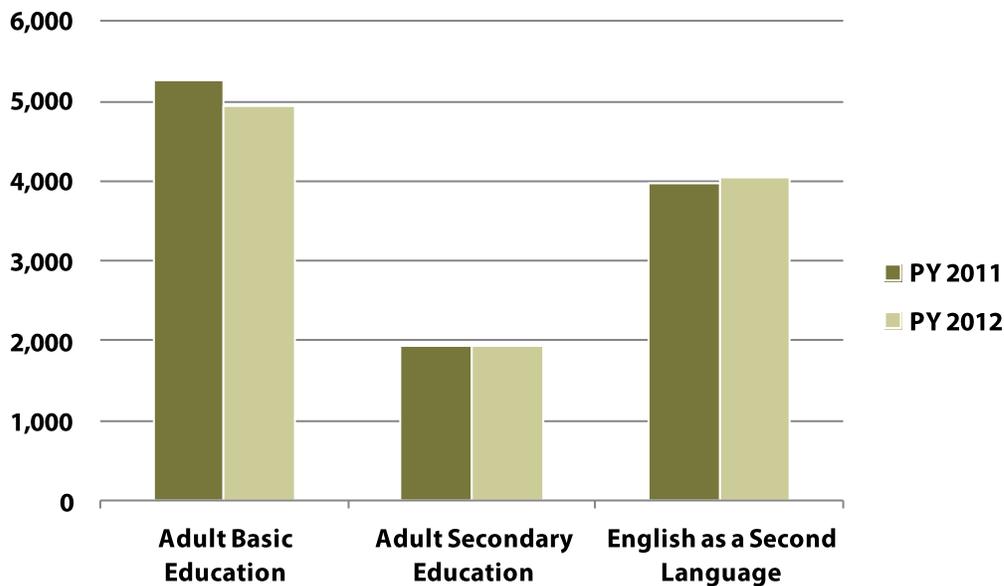
- The American Community Survey estimates there are 233,162 Iowans over the age of 18 without a high school diploma or its equivalent (U.S. Census Bureau, 2011).
- Total adult education and literacy enrollment in PY 2012 was 21,943 students. Of those, 10,921 obtained the required minimum of 12 hours of instruction necessary for federal reporting.
- Iowa adult education and literacy enrollment represented service to 9.4 percent of the eligible population in Iowa 18 years or older without a high school diploma or its equivalent.
- Adult basic education programs enrolled 4,948 students (45 percent of total enrollment).
- Adult secondary education programs enrolled 1,926 students (18 percent of total enrollment).
- ESL programs enrolled 4,047 students (37 percent of total enrollment).

Chart 2.4 — Highest Year of School Completed



Source: Iowa Department of Education, Division of Community Colleges, Adult Literacy MIS.

Chart 2.5 — Adult Education and Literacy Enrollment, PY 2011 — PY 2012



Source: Iowa Department of Education, Division of Community Colleges, Adult Literacy MIS.

HOURS OF INSTRUCTION

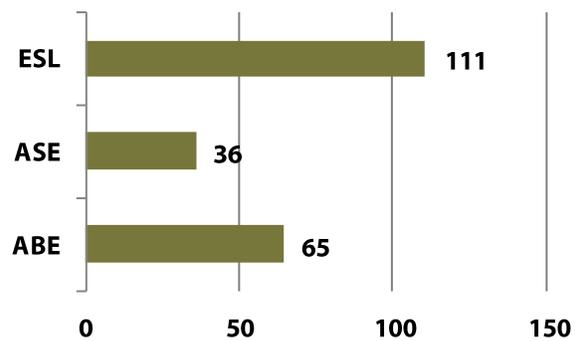
Upon intake, programs collect student information and determine the instructional program most appropriate for the student. For example, an English language learner would enroll in an ESL instructional program and a student with skills sufficient to obtain a high school equivalency diploma would be enrolled in an adult secondary education (ASE) instructional program.

- Students are pre-tested and placed into classes based on the area of basic skills most deficient and/or the student’s primary goal.
- Enrolled students must obtain a minimum of 12 instructional hours in order to be eligible for federal reporting.
- Students received an average of 87 hours of instruction through the combined instructional program.
- ESL students receive an average of 111 hours of instruction.
- ASE students receive an average of 36 hours of instruction.
- ABE students receive an average of 65 hours of instruction.

Student retention is critical to the process of assessing progress. Persistence and sufficient hours to test students for progress continues to be a challenge for local programs. In PY 2012, 49.7 percent (10,921) of the 21,943 enrollees persisted for a minimum of 12 or more hours of instruction.

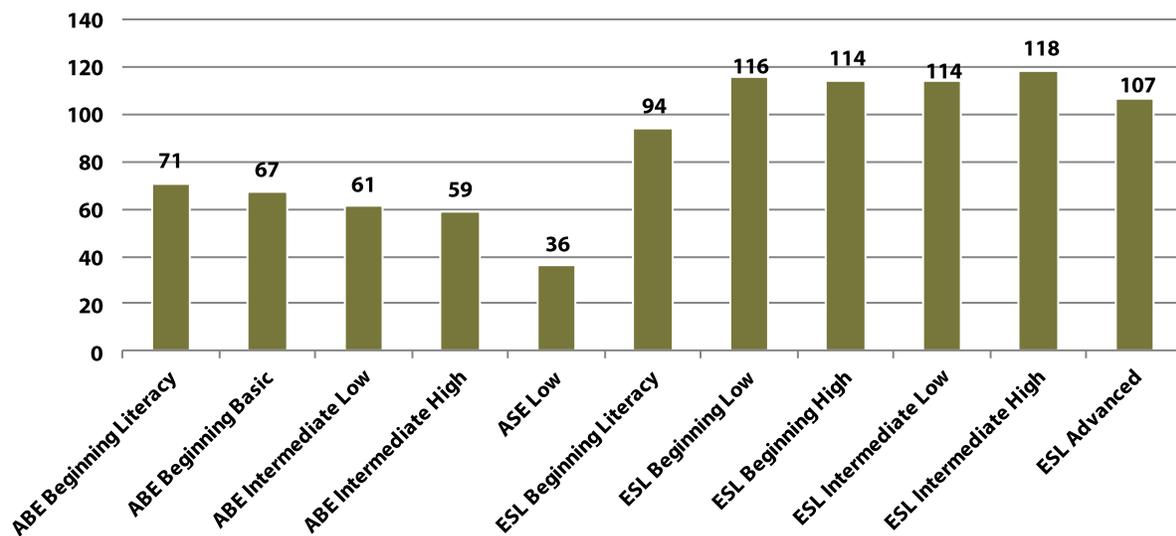
Educational functioning level (EFL) refers to skill and grade level equivalents within instructional programs and is based upon the initial (pre-test) test score. For example, an English language learner, enrolled in an ESL instructional program may assess at a grade level equivalent to three completed years of school. In this case, the student would be placed in the ESL Beginning Literacy, or lowest educational functioning level.

Chart 2.6— Average Hours of Instruction by Instructional Program



Source: Iowa Department of Education, Division of Community Colleges, Adult Literacy MIS.

Chart 2.6— Average Hours of Instruction by EFL



Source: Iowa Department of Education, Division of Community Colleges, Adult Literacy MIS.

- After pre-testing and upon determination of the appropriate EFL, students are placed into classes with instruction targeted to address needed skill sets.
- Student class placement occurs within one of 11 reportable educational EFLs based on pre-test score and student goals.
- Test publisher guidelines determine that students will receive a minimum of 40 hours of instructional intervention (70-100 hours recommended) before administering a post-assessment.
- After receiving the recommended hours of instruction, programs post-test students to determine progress within one of the 11 EFLs.

The department closely monitored programs to ensure that the minimum recommended instructional intervention hours were occurring for students before programs administered a post-assessment.

CORE MEASURES

The core measures of the National Reporting System (NRS) are the student outcome measures. The five NRS core outcome measures were selected to address the requirements for core indicators of performance in the AEFLA.

Iowa utilizes a data match process to determine if performance targets negotiated with OVAE have been met for four specific measures. Upon entry into a program, students go through a goal setting process that determines goals most likely to be met within the program year. Students selecting one or more of four specific goals are entered into the respective cohorts representing the following performance measures: 1) High School Completion; 2) Entry into Postsecondary Education or Training; 3) Employment Entry, and/or 4) Employment Retention. Upon student exit, during or at the end of the program year, student achievement outcomes were measured utilizing data matching methodology outlined in NRS guidelines. Data matching allows collaboration between authorized entities holding large amounts of data to perform more precise searches that produce more efficient and accurate results.

Performance Measure I—Demonstrated Improvement in Educational Functioning Levels

Iowa annually submits performance targets to OVAE for increased student educational functioning level gains for the upcoming program year. Iowa local programs implement strategies to increase performance and meet the state targets. States annually submit outcomes of Performance Measure I based on:

- 1) total enrollees with an initial placement assessment;
- 2) 12 or more hours of instruction;
- 3) the number of percentage of students with a post-assessment; and
- 4) the number and percent of students making an educational functioning level gain. Table 2.1 shows the educational functioning levels and Iowa's agreed upon targets for the 2012 program year.

Table 2.1— Student Education Functioning Level, PY 2012

Entering Educational Functioning Level	2012 Performance Targets	2012 Iowa Performance
ABE Beginning Literacy	51%	21%
ABE Beginning Basic	41%	22%
ABE Intermediate Low	39%	23%
ABE Intermediate High	25%	17%
ASE Low	24%	18%
ESL Beginning Literacy	41%	35%
ESL Beginning Low	23%	45%
ESL Beginning High	59%	38%
ESL Intermediate Low	47%	34%
ESL Intermediate High	40%	32%
ESL Advanced	15%	14%

Source: Iowa Department of Education, Division of Community Colleges, Adult Literacy MIS.

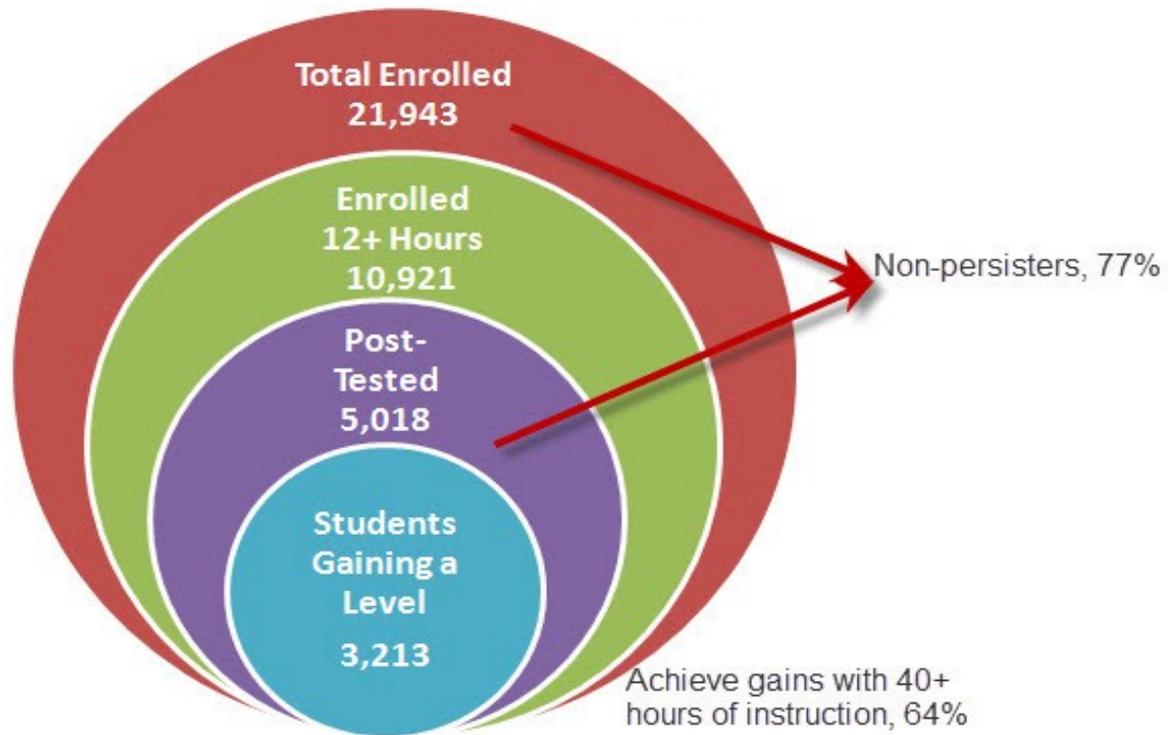
Adult Basic and Secondary Education: *The percentage of enrolled adults in the basic literacy program who acquired the basic skills needed to complete the level of instruction in which they were initially placed.* The adult basic and secondary education instructional programs consist of a series of educational functioning levels with each level representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

English Literacy or English as-a-Second Language (ESL): *The percentage of enrolled adults in English literacy programs who acquired the level of English language skills needed to complete the level of instruction in which they were initially enrolled.* English literacy education instructional programs consist of a set of educational functioning levels with each level representing a hierarchy of English language skills ranging from beginning language literacy to oral language proficiency.

Student retention and completion of sufficient hours of instruction continue to be a challenge for local programs. Programs track student progress, hours of instruction, and level completion in order to report outcomes to the state annually. Students must have 12 hours of instruction to be federally-reported. Retention challenges are a major factor in Iowa’s inability to meet federally-negotiated targets and as a result, Iowa met only one of the eleven negotiated targets in PY 2012. The transition to sufficient hours of instruction is as follows:

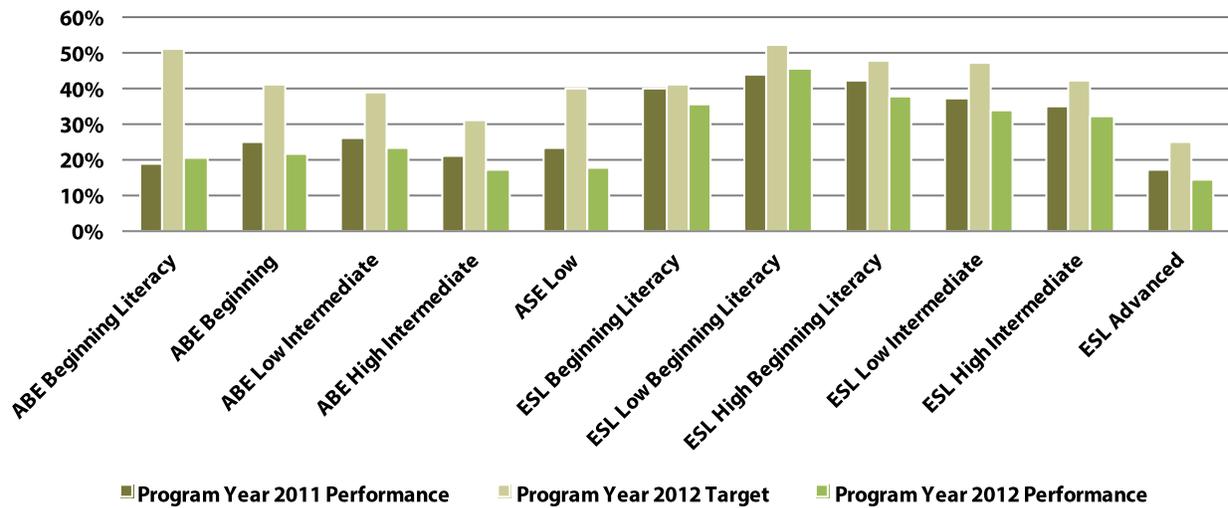
- PY 2012 total student enrollment totaled 21,943 students.
- Of the 21,943 enrollees, 11,022, or 50.3 percent left the program before 12 hours of instruction and/or were not administered a pre-test.
- Of the 21,943 enrollees, 10,921, or 49.7 percent were retained for 12 or more hours of instruction.
- Of the 10,921 students retained, programs progress tested 5,018, or 46 percent of the total with at least a minimum of 40 hours of instruction.
- Of the 5,018 students progress tested, 3,213, or 29 percent achieved educational gains upon taking a post test.

Chart 2.8— PY 2012 Cohort Path to Educational Gains



Source: Iowa Department of Education, Division of Community Colleges, Adult Literacy MIS.

Chart 2.9— EFL Indicator Comparison

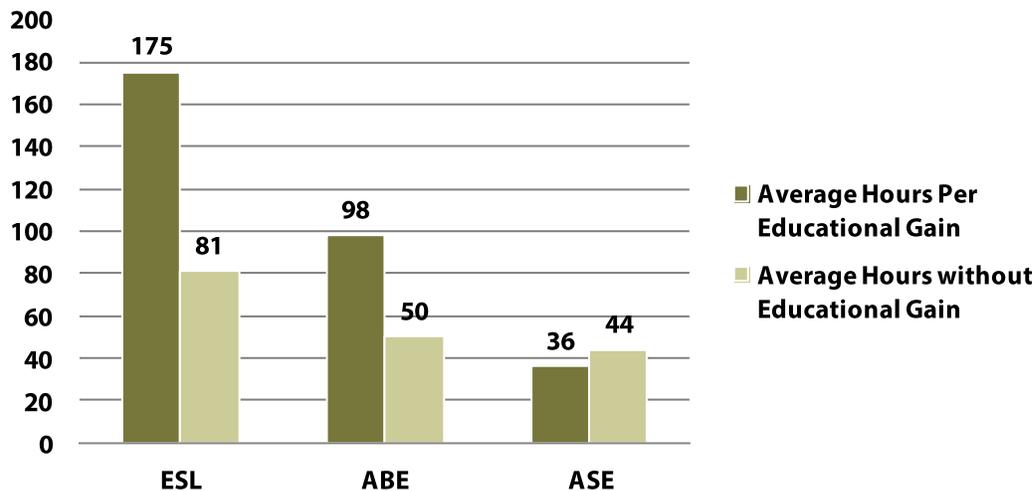


Source: Iowa Department of Education, Division of Community Colleges, Adult Literacy MIS.

Minimal achievement of negotiated targets is attributed to several factors:

- Open enrollment practices increase attrition rates and decrease student persistence and retention.
- Local programs were not able to retain students long enough to achieve the minimum recommended hours of instructional intervention.
- Monitoring of local program compliance with test publisher recommended instructional intervention increased the hours of instructional intervention for students.
- Programs were compelled to review and to revise attendance policies to ensure that students received instructional intervention of sufficient intensity and duration. A review of the average hours it took a student to achieve an educational gain and a comparison of the average hours of instruction for students who post-assessed and did not make an educational gain are reviewed in table Chart 2.10.

Chart 2.10— Average Hours of Instruction: Intensity and Duration



Source: Iowa Department of Education, Division of Community Colleges, Adult Literacy MIS.

Performance Measure II—High School Completion

High School Completion: *The percentage of enrolled adults with a high school completion goal who earned a high school diploma or GED®.* Iowa issues a high school equivalency diploma upon successful completion of approved, standardized subject tests. In PY 2012, Iowa used the successful completion of the GED® test battery as the basis upon which to issue an Iowa high school equivalency diploma. Students without a high school diploma or an equivalent, who indicated a goal of obtaining an Iowa high school equivalency diploma and exited during the program year or by June 30, 2012, were matched for two subsequent quarters to determine if the student obtained an Iowa high school equivalency diploma.

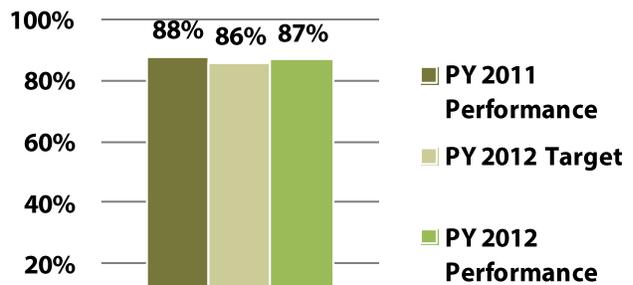
Iowa’s performance target for PY 2012 stated that 86 percent of students who indicated that their goal was to achieve an equivalency diploma would do so within two quarters of the end of the program year. In PY 2012, 87 percent of students achieved that goal, statewide and exceeded the OVAE-negotiated target.

Students who indicated a goal of entry into postsecondary education or training and exited during the program year or by June 30, 2012, were matched for two subsequent quarters to determine goal attainment. Student records were matched against the community college management information system (MIS) non-credit training and credit program enrollment. Iowa’s performance target for PY 2012 was that 50 percent of students setting this goal would meet it. In PY 2012, 51.4 percent of students achieved entry into postsecondary education or training.

According to the *2011 Annual Statistical Report on the GED® Test*, published by GED® Testing Service LLC, Iowa was able to test 2.0 percent of the Iowa target population (adults without a high school credential) as based on 2010 U.S. Census data. Of the 5,646 adult learners that tested from January 1, 2011, to December 31, 2011, 63.3 percent completed all five subtests and 97.9 percent passed with a minimum total score of 2,250.

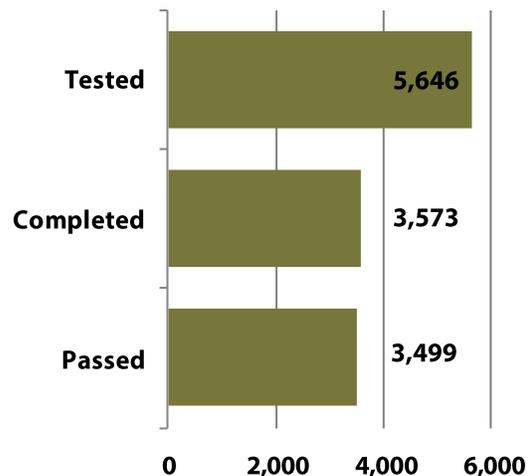
Note: The number of high school equivalency diplomas issued by the State of Iowa does not match the number reported on the Federal table due to the fact that upon entry to the program students selected an alternative goal other than completing the equivalency diploma, such as a postsecondary degree, or employment.

Chart 2.11— High School Equivalency Diploma Outcomes



Source: US ED OVAE

Chart 2.12— High School Equivalency Tester Outcomes



Source: GED Testing Service

Performance Measure III—Entered Postsecondary Education or Training

Entered Postsecondary Education or Training: *The percentage of enrolled adults with a goal to continue their education who enter postsecondary education or training.* Students who indicated a goal of entry into postsecondary education or training and exited during the program year or by June 30, 2012, were matched for two subsequent quarters to determine goal attainment. Student records were matched against the community college management information system (MIS) file in non-credit training and credit program enrollment.

Iowa's performance target for PY 2012 was that 50 percent of students setting this goal would meet that goal. In PY 2012, 51.4 percent of students achieved entry into postsecondary education or training.

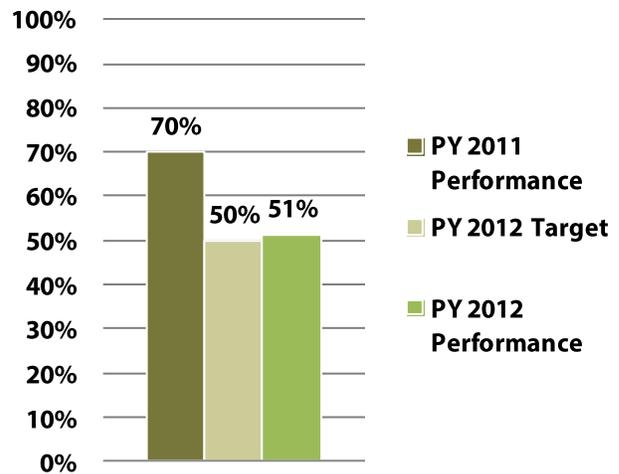
Performance Measure IV—Entered Employment

Entered Employment: *The percentage of enrolled and unemployed adults (in the workforce) with an employment goal who were employed at the end of the first quarter after they exited the adult education and literacy program.* Students indicating a labor force status of "unemployed," indicated a goal of obtaining employment and exited during the program year or by June 30, 2012, were matched with the Iowa Workforce Development unemployment insurance records. Data matching occurred one quarter after the student's quarter of exit either within the program year or for one subsequent quarter in the next fiscal year if the student exited by April 1, 2012.

Iowa's performance target for PY 2012 stated that 86 percent of students who indicated that their goal was to enter employment would do so two quarters upon program exit. In PY 2012, 28 percent of students achieved employment and Iowa did not meet the OVAE-negotiated target.

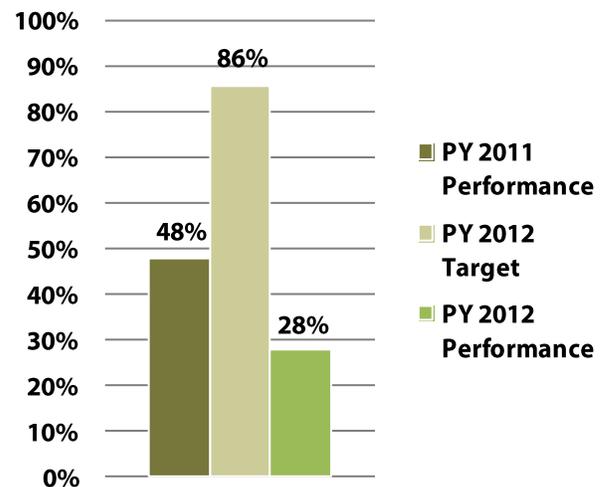
Students who achieved the outcome and obtained employment were also followed for job retention. For students who obtained employment within the defined parameters, a follow-up data match was conducted to determine which students had retained employment two quarters following the quarter in which employment was obtained. Following NRS guidance for students who obtained employment, this subset of students was included in Performance Measure V.

Chart 2.13— Enrollment in Postsecondary Education Outcomes



Source: US ED OVAE

Chart 2.14— Entry into Employment Outcomes



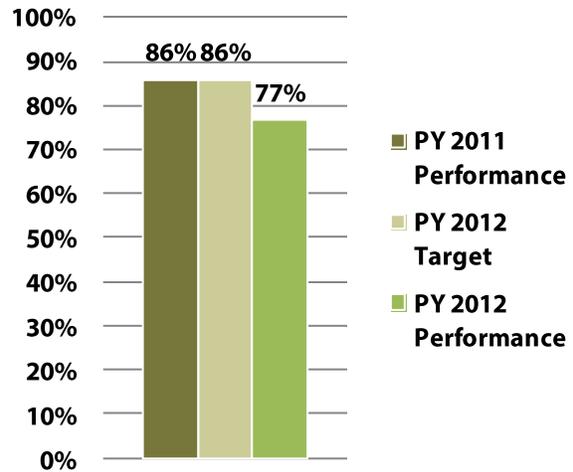
Source: US ED OVAE

Performance Measure V—Retained Employment

Retained Employment: *The percentage of enrolled adults with a job retention goal at the time of enrollment who retained a job three quarters after the quarter of exit. This also includes those enrolled adults with a labor force status of “unemployed,” a goal of obtaining employment and achievement of obtaining employment within the first quarter after program exit.* Follow-up occurred for students who achieved employment within the first quarter after exit. Follow-up determined if a student had retained employment within the two quarters after achieving employment.

Iowa’s performance target for PY 2012 stated that 86 percent of students who indicated that their goal was to retain employment would continue to be employed in the two quarters after program exit. In PY 2012, 77 percent of students retained employment and Iowa did not meet the OVAE-negotiated target.

Chart 2.15— Retained Employment Outcomes



Source: US ED OVAE

FUTURE DIRECTIONS

Data from PY 2012 helps to formulate plans for program improvement. Two key areas that will be addressed in the future will be persistence and retention and increasing educational gains. This will be accomplished through a variety of means.

Persistence and retention will be addressed as programs implement managed enrollment, whole group classroom instruction, and attendance policies which ensure that students receive sufficient instructional intensity and duration. Iowa identified the following four areas of professional development to improve outcomes:

1. Increased post-testing to achieve more educational functioning level gains.
2. Retention of students beyond 40 hours of instructional intervention to meet the test publisher required minimum number of instructional hours between pre and post-testing and to increase the percentage of post-tests administered to students.
3. Implementation of test publisher recommended guidelines of 70-100 hours of instruction to ensure sufficient intensity and duration for students to achieve educational gains and thereby meet federally negotiated targets.
4. Teacher effectiveness professional development in providing instruction related to competencies related to each educational content standard.

Educational gains for all students are a high priority. The process to increase hours of targeted instruction will facilitate meeting local and state targets, as well as the federally-negotiated targets. PY 2013 changes in performance based funding has prioritized the shift in an effort to increase educational gains and target outcomes. Additional continuous improvement efforts to increase the number of educational gains and to achieve include:

- The transition from client software-based data collection to a web-based assessment delivery system and web-based data management system. Web-based delivery offers the utility of real-time review of local program and state performances throughout the program year. Immediate access will assist the state in providing guidance to local programs.
- As the recipient of incentive funding, Iowa has implemented a managed enrollment delivery service model in four pilot programs throughout the state.

In addition to making program improvements, the National Reporting System has instituted changes in cohort designation effective for PY 2013. These changes have resulted in automatic assignment, no longer requiring goals for the follow-up measures. Although student goals are no longer required for NRS reporting, program staff are being encouraged to continue to set goals with students and help students achieve them, as part of good instructional practice.

Question 3: Describe how the eligible agency has supported the integration of activities sponsored under Title II with other adult education, career development, and employment training activities.

The Iowa community college consortium-based adult education and literacy delivery system has successfully integrated the activities sponsored under Title II with other relevant adult education, career development and employment, and training activities. The integration has been achieved through the cooperation, collaboration, and coordination efforts achieved through the Iowa Department of Education, Iowa Workforce Development (IWD), and Iowa Department of Corrections working collaboratively to achieve common goals and objectives. On November 1, 2011, a summit was held in partnership with IWD and DE in conjunction with United Way entitled “*Education Works! Strategies Linking Adult Literacy with Workforce Skills.*” The summit focused on combining funds and pooling resources.

The summit helped to reinforce the efforts initiated by the collaboration of the incentive funds awarded to the Iowa Department of Education and IWD. The Adult Literacy Workforce Initiative (ALWI) grant was finalized in PY 2012 and a detailed report was collaboratively prepared for the Department of Labor, Employment and Training Administration. Table 3.1 highlights some of the original goals of the two year grant and a summary of the results.

The administrator of Division of Community Colleges provides input into the State Workforce Investment Board. The provision of core and other services is delineated in the state-level memorandum of understanding (MOU). The State Director for Adult Education has submitted and recently been approved for appointment to serve as the adult education representative on the Central Iowa Local Workforce Investment Board.

A rough estimate would indicate that approximately two to five percent of Title II funds are used to support activities through the One-Stop delivery system. These funds were used to provide a collaborative initiative that introduced the KeyTrain® curriculum in the adult literacy centers along with the National Career Readiness Certificates by ACT® in the Iowa Workforce Development sites.

Table 3.1 DE-IWD ALWI Performance Outcomes

Goal	Was goal achieved?
Increasing performance levels in Iowa	YES. Data is still needed to determine actual increases and performance levels. This data is part of a longitudinal study being completed by Department of Education personnel. Based on self-reporting from each individual college, however, the majority of colleges saw an increase in the level gains on state standardized testing of ALWI students.
Strengthening Iowa’s ability to improve literacy levels	YES. Working collaboratively as the colleges have done through the ALWI grant funds, we believe that we are improving our ability to serve our students at a level that will show a strong impact on our communities. We are engaging a population of students that has long felt left behind and are working with them to make them productive members of their communities. In doing this work these students are individually and as a whole improving the literacy levels across the state.
Strengthening Iowa’s ability to increase employment	YES. While working to increase the literacy levels, we are also building the individuals basic skills abilities. Students are being taught basic computer and life skills that will help lead to entry level employment. As students continue with our ALWI initiatives they are trained in higher paying high need careers across the state. They are working to attain a livable wage for themselves and their families.
Strengthening Iowa’s ability to increase transition to further education and training	YES. The ALWI Initiative is a strong program across the state. Although each college had a different approach and offers vastly different programs, all of them have the same core ideas and practices. Our work to transition our students into post-secondary education and training will lead these students into the job sector with the needed skills to succeed.

FUTURE DIRECTIONS

The ALWI grant helped to expand the process of implementing transition services, providing wrap-around supports, and further contextualizing adult education and literacy services in Iowa. The growing demand to meet the needs of the recently displaced workers who are identified as not having the basic literacy skills needed to succeed in the present job market continues to be a pressing issue for adult education and literacy programs.

Question 4: Describe successful activities and services supported with EL/Civics funds, including the number of programs receiving EL/Civics grants and an estimate of the number of adult learners served.

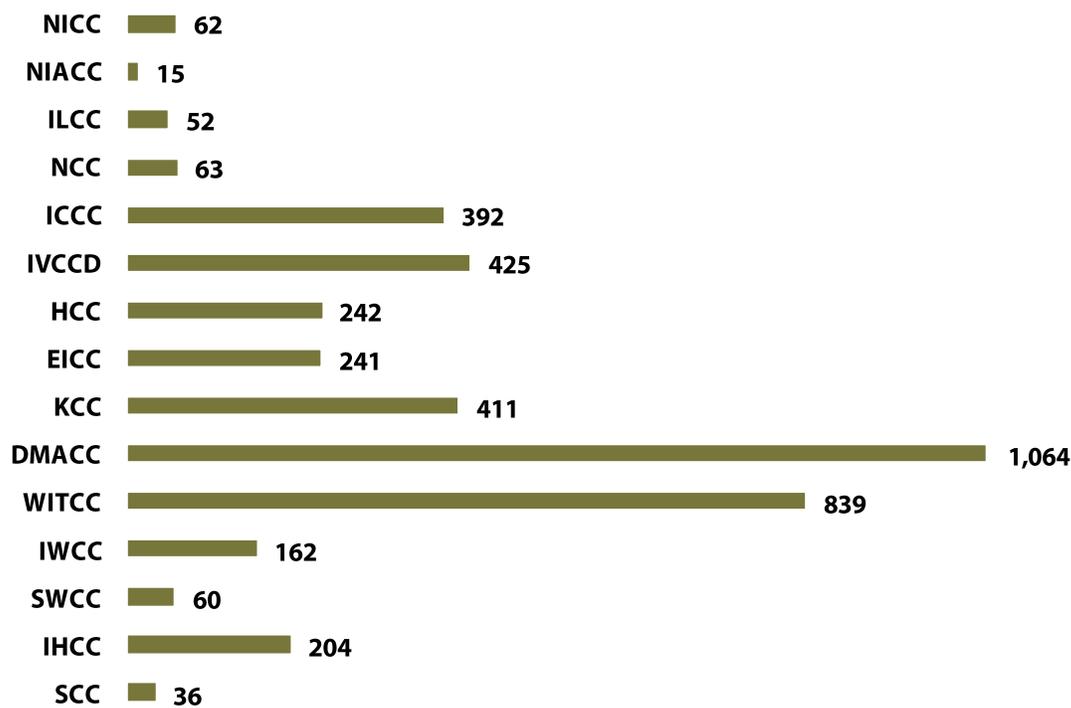
The EL Civics grant is used to support the English as a Second Language (ESL) population enrolled in community colleges, integrating civics, and citizenship classes.

The addition of the EL civics funds has enabled the local programs to increase the number of classes to meet the educational needs of the immigrant population. As a result, the ESL enrollment totals approximately 4,268. Iowa's ESL regional specialists conducted webinars and presentations at the Iowa Culture and Language Conference and ALWI/ABE Conference in 2012 based upon instructor needs surveys in 2010 and informal requests from programs.

FUTURE DIRECTIONS

To continue to support ESL instructors and programs across the state, ESL regional specialists will be provided with training to provide research-based strategies for transitions to programs beginning in 2013. Like the common core standards emphasize the need for students to meet the real-world demands of postsecondary training and employment, EL Civics will help instructors transition ESL students along their continuum of learning.

Chart 4.1— EL/Civics Enrollment by Community College



Source: Iowa Department of Education, Division of Community Colleges, Adult Literacy MIS.

Recommendations for PY 2013

This report is used in the development and communication of the needs and scope of the state's adult education and literacy programs. The purpose of this report has been to facilitate the improvement and expansion of adult education programs including family literacy and workplace literacy services as incorporated into existing content standards, English literacy, corrections education, adults with disabilities, and other literacy services to adults in Iowa.

The major revisions suggested for *Iowa's Adult Literacy Program State Plan Extension for Program Year 2013 (July 2012--June 2013)* based on the data prepared in the report are to:

- Implement a performance-based funding formula that incentivizes the eleven Federal benchmarks and four core measures for each eligible providers' outcomes and contribution to the state's targets.
- Suspend the state-mandated benchmarks while realigning professional development with federal benchmarks and NRS core measures
- Introduce the opportunity for direct and equitable access to eligible providers for a small competitive grant: 1) incentive-based; 2) project specific; or 3) program alignment.
- Expand the use of Iowagrants.gov as a web portal for grant management.
- Review and update Iowa's monitoring tool to be used as an effective measure of program quality with possible incentivizing.

Appendices

APPENDIX A

Workforce Investment Act (WIA), Title II, Section 223 State Leadership Activities

APPENDIX B

Adult Literacy Services by Age Distribution

APPENDIX C

Federal Table 1: Participants by Entering Educational Functioning Level, Ethnicity, and Sex

Federal Table 2: Participants by Age, Ethnicity, and Sex

Federal Table 3: Participants by Program Type and Age

Federal Table 4: Educational Gains and Attendance by Educational Functioning Level

Federal Table 4b: Educational Gains and Attendance for Pre- and Post-Tested Participants

Federal Table 4c: Educational Gains and Attendance for Participants in Distance Education

Federal Table 5: Core Follow-up Outcome Achievement

Federal Table 5A: Core Follow-up Outcome Achievement for Participants in Distance Education

Federal Table 6: Participant Status and Program Enrollment

Federal Table 7: Adult Education Personnel by Function and Job Status

Federal Table 8: Outcomes for Adults in Family Literacy Programs

Federal Table 9: Outcomes for Adults In Workplace Literacy Programs

Federal Table 10: Outcomes for Adults in Correctional Education Programs

Federal Table 11: Secondary Outcome Measures

Federal Table 12: Work-based Project Learners by Age, Ethnicity and Gender

Appendix A

112 STAT. 1068 PUBLIC LAW 105-220—AUG. 7, 1998

SEC. 223. STATE LEADERSHIP ACTIVITIES.

(a) IN GENERAL.—Each eligible agency shall use funds made available under section 222(a)(2) for one or more of the following adult education and literacy activities:

(1) The establishment or operation of professional development programs to improve the quality of instruction provided pursuant to local activities required under section 231(b), including instruction incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension, and instruction provided by volunteers or by personnel of a State or outlying area.

(2) The provision of technical assistance to eligible providers of adult education and literacy activities.

(3) The provision of technology assistance, including staff training, to eligible providers of adult education and literacy activities to enable the eligible providers to improve the quality of such activities.

(4) The support of State or regional networks of literacy resource centers.

(5) The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities.

(6) Incentives for—

(A) program coordination and integration; and

(B) performance awards.

(7) Developing and disseminating curricula, including curricula incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension.

(8) Other activities of statewide significance that promote the purpose of this title.

(9) Coordination with existing support services, such as transportation, child care, and other assistance designed to increase rates of enrollment in, and successful completion of, adult education and literacy activities, to adults enrolled in such activities.

(10) Integration of literacy instruction and occupational skill training, and promoting linkages with employers.

(11) Linkages with postsecondary educational institutions.

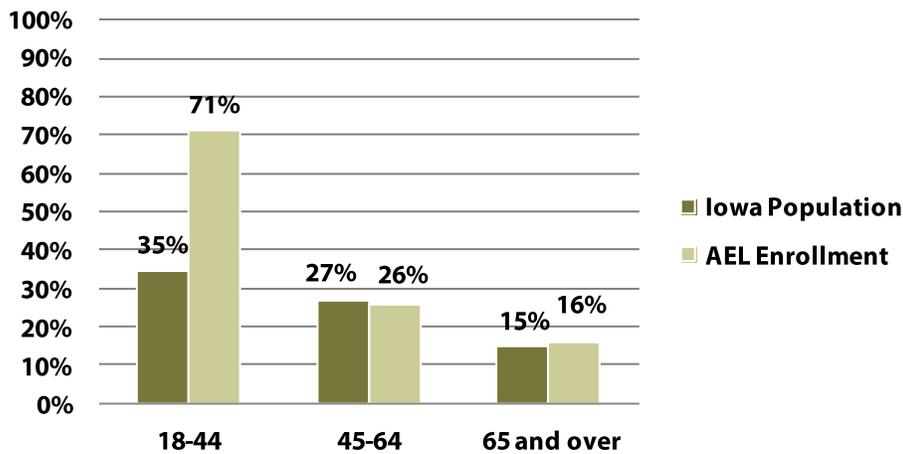
Appendix B

Adult Literacy Services by Age Distribution

Iowa programs primarily serve students in the working age group of 18-44. Iowa programs are in a unique position to provide workforce readiness training within the basic skills curriculum.

- Adult education and literacy students at ages 18-44 represent 71 percent of enrollment (Iowa 35 percent).
- Adult education and literacy students at ages 45-64 represent 26 percent of enrollment (Iowa 27 percent).
- Adult education and literacy students over the age of 65 represent 16 percent of enrollment (Iowa 15 percent).

Chart B.1— Age Distribution of Iowans and Adult Education and Literacy Students



Sources: Iowa Department of Education, Division of Community Colleges, Adult Literacy MIS; American Community Survey, 2011.

Appendix C

Table 1
Participants by Entering Educational Functioning Level, Ethnicity and Gender
 Student Records Dated between 07/01/2011 and 06/30/2012
 Consumer Records Dated between 07/01/2011 and 06/30/2012

Agency: All - Aggregated

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Two or more races		Total (P)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	
ABE Beginning Literacy	0	2	0	3	38	34	10	16	0	0	60	57	3	6	229
ABE Beginning Basic	3	2	3	4	107	97	39	32	2	2	109	168	10	15	593
ABE Intermediate Low	7	19	15	14	161	177	68	95	7	4	241	325	12	30	1,175
ABE Intermediate High	19	34	35	30	330	266	194	201	2	6	828	902	45	59	2,951
ASE Low	5	11	8	10	49	51	69	61	1	1	323	319	16	14	940
ASE High	6	3	1	5	28	29	37	38	1	0	435	372	16	15	986
ESL Beginning Literacy	0	0	44	93	21	80	42	52	0	1	5	3	6	11	358
ESL Low Beginning	0	1	55	67	23	52	60	120	0	0	6	7	4	6	401
ESL High Beginning	0	3	116	123	71	90	153	241	0	3	12	35	1	20	868
ESL Low Intermediate	1	0	139	136	76	83	246	359	0	6	29	51	7	12	1,145
ESL High Intermediate	1	2	84	110	55	45	146	230	3	2	21	32	8	4	743
ESL Advanced	1	2	41	79	26	24	120	182	1	3	13	34	1	5	532
Total	43	79	541	674	985	1,028	1,184	1,627	17	28	2,084	2,305	129	197	10,921

OMB Number 1830-0027

Table 2
Participants by Age, Ethnicity and Gender

Student Records Dated between 07/01/2011 and 06/30/2012
Consumer Records Dated between 07/01/2011 and 06/30/2012

Agency: All - Aggregated

Age Group (A)	American Indian or Alaska Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Two or more races		Total (P)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	
16 - 18	7	8	13	20	117	84	84	72	6	4	530	389	39	39	1,412
19 - 24	15	19	139	109	239	272	269	271	2	10	617	749	40	60	2,811
25 - 44	15	36	271	366	500	538	606	959	8	10	664	862	41	77	4,953
45 - 59	5	15	92	150	114	119	186	283	1	3	220	267	8	16	1,479
60 and Older	1	1	26	29	15	15	39	42	0	1	53	38	1	5	266
Total	43	79	541	674	985	1,028	1,184	1,627	17	28	2,084	2,305	129	197	10,921

OMB Number 1830-0027

Table 3
Participants by Program Type and Age

Student Records Dated between 07/01/2011 and 06/30/2012
 Consumer Records Dated between 07/01/2011 and 06/30/2012

Agency: All - Aggregated

Program Type (A)	16 - 18 (B)	19 - 24 (C)	25 - 44 (D)	45 - 59 (E)	60 and Older (F)	Total (G)
Adult Basic Education	933	1,581	1,856	499	79	4,948
Adult Secondary Education	409	624	705	169	19	1,926
English-as-a-Second Language	70	606	2,392	811	168	4,047
Total	1,412	2,811	4,953	1,479	266	10,921

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Table 4
Educational Gains and Attendance by Educational Functioning Level

Student Records Dated between 07/01/2011 and 06/30/2012
 Consumer Records Dated between 07/01/2011 and 06/30/2012

Agency: All - Aggregated

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy	229	15,948	47	34	29	153	20.52
ABE Beginning Basic	593	39,945	129	89	66	398	21.75
ABE Intermediate Low	1,175	71,943	274	162	207	694	23.32
ABE Intermediate High	2,951	173,113	509	212	817	1,625	17.25
ASE Low	940	53,873	168	64	338	434	17.87
ASE High	986	33,398	745	N/A	74	167	75.56
ESL Beginning Literacy	358	33,793	127	107	40	191	35.47
ESL Low Beginning	401	46,587	182	161	63	156	45.39
ESL High Beginning	868	98,778	328	247	136	404	37.79
ESL Low Intermediate	1,145	130,525	390	293	181	574	34.06
ESL High Intermediate	743	87,400	237	152	126	380	31.90
ESL Advanced	532	56,987	77	N/A	103	352	14.47
Total	10,921	842,290	3,213	1,521	2,180	5,528	29.42

OMB Number 1830-0027

Table 4B
Educational Gains and Attendance by Educational Functioning Level

Student Records Dated between 07/01/2011 and 06/30/2012
 Consumer Records Dated between 07/01/2011 and 06/30/2012

Agency: All - Aggregated

Entering Educational Functioning Level (A)	Total Number Enrolled Pre- and Posttested (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy	83	9,864	47	34	5	31	56.63
ABE Beginning Basic	188	23,411	129	89	5	54	68.62
ABE Intermediate Low	372	44,768	274	162	17	81	73.66
ABE Intermediate High	975	107,348	509	212	176	290	52.21
ASE Low	349	32,794	168	64	98	83	48.14
ASE High	833	26,450	745	N/A	32	56	89.44
ESL Beginning Literacy	178	25,592	127	107	7	44	71.35
ESL Low Beginning	212	39,592	182	161	8	22	85.85
ESL High Beginning	463	81,484	328	247	26	109	70.84
ESL Low Intermediate	628	109,127	390	293	41	197	62.10
ESL High Intermediate	436	73,871	237	152	41	158	54.36
ESL Advanced	301	46,140	77	N/A	39	185	25.58
Total	5,018	620,441	3,213	1,521	495	1,310	64.02

OMB Number 1830-0027

Table 4C
Distance Learning
Educational Gains and Attendance by Educational Functioning Level

Student Records Dated between 07/01/2011 and 06/30/2012
 Consumer Records Dated between 07/01/2011 and 06/30/2012

Agency: All - Aggregated

Entering Educational Functioning Level (A)	Total Number Enrolled Pre- and Posttested (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy	0	0	0	0	0	0	0.00
ABE Beginning Basic	3	70	0	0	1	2	0.00
ABE Intermediate Low	7	308	1	0	4	2	14.29
ABE Intermediate High	52	3,180	9	6	17	26	17.31
ASE Low	22	842	6	2	3	13	27.27
ASE High	18	720	9	N/A	1	8	50.00
ESL Beginning Literacy	0	0	0	0	0	0	0.00
ESL Low Beginning	0	0	0	0	0	0	0.00
ESL High Beginning	0	0	0	0	0	0	0.00
ESL Low Intermediate	0	0	0	0	0	0	0.00
ESL High Intermediate	0	0	0	0	0	0	0.00
ESL Advanced	0	0	0	N/A	0	0	0.00
Total	102	5,120	25	8	26	51	24.50

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Table 5
Core Follow-up Outcome Achievement

Student Records Dated between 07/01/2011 and 06/30/2012
 Consumer Records Dated between 07/01/2011 and 06/30/2012

Agency: All - Aggregated

Core Follow-up Outcome Measure (A)	Number of Participants with Main or Secondary Goal (B)	Number of Participants Achieving Outcome (C)	Percentage Achieving Outcome (D)
Entered Employment	1,904	579	30.41
Retained Employment	1,048	586	55.92
Obtained a GED or secondary school diploma	1,468	1,317	89.71
Placed in postsecondary education or training	222	60	27.03

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Table 5A
Distance Learning
Core Follow-up Outcome Achievement

Student Records Dated between 07/01/2011 and 06/30/2012
 Consumer Records Dated between 07/01/2011 and 06/30/2012

Agency: All - Aggregated

Core Follow-up Outcome Measure (A)	Number of Participants with Main or Secondary Goal (B)	Number of Participants Achieving Outcome (C)	Percentage Achieving Outcome (D)
Entered Employment	20	8	40.00
Retained Employment	14	9	64.29
Obtained a GED or secondary school diploma	21	20	95.24
Placed in postsecondary education or training	5	4	80.00

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Table 6
Participant Status and Program Enrollment

Student Records Dated between 07/01/2011 and 06/30/2012
Consumer Records Dated between 07/01/2011 and 06/30/2012

Agency: All - Aggregated

Participant Status on Entry into the Program (A)	Number (B)
Disabled	166
Employed	3,705
Unemployed	6,457
Not in the Labor Force	759
On Public Assistance	635
Living in Rural Areas	Data not collected
Program Type	
In Family Literacy Programs	102
In Workplace Literacy Programs	4
In Programs for the Homeless	29
In Programs for Work-based Project Learners	3
Institutional Programs	
In Correctional Facilities	881
In Community Correctional Programs	132
In Other Institutional Settings	Data not collected
Secondary Status Measures (Optional)	
Low Income	0
Displaced Homemaker	11
Single Parent	665
Dislocated Worker	106
Learning Disabled Adults	Data not collected

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Table 7
Adult Education Personnel by Function and Job Status

Student Records Dated between 07/01/2011 and 06/30/2012
 Consumer Records Dated between 07/01/2011 and 06/30/2012

Agency: All - Aggregated

Function (A)	Adult Education Personnel		Unpaid Volunteers (D)
	Total Number of Part-time Personnel (B)	Total Number of Full-time Personnel (C)	
State-level Administrative/Supervisory/Ancillary Services	0		
Local-level Administrative/Supervisory/Ancillary Services	19	6	0
Local Teacher	404	3	83
Local Counselor	0	0	0
Local Paraprofessional	29	1	84

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Table 8
Outcomes for Adults in Family Literacy Programs (Optional)

Student Records Dated between 07/01/2011 and 06/30/2012
 Consumer Records Dated between 07/01/2011 and 06/30/2012

Agency: All - Aggregated

Outcome Measures (A)	Number of Family Literacy Participants with Main or Secondary Goal (B)	Number Achieving Outcome (C)	Percentage Achieving Outcome (D)
Completed an educational functioning level	102	56	54.90
Entered employment	31	9	29.03
Retained employment	5	3	60.00
Obtained a secondary school diploma or GED	26	25	96.15
Placed in postsecondary education or training	0	0	0.00
Increased involvement in children's education	0	0	0.00
Increased involvement in children's literacy activities	0	0	0.00

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Table 9
Outcomes for Adults in Workplace Literacy Programs (Optional)

Student Records Dated between 07/01/2011 and 06/30/2012
 Consumer Records Dated between 07/01/2011 and 06/30/2012

Agency: All - Aggregated

Core Follow-up Outcome Measure (A)	Number of Workplace Literacy Participants with Main or Secondary Goal (B)	Number Achieving Outcome (C)	Percentage Achieving Outcome (D)
Completed an educational functioning level	4	0	0.00
Entered employment	1	0	0.00
Retained employment	1	1	100.00
Obtained a secondary school diploma or GED	0	0	0.00
Placed in postsecondary education or training	0	0	0.00

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Table 10
Outcomes for Adults in Correctional Education Programs (Optional)

Student Records Dated between 07/01/2011 and 06/30/2012
 Consumer Records Dated between 07/01/2011 and 06/30/2012

Agency: All - Aggregated

Core Follow-up Outcome Measure (A)	Number of Participants in Correctional Education Programs with Main or Secondary Goal (B)	Number Achieving Outcome (C)	Percentage Achieving Outcome (D)
Completed an educational functioning level	1,008	263	26.09
Entered employment	213	30	14.08
Retained employment	11	6	54.55
Obtained a secondary school diploma or GED	171	139	81.29
Placed in postsecondary education or training	8	4	50.00

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**Table 11
Secondary Outcome Measures (Optional)**

Student Records Dated between 07/01/2011 and 06/30/2012
 Consumer Records Dated between 07/01/2011 and 06/30/2012

Agency: All - Aggregated

Secondary Outcome Measures (A)	Number of Participants with Main or Secondary Goal or Status (B)	Number of Participants Obtaining Outcome (C)	Percentage Achieving Outcome (D)
Achieved work-based project learning goal	3	0	0.00
Left public assistance	489	3	0.61
Achieved citizenship skills	17	1	5.88
Increased involvement in children's education	819	36	4.40
Increased involvement in children's literacy activities	819	25	3.05
Voted or registered to vote	17	0	0.00
Increased involvement in community activities	101	1	0.99

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Table 12
Work-based Project Learners by Age, Ethnicity and Gender (Optional)
 Student Records Dated between 07/01/2011 and 06/30/2012
 Consumer Records Dated between 07/01/2011 and 06/30/2012

Agency: All - Aggregated

Age Group (A)	American Indian or Alaska Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total		
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	(P)
16 - 18	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
19 - 24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25 - 44	0	0	0	0	0	0	0	0	0	0	2	1	0	1	4
45 - 59	0	0	0	0	0	0	0	0	1	0	1	0	0	0	2
60 and Over	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	1	0	4	1	0	1	7

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