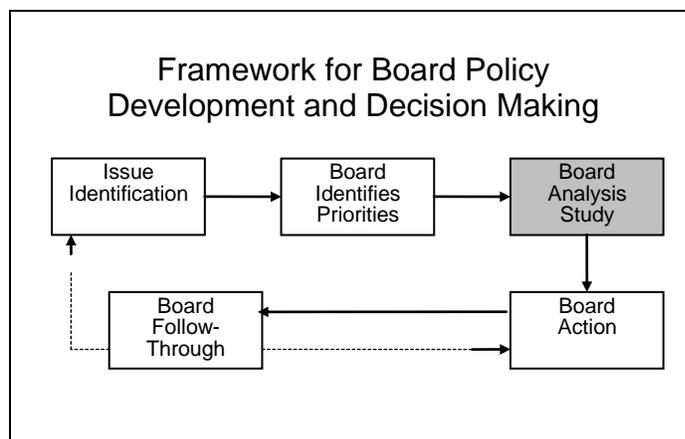


# Iowa State Board of Education

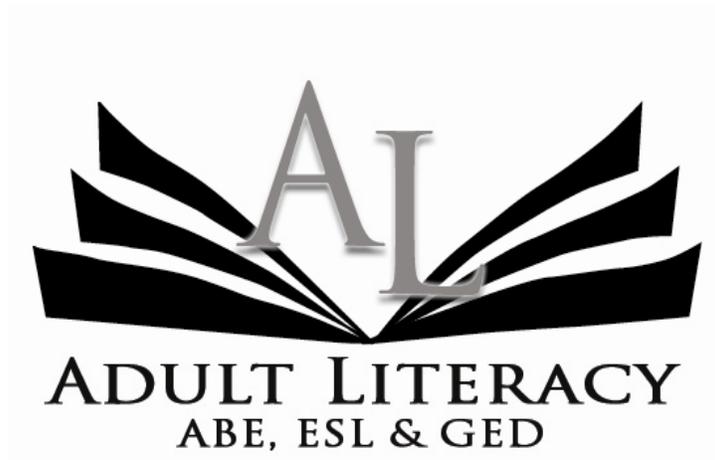
## Executive Summary

May 13, 2010



- Agenda Item:** Iowa's Community College Adult Literacy Annual Report—Executive Summary—Program Year 2009 (July 1, 2008 – June 30, 2009)
- 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 or who have not attained a secondary school credential.
- Presenters:** Colleen Hunt, Chief  
Bureau of Community College Services
- Helene Grossman, State Director for Adult Literacy  
Bureau of Community College Services
- Phyllis Hinton, State Staff Development Consultant  
Bureau of Community College Services
- Amy Vybiral, Federal Data Consultant  
Bureau of Community College Services
- 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 program benchmark attainment for program year 2009.

**IOWA'S COMMUNITY COLLEGE  
ADULT LITERACY  
ANNUAL REPORT  
EXECUTIVE SUMMARY**



**Program Year 2009**

**July 1, 2008 – June 30, 2009**

**Iowa Department of Education**

State of Iowa  
**Department of Education**  
Grimes State Office Building  
400 E 14<sup>th</sup> Street  
Des Moines IA 50319-0146

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## Executive Summary of Iowa's Adult Literacy Program 2009

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# SECTION I

## INTRODUCTION AND BACKGROUND

## **INTRODUCTION**

The executive summary report summarizes Iowa's performance during program year 2009. The report is posted on the Iowa Department of Education's (DE) website <http://www.iowa.gov/educate/>.

## **BACKGROUND**

The passage of the Workforce Investment Act (WIA) of 1998 [Public Law 105-220] by the 105<sup>th</sup> Congress ushered in a new era of collaboration, coordination, cooperation, and accountability. The overall goal of the Act is "to increase the employment, 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 key principles inculcated in the Act are:

- Streamlining services
- Empowering individuals
- Universal access
- Increased accountability
- New roles for local boards
- State and local flexibility
- Improved youth programs

The purpose of Title II, Adult Education and Family Literacy Act (AEFLA) of the Workforce Investment Act of 1998, is to create a partnership among the federal government, states, and localities to provide, on a voluntary basis, adult basic education and literacy services in order to assist adults:

- To become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- Who are parents, obtain the educational skills necessary to become full partners in the educational development of their children; and
- In the completion of a secondary school education.

## **ACCOUNTABILITY MEASURES**

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., DE) is subject to certain core indicators of performance and has the authority to specify additional indicators. The core federally mandated indicators are:

- Demonstrated improvement in literacy skills 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).

The Iowa basic skill core percentage benchmarks were established utilizing the Adult Education Performance Review Act (GPRA) indicator model disseminated by the U.S. Department of Education: Division of Adult Education and Literacy (USED:DAEL). The Act [Section 212 (2)(B)] also authorizes the DE to identify additional indicators of performance for Iowa's adult literacy

program and literacy activities. The additional indicators established for Iowa's adult literacy program were:

- Pre-post assessment percentage rates for the three major adult literacy instructional programs which are Adult Basic Education (ABE), Adult Secondary Education (ASE), and English-as-a-Second Language (ESL);
- Iowa's General Educational Development (GED) test pass rate; and
- Increase in the number of issued basic skill certificates.

## **OVERVIEW OF THE NATIONAL REPORTING SYSTEM**

The National Reporting System (NRS) is a project to develop an accountability system for the federally funded Adult Literacy program. This system includes a set of student measures to allow assessment of the impact of instruction, methodologies for collection of the measures, reporting forms and procedures, and training and technical assistance activities to assist states in collecting the measures.

### **NRS GOALS, MEASURES, AND METHODS**

#### **NRS Goals**

The goals of the NRS project were to establish a national accountability system for adult literacy education programs by identifying measures for national reporting and their definitions, establishing methodologies for data collection, developing software standards for reporting to the U.S. Department of Education, and developing training materials and activities on NRS requirements and procedures.

#### **NRS Measures**

The requirements of WIA, consensus among the stakeholders and advisory board members, and the need for uniform valid and reliable data were major factors guiding development of NRS measures. Other factors affecting development of the measures included the need to accommodate the diversity of the adult literacy education delivery system and the need for compatibility of the definitions with related adult literacy education and training programs.

NRS includes two types of measures: (1) core and (2) secondary. The core measures apply to all adult literacy education students receiving 12 or more hours of services. There are three types of core measures:

- Outcome measures, which include educational gain, entered employment, retained employment, receipt of secondary school diploma or GED, and placement in postsecondary education or training;
- Descriptive measures including student demographics, reasons for attending, and student status; and
- Participation measures of contact hours received and enrollment in instructional programs for special populations or topics (such as family literacy or workplace literacy).

Performance standards required by WIA will be set for the core outcome measures, and awarding of incentive grants will be tied to these performance standards.

The NRS secondary measures include additional outcome measures related to employment, family, and community that adult literacy education stakeholders believe are important to understanding and evaluating adult literacy education programs. States are not required to report on the secondary measures and there are no performance standards tied to them. The optional secondary measures will not be used as a basis for incentive grant awards. There are also secondary student status measures that define target populations identified in WIA. These

measures are provided for states that want to report on the services provided to these populations.

### Core Outcome Measures

The central measures of the NRS are the student outcome measures. The five NRS core outcome measures were selected to address the requirements for core indicators of performance within AEFLA. Exhibit 1 shows how the measures relate to these requirements and goals for adult literacy education stated in the legislation.

### Exhibit 1

#### Goals and Core Indicators within AEFLA and NRS Core Outcome Measures

Goals of Adult Literacy Education Described in the Adult Education and Family Literacy Act of WIA	Core Indicators Required by the Adult Education and Family Literacy Act	National Reporting System Core Outcome Measures
Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency.	Improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills.	<ul style="list-style-type: none"> <li>• Educational gain (achieve skills to advance one or more educational functioning levels).</li> </ul>
Assist parents to obtain the skills necessary to be full partners in their children's educational development. Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment, or career advancement.	Placement in, retention in, or completion of, post secondary education, training, unsubsidized employment, or career advancement.	<ul style="list-style-type: none"> <li>• Entered employment.</li> <li>• Retained employment.</li> <li>• Placement in postsecondary education or training.</li> </ul>
Assist adults in the completion of secondary school education.	Receipt of a secondary school diploma or its recognized equivalent.	<ul style="list-style-type: none"> <li>• Receipt of a secondary school diploma or GED.</li> </ul>

Educational gain, a key outcome in the NRS, provides a measure of student literacy gains resulting from instruction. This measure applies to all students in the program (except pre-designated "work-based project learners"). To determine this measure, local programs assess students on intake to determine their educational functioning level. There are four levels for ABE, two levels for ASE and six levels for ESL. Each level describes a set of skills and competencies that students entering at that level can do in the areas of reading, writing, numeracy, speaking, listening, functional, and workplace areas. Using these descriptors as guidelines, local programs determine the appropriate placement level using a standardized assessment procedure (a test or performance-based assessment). The local program decides the skill areas in which to assess the student, based on student's instructional needs and goals.

Exhibit 2 depicts the relationship among the major instructional programs and the educational functioning levels within each major instructional program. The education functioning levels describe the learner's entry level ability in the areas of reading, writing, numeracy, and functional workplace skills. (See Exhibit 6 for a description of the educational functioning level descriptors.)

After a pre-determined amount of instruction or time period determined by each state, the program conducts follow-up assessments of students in the same skill areas and uses the functioning level descriptors to determine whether the student has advanced one or more levels or is progressing within the same level. The state has discretion to establish the student assessment method used within the state, as well as procedures for pre-post assessment strategies. The state of Iowa adopted the Comprehensive Adult Student Assessment System (CASAS) as the primary system to assess instructional progress.

## Exhibit 2

### Relationship between Instructional Programs and Educational Functional Levels

Instructional Program	Educational Functioning Level	CASAS Level	CASAS Standard Score Range
Adult Basic Education (ABE)	ABE Beginning Literacy	Level A	Under 200
	ABE Beginning Basic Education	Level B	201-210
	ABE Intermediate Low	Level B	211-220
	ABE Intermediate High	Level C	221-235
Adult Secondary Education (ASE)	ASE Low	Level D	236-245
	ASE High	Level E	246 and Above
English-as-a-Second Language (ESL) and Citizenship	ESL Beginning Literacy	Level A	180 and Below
	ESL Low Beginning	Level A	181-190
	ESL High Beginning	Level A	191-200
	ESL Intermediate Low	Level B	201-210
	ESL Intermediate High	Level C	211-220
	ESL Advanced	Level D	221-235

The remaining core outcomes measures are follow-up measures, reported some time after the student leaves the program. However, the follow-up measures apply only to students who enter the program with goals related to the measures. For unemployed students who enter the program with a goal of obtaining employment, there are two measures: entered employment (whether the student obtained a job at the end of the first quarter after leaving) and retained employment (whether the student still has the job in the third quarter after exit). This measure also applies to employed students who have a goal of improved or retained employment. For students whose goal is to advance to further education or training, there is a measure of entry into post secondary education or training. For students who entered with a goal of obtaining a secondary school diploma or passing the GED tests, there is a measure of whether the student obtained the credential.

### Summary of the NRS Core Outcome Measures

- **Performance Measure I** – Demonstrated Improvement in Literacy Skills: Sub Measures;
  - **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 representing a hierarchy of basic skills ranging from beginning literacy to high school completion; and

- **English Literacy or English-as-a-Second Language:** the percentage of enrolled adults in the 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.
- **Performance Measure II - High School Completion:** The percentage of enrolled adults with a high school completion goal who earned a high school diploma or GED.
- **Performance Measure III – Entered Post Secondary Education or Training:** The percentage of enrolled adults with a goal to continue their education who enter postsecondary education or training.
- **Performance Measure IV – 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 literacy program.
- **Performance Measure V – Retained Employment:** The percentage of enrolled adults with: (1) a job retention goal at the time of enrollment; and (2) those adults with an employment goal who: (a) obtained work by the end of the first quarter after leaving the adult literacy program; and (b) were employed at the end of the third quarter after exiting the program.

#### **IOWA’S ADULT LITERACY CONTINUOUS IMPROVEMENT BENCHMARK MODEL**

The DE, in conjunction with the community college-based adult literacy program, researched, developed, and initially implemented the Iowa Adult Literacy Continuous Improvement Benchmark Model (IALCIBM) during program years 2002-2003. The purpose was to provide Iowa’s adult literacy program with a field-based process to realistically set and achieve benchmark levels for the NRS and state-mandated outcomes.

The IALCIBM characteristics:

- Reflect local and state program instructional goals and desirable benchmark outcomes;
- Constantly evolve to incorporate updated trends, innovations, new strategies, changes in state and federal reporting requirements;
- Are process-oriented as opposed to product-oriented (e.g. model is designed to outline process approach to benchmark projections utilizing different types of product based documentation) with student success as the primary goal;
- Are cyclical, flexible, adaptable, and adoptable to meet unique local and state program, agency, or organizational needs;
- Are practitioner-based, realistic, and easily understood by adult literacy personnel; and
- Are comprehensive with all model component parts integrated to form the complete model.

The IALCIBM consists of seven action steps designed to assist a local or state adult literacy program develop realistic and attainable benchmark projections. However, the process is cyclical and ongoing. The seven steps are:

- Step 1: Collect data;
- Step 2: Analyze data;
- Step 3: Identify program strengths and weaknesses;
- Step 4: Identify solutions;
- Step 5: Plan a strategy;
- Step 6: Implement action plan; and
- Step 7: Measure benchmark improvement.

The process is repeated on an annual basis at the state and local level. Since the implementation of the IALCIBM in program year 2003, the local and state adult literacy programs are utilizing the model to project and attain realistic program benchmarks. The IALCIBM will continue to be refined and improved.

**IOWA’S ADULT LITERACY PROGRAM ELECTRONIC REPORTING SYSTEM**

The DE, in conjunction with the statewide community college consortia and CASAS, has adopted the CASAS-based Tracking of Programs and Students (TOPSpro) electronic data management system as the vehicle to report participant outcomes and to monitor local and state program performance for specific benchmark attainment criteria that the DE negotiated with the U.S. Department of Education: Division of Adult Education and Literacy. The TOPSpro system is designed to produce the federally-mandated NRS Performance Report and to meet the accountability mandates delineated in AEFLA. The DE has developed two documents to assist local programs to record and report standardized data and information.

**Exhibit 3**

**Iowa’s Adult Literacy Program Electronic Reporting System Documents**

<i>Iowa TOPSpro Data Dictionary</i>	<ul style="list-style-type: none"> <li>• Provides a statewide, standardized set of instructions and definitions for coding the TOPSpro scannable forms.</li> <li>• Serves as a companion to the <i>TOPSpro Technical Manual</i> produced by CASAS.</li> <li>• Integrates information from various data sources to provide uniform data sets and definitions which meet local, state, and federal reporting data mandates.</li> </ul>
<i>TOPSpro/NRS Coding Guidelines</i>	<ul style="list-style-type: none"> <li>• Provides Iowa TOPSpro users with information regarding the relationship between coding TOPSpro Entry, Update, and Test forms and the NRS federal tables reporting structure.</li> <li>• Serves as a supplement to the <i>Iowa TOPSpro Data Dictionary</i>.</li> </ul>

A comprehensive staff development plan is developed to provide technical assistance to local programs regarding: (1) TOPSpro software training; (2) NRS updates, and (3) state policy updates. Professional development is offered regularly to update local programs on new procedures and policies. In addition, TOPSpro software training workshops are conducted for the TOPSpro records specialists.

The documents and professional development reflect changes in: (1) updated versions of the TOPSpro software; (2) changes in NRS requirements, and (3) state level policy changes. Documentation, monitoring policies, and professional development opportunities available, for Iowa’s local adult literacy programs, focus on reporting that produces a high degree of validity and reliability.

**IOWA’S ADULT LITERACY PROGRAM BENCHMARKS**

The benchmark report summary is designed to report on Iowa’s statewide adult literacy program benchmark results for program year 2009 (July 1, 2008, through June 30, 2009). The summary provides a review of the tables and exhibits which display the results for each benchmark. The following sections provide an overview of each core set of benchmarks: (1) pre-post assessment; (2) educational gain; (3) adult learner follow-up measures; (4) number of basic skills certificates issued, and (5) GED pass rate.

## Overview of State Results

The five state-mandated benchmark results for Iowa's adult literacy program are presented in Tables 1-4.

### State of Iowa - Five State-Mandated Benchmarks

Table 1 presents a performance comparison between the negotiated percentage and the attained percentage for the five state benchmarks. The results are as follows:

- 81% of ABE learners received pre-post assessments, which represents a decrease of 5% from program year 2008 (86% for program year 2008).
- 91% of ASE learners received pre-post assessments, which represents a decrease of 3% from program year 2008 (94% for program year 2008).
- 78% of ESL learners received pre-post assessments, which represents a 3% increase from program year 2008 (75% for program year 2008).
- 96% of learners assessed with the GED, passed.
- 54% of learners who took the CASAS post assessment completed or advanced a level and earned a basic skills certificate.

**Table 1**

#### State Benchmark Performance of Iowa's Adult Literacy Program

Pre-post Assessment by Instructional Program	*Negotiated Target	**Attained Percentage
Adult Basic Education (ABE)	84%	81%
English-as-a-Second Language (ESL)	66%	78%
Adult Secondary Education (ASE)	91%	91%
<b>Other State Benchmarks</b>		
GED Pass Rate	96%	99%
Basic Skills Credential Issuance	54%	91%

*\*Source: Iowa's State Plan for Adult Basic Education Extension: program year 2009.*

*\*\*Source: Iowa's National Reporting System (NRS) Report for program year 2009: Table 4, Column B, and Table 4B, Column B.*

Table 2 presents a performance comparison between the pre-post assessment percentage negotiated targets and the program year 2009 outcomes. The results are as follows:

- 81% of ABE learners received pre-post assessments, which represented a decrease of 5% from program year 2008 (86% for program year 2008).
- 91% of ASE learners received pre-post assessments, which represented a decrease of 3% from program year 2008 (94% for program year 2008).
- 78% of ESL learners received pre-post assessments, which represented a 3% increase from program year 2008 (75% for program year 2008).
- 82% of learners across ABE, ASE, and ESL received pre-post assessments, which represented a decrease of 3% from program year 2008 (85% for program year 2008).

**Table 2**

**Pre-post Assessment Percentages by Instructional Program and Educational Levels**

Instructional Program	Educational Functioning Level	*Total Enrollment	**Pre-post Assessment Enrollment	**Pre-post Percentage Assessed
Adult Basic Education (ABE)	Beginning Literacy	177	150	85%
	Beginning Basic	363	300	83%
	Low Intermediate	837	649	78%
	High Intermediate	2,616	2,146	82%
	<b>Subtotal</b>	<b>3,993</b>	<b>3,245</b>	<b>81%</b>
Adult Secondary Education (ASE)	Low ASE	1,337	1,172	88%
	High ASE	885	857	97%
	<b>Subtotal</b>	<b>2,222</b>	<b>2,029</b>	<b>91%</b>
English-as-a-Second- Language (ESL)	Beginning Literacy	321	224	70%
	Low Beginning	389	280	72%
	High Beginning	849	669	79%
	Low Intermediate	992	801	81%
	High Intermediate	583	477	82%
	Advanced	569	431	76%
	Subtotal	3,073	2,882	78%
	<b>Total</b>	<b>9,918</b>	<b>8,156</b>	<b>82%</b>

\*Source: Iowa's National Reporting System (NRS) Report for Program year 2009; Table 4, Column B; state-aggregated report.

\*\*Source: Iowa's National Reporting System (NRS) Report for Program year 2009; Table 4B, Column B; state-aggregated report.

**Educational Gain Benchmarks**

Table 3 presents performance of the NRS Core Measures for "Educational Gain". The table presents: 1) the negotiated targets; 2) the attained benchmark outcomes for total enrollment; and 3) the attained benchmark outcomes for the pre-post assessment category. The results are as follows:

- 7 out of 11 (63%) educational gain benchmarks were met in the total enrollment category.
- 10 out 11 (91%) educational gain benchmarks were met in the pre-post enrollment category.
- The educational gain outcomes in the total enrollment category fell below the negotiated targets within the following functioning levels;
  - ABE Low Intermediate
  - ABE High Intermediate
  - ASE Low
  - ESL Advanced
- The educational gain outcomes in the pre-post assessment category fell below the negotiated targets within the following functioning level:
  - ASE Low

**Table 3**

**NRS Core Indicator #1 [Educational Gain]**

<b>Instructional Program</b>	<b>Educational Functioning Level</b>	<b>*Negotiated Target</b>	<b>**Total Enrollment</b>	<b>***Pre-post Assessment</b>
Adult Basic Education (ABE)	Beginning Literacy	49%	72%	85%
	Beginning Basic	66%	66%	80%
	Low Intermediate	65%	62%	80%
	High Intermediate	66%	52%	64%
Adult Secondary Education (ASE)	Low ASE	72%	40%	46%
English-as-a-Second Language (ESL)	Beginning Literacy	37%	58%	83%
	Low Beginning	51%	60%	83%
	High Beginning	55%	58%	73%
	Low Intermediate	47%	50%	61%
	High Intermediate	43%	47%	57%
	Advanced	23%	22%	29%

\*Source: Iowa's official negotiated benchmark document signed by the Director of the Office of the United States Department of Education: Division of Adult Education Literacy (USDE:DAEL). *Iowa's State Plan for Adult Basic Education 2009* is the published source for the percentages.

\*\*Source: Iowa's National Reporting System (NRS) report for Program year 2009, Table 4, Column H.

\*\*\*Source: Iowa's National Reporting System (NRS) report for Program year 2009, Table 4B, Column H.

Table 4 presents performance of the NRS core follow-up measures. The results are as follows:

- Iowa met or exceeded 3 out of 4 (75%) of the NRS "Core Follow-up" measures.
- The performance outcome for "Entered Post Secondary Education or Training" (56%) did not meet the negotiated target of 57%.

**Table 4**

**NRS Core Indicator #2 [Follow-up Measures]**

<b>Follow-up Measure</b>	<b>*Negotiated Target</b>	<b>**Performance Outcome</b>
Entered Employment	80%	83%
Retained Employment	81%	84%
Obtained GED or Adult Secondary School Diploma	94%	94%
Entered Postsecondary Education or Training	57%	56%

\*Source: Iowa's official negotiated benchmark document signed by the Director of the Office of the United States Department of Education: Division of Adult Education Literacy (USDE:DAEL). *Iowa's State Plan for Adult Basic Education 2009* is the published source for the percentages.

\*\*Source: Iowa's National Reporting System (NRS) report for Program year 2009, Table 5, Column G.

**Data Match Methodology**

The performance outcomes were obtained as a result of a data match between the Iowa adult literacy program electronic reporting system various databases. Exhibit 4 outlines the process and timeframes required by the NRS.

## Exhibit 4

### Data Matching Schema for the NRS Follow-up Core Measures

Core Follow-up Measure	Agency	Data Base for Data Matching	NRS Time Period for Data Matching
Entered Employment	Iowa Workforce Development	Base and Wage File	July 1, 2008, through September 30, 2009
Retained Employment	Iowa Workforce Development	Base and Wage File	October 1, 2008 through September 30, 2009
Obtained GED or Adult Secondary School Diploma	NRSpro	Iowa's GED Candidate Database	July 1, 2008, through June 30, 2009
	DE	Non-Credit CIP Reported Enrollment Adult High School Diploma	July 1, 2008, through June 30, 2009
Postsecondary Education or Training	DE	Non-Credit File	July 1, 2008, through August 4, 2009
	DE	Credit File	July 1, 2008, through October 1, 2009
	National Student Clearinghouse	Credit File	July 1, 2008, through December 1, 2009

### Iowa's Adult Literacy Program Benchmark Results

Iowa's adult literacy program met or exceeded the following benchmarks:

- 4 out of 5 (80%) of the state-mandated benchmarks.
- 7 out of 11 (63%) of the federally-mandated, total enrollment, NRS educational gain benchmarks.
- 10 out of 11 (91%) of the state-mandated, pre-post assessment, educational gain benchmarks.
- 3 out of 4 (75%) of the federally-mandated core outcome measures.
- 10 out of 15 (67%) of the federally-mandated educational and follow-up measures.
- 14 out of 20 (70%) of the state and federal benchmarks calculated against the total enrollment category.
- 17 out of 20 (85%) of the state and federal benchmarks calculated against the pre-post assessment category.

## State Benchmark Summary by Community Colleges

Iowa's community college adult literacy programs met or exceeded the following benchmarks:

- 13 out of 15 (87%) met the target in the ABE pre-post assessment category.
- 11 out of 15 (73%) met the target in the ASE pre-post assessment category.
- 14 out of 15 (93%) met the target in the ESL pre-post assessment category.
- 15 out of 15 (100%) met the target for the GED pass rate.
- 15 out of 15 (100%) met the target for Basic Skills Certificate issuance.

### Educational Gain Benchmarks

The NRS definition of educational gain states “the learner completes or advances one or more educational functioning levels from starting level measured on entry into the program”. To determine gain, the learner should be assessed at the time of entry into the program and then at appropriate intervals during the course of instruction. A “completion” or an “advance” is recorded if, according to a subsequent assessment, the learner has entry level skills corresponding to one or more educational functioning levels higher than the incoming level in the areas initially used for placement (i.e. reading and/or mathematics). The lowest functioning level is used to make the educational level gain determination.

**Table 5**

**Educational Gain Comparisons between Program Years**

Instructional Program	Instructional Level	Program Year 2008	Program Year 2009
Adult Basic Education (ABE)	Beginning Literacy	73%	85%
	Beginning Basic	80%	80%
	Low Intermediate	81%	80%
	High Intermediate	75%	64%
Adult Secondary Education (ASE)	Low ASE	83%	46%
English-as-a-Second Language (ESL)	Beginning Literacy	78%	83%
	Low Beginning	82%	83%
	High Beginning	73%	73%
	Low Intermediate	64%	61%
	High Intermediate	63%	57%
	Advanced	35%	29%

### BENCHMARK ANALYSIS

The purpose of this section is to present a summary and an analysis of outcomes for Program year 2009. This section documents performance by benchmark for each local program. The results are displayed in tables 6 and 7.

- Table 6 – Outcomes for federal targets by community college.
- Table 7 – Outcomes for state targets by community college.

**Table 6**

**Total Enrollment Benchmark Attainment by Community College**

COMMUNITY COLLEGE	ABE	ASE	ESL	GED Pass Rate	Skill Cert.	Beg. Lit. ABE	Beg. ABE	Low Int. ABE	High Int. ABE	Low ASE	Beg. Lit. ESL	Low Beg. ESL	High Beg. ESL	Low Int. ESL	High Int. ESL	Adv. ESL	GED H.S. Dip.	PSE	Enter Empl.	Ret. Emp.	# Met	% Met
**Federal Target	84%	91%	66%	96%	54%	49%	66%	65%	66%	72%	37%	51%	55%	47%	43%	23%	94%	57%	80%	81%		
NICC	84%	89%	72%	100	85%	81%	43%	72%	60%	32%	50%	50%	31%	68%	54%	6%	100	53%	100	63%	11/20	55%
NIACC	99%	98%	98%	100	99%	100	83%	77%	67%	76%	67%	100	67%	74%	44%	33%	92%	100	92%	83%	19/20	95%
ILCC	90%	86%	71%	99%	114	n/a	n/a	67%	81%	65%	n/a	50%	75%	80%	40%	25%	88%	55%	83%	83%	11/17	65%
NCC	86%	96%	68%	100	79%	60%	50%	50%	63%	71%	78%	50%	46%	45%	62%	14%	100	33%	73%	57%	9/20	45%
ICCC	94%	97%	91%	98%	55%	100	70%	69%	79%	53%	83%	81%	87%	83%	97%	69%	94%	68%	100	100	19/20	95%
IVCCD	85%	91%	68%	99%	67%	67%	89%	77%	33%	28%	50%	47%	49%	29%	25%	24%	86%	50%	38%	67%	10/20	50%
HCC	89%	94%	95%	100	66%	33%	71%	52%	31%	31%	93%	72%	78%	84%	71%	24%	98%	56%	91%	86%	14/20	70%
EICCD	46%	76%	78%	97%	145	75%	60%	43%	27%	21%	57%	75%	71%	56%	36%	22%	91%	49%	81%	91%	10/20	50%
KCC	97%	99%	82%	99%	79%	73%	65%	66%	66%	39%	62%	66%	57%	47%	47%	19%	96%	38%	90%	88%	16/20	80%
DMACC	85%	90%	80%	99%	86%	85%	68%	70%	57%	28%	44%	57%	53%	44%	40%	17%	90%	87%	33%	85%	11/20	55%
WITCC	58%	93%	61%	100	79%	n/a	27%	36%	41%	48%	40%	49%	43%	41%	41%	19%	95%	94%	85%	79%	8/20	40%
IWCC	89%	94%	89%	99%	124	75%	89%	64%	66%	38%	63%	75%	55%	44%	71%	25%	99%	92%	75%	75%	15/20	75%
SWCC	86%	99%	77%	100	68%	50%	80%	77%	69%	75%	50%	67%	67%	58%	33%	29%	100	100	100	80%	18/20	90%
IHCC	88%	92%	78%	100	115	70%	74%	71%	64%	58%	100	40%	71%	48%	59%	40%	99%	68%	92%	83%	17/20	85%
SCC	84%	93%	93%	99%	166	54%	59%	57%	55%	44%	n/a	67%	83%	54%	100	25%	99%	60%	85%	77%	14/19	74%
Aggregated-Iowa	81%	91%	78%	99%	91%	72%	66%	62%	52%	40%	58%	60%	58%	50%	47%	22%	94%	56%	83%	84%	14/20	70%

\*Source: Iowa's official negotiated benchmark document signed by the Director of the Office of the United States Department of Education: Division of Adult Education Literacy (USDE:DAEL). Iowa's State Plan for Adult Basic Education 2009 is the published source for the percentages.

\*\*Source: Iowa's National Reporting System (NRS) report for program year 2009, Table 4, Column H.

Table 7

Pre-post Enrollment Benchmark Attainment by Community College

COMMUNITY COLLEGE	ABE	ASE	ESL	GED Pass Rate	Skills Cert.	Beg. Lit. ABE	Beg. ABE	Low Int. ABE	High Int. ABE	Low ASE	Beg. Lit. ESL	Low Beg. ESL	High Beg. ESL	Low Int. ESL	High Int. ESL	Adv. ESL.	GED H.S. Dip.	PSE	Enter Emp.	Ret. Emp.
**Funding Targets	84%	91%	66%	96%	54%	49%	66%	65%	66%	72%	37%	51%	55%	47%	43%	23%	94%	57%	80%	81%
NICC	84%	89%	72%	100	85%	100	71%	86%	69%	39%	100	100	67%	73%	65%	13%	100	53%	100%	63%
NIACC	99%	98%	98%	100	99%	100	100	77%	67%	78%	67%	100	73%	74%	44%	33%	92%	100	92%	83%
ILCC	90%	71%	86%	99%	114	n/a	n/a	100	88%	73%	n/a	100	100	100	50%	38%	88%	55%	83%	83%
NCC	86%	68%	96%	100	79%	60%	67%	75%	71%	77%	100	80%	71%	68%	73%	25%	100	33%	73%	57%
ICCC	94%	97%	91%	98%	55%	100	78%	82%	83%	56%	100	95%	94%	93%	97%	72%	94%	68%	100%	100%
IVCCD	85%	91%	68%	99%	67%	100	100	86%	39%	31%	89%	66%	65%	48%	45%	29%	86%	67%	38%	67%
HCC	89%	94%	95%	100	66%	50%	83%	58%	34%	34%	100	81%	88%	84%	74%	24%	98%	56%	91%	86%
EICCD	46%	76%	78%	97%	145	100	77%	84%	68%	76%	87%	86%	90%	67%	50%	22%	91%	51%	81%	91%
KCC	97%	99%	82%	99%	79%	95%	71%	67%	66%	39%	82%	90%	60%	52%	57%	28%	96%	38%	90%	88%
DMACC	85%	90%	80%	99%	86%	100	79%	93%	64%	32%	65%	81%	67%	51%	45%	22%	90%	87%	33%	85%
WITCC	58%	93%	61%	100	79%	n/a	100	76%	66%	53%	91%	83%	72%	67%	28%	67%	95%	94%	85%	79%
IWCC	89%	94%	89%	99%	124	90%	96%	85%	67%	40%	83%	100	61%	48%	71%	25%	99%	96%	75%	75%
SWCC	86%	99%	77%	100	68%	50%	100	91%	80%	77%	100	100	80%	64%	50%	40%	100	100	100%	80%
IHCC	88%	92%	78%	100	115	86%	82%	83%	72%	65%	100	86%	81%	66%	70%	50%	99%	68%	92%	83%
SCC	84%	93%	93%	99%	166	56%	70%	74%	65%	48%	n/a	100	100	54%	100	25%	99%	70%	85%	77%
Aggregated-Iowa	81%	91%	78%	99%	72%	85%	80%	80%	64%	46%	83%	83%	73%	61%	57%	29%	94%	56%	83%	84%

\*Source: Iowa's official negotiated benchmark document signed by the Director of the Office of the United States Department of Education: Division of Adult Education Literacy (USDE:DAEL). Iowa's State Plan for Adult Basic Education 2009 is the published source for the percentages.

\*\*Source: Iowa's National Reporting System (NRS) report for program year 2009, Table 4b, Column H.

## **OBSERVATIONS AND SUMMARY**

### **State Benchmarks**

The five state benchmarks for Iowa's adult literacy program include the pre-post assessment percentages for: (1) ABE; (2) ASE; (3) ESL; (4) GED pass rate; and (5) Basic Skills Certificate issuance. Iowa's adult literacy program met or exceeded four out of five (80%) of the state-mandated benchmarks. The following summarizes the program year 2010 goals based upon the program year 2009 results:

- The goal for program year 2010 is to meet five out of five state-mandated benchmarks by increasing the ABE pre-post percentage rates.

### **NRS-Mandated Federal Benchmarks**

The 15 federally-mandated NRS benchmarks for Iowa's adult literacy program include 11 educational functioning levels and four follow-up measures. Iowa's adult literacy program met or exceeded 10 out of 15 (67%) of the federally-mandated benchmarks. The following summarizes the program year 2010 goals based upon the program year 2009 results:

- Educational Functioning Level Completions and Advances in:
  - ABE Low Intermediate
  - ABE High Intermediate
  - ASE Low
  - ESL Advanced
- Core follow-up measure "Entered Postsecondary Education or Training":
  - Increase postsecondary education or training transition percentages for learners who set the goal.

## SECTION II

# IOWA'S COMMUNITY COLLEGE GED PROGRAM

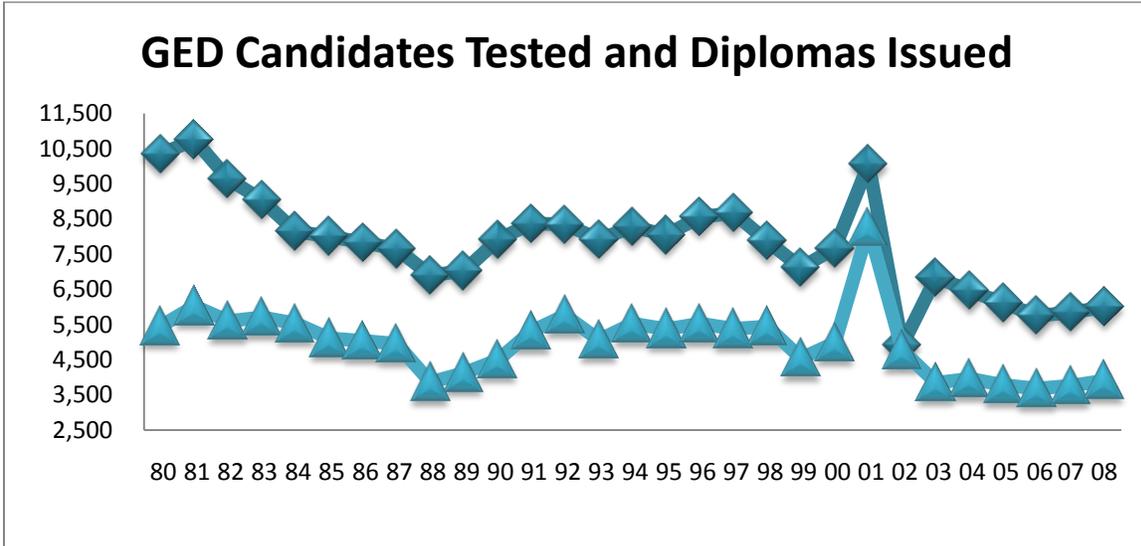
## IOWA'S COMMUNITY COLLEGE GED PROGRAM RESULTS

**Key Points About 2008 Iowa Statistics (Source: Data, Figures, and Appendices cited are from the 2008 GED Testing Program Statistical Report- <http://www.acenet.edu/bookstore/pdf/GEDASR08.pdf>):**

- In Iowa, the percentage of adults without a high school diploma is in the 10.0-15% range. (Figure 1)
- In Iowa, the percentage of adults without a high school diploma who took the GED tests in 2006 fall in the 2.1-2.5% range. (Figure 3)
- Of the target population of 289,280 adults without a high school diploma, 5,999 candidates tested, 3,911 completed the tests, and 3,870 passed, which is a 99% pass-rate. (Table 2 and Figure 6)
- 1.3% of the target population completed and passed the GED Battery of Tests. **This is the highest pass-rate in the U.S. and Canada.** (Table 2)
- Of the 5,999 candidates who tested in 2008, 4,649 were first-time candidates and 1,350 were repeat candidates. (Table 3)
- The average candidate age in 2006 was 24.7. (Appendix B)
- Of the 5,999 GED candidates in Iowa in 2008, 58.9% were male and 41.1% were female. (Appendix C)
- Candidates identified themselves as 7.9% Hispanic; 1.8% American Indian or Alaskan Native; 1.3% Asian; 14.7% African American; 0.2% Pacific Islander or Hawaiian; and 74.1% white. (Appendix D)
- The average highest grade completed by the candidates was 11<sup>th</sup> grade; the average number of years out of school was 7.4 years. (Appendix E and Appendix F)
- Candidates indicated the top five reasons for testing as: personal satisfaction (55.7%), to get a better job (45.1%), to attend a two-year college (28.7%), to be a positive role model (20.7%), and to attend a four-year college (14.1%). (Appendix G1)
- 68 GED candidates tested in Spanish; six candidates used the audiocassette special edition, and seven candidates used the large print version. (Appendix H and I)
- The Iowa mean scores in each of the five tests were: writing-518, social studies-552, reading-577, science-556, and math-507. (Appendix J1 and J2)
- There was a 2.8% increase in the number of candidates tested with 5,838 testing in 2007 and 5,999 testing in 2008. (Appendix K)
- Of the 5,999 tested in 2008, 65.2% completed and **99%** passed. The U.S. overall pass rate for 2008 was 73.1%. (Appendix K)
- The average age of the passing student was 23.6 years. (Appendix L)

**Graph 1**

**Comparison of Total Number of Iowa GED Candidates Tested and Number of GED Candidates Who Received the Iowa High School Equivalency Diploma from Calendar Years 1980-2008**



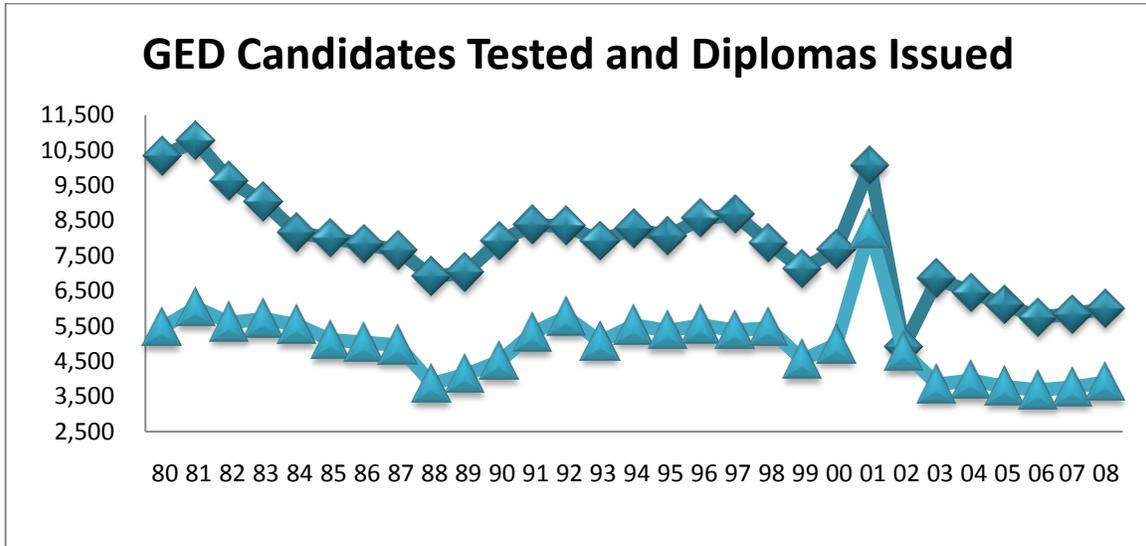
**Exhibit 5**

**Iowa's GED Program: Total Number of GED Students Completing Tests and Total Number of GED Diplomas Awarded for Program Years 1980 through 2009**

Calendar Yr	Total Tested	Total Diplomas	Calendar Yr.	Total Tested	Total Diplomas
1980	10,342	5,452	1996	8,566	5,525
1981	10,753	6,024	1997	8,666	5,377
1982	9,635	5,602	1998	7,871	5,448
1983	9,035	5,710	1999	7,120	4,544
1984	8,147	5,531	2000	7,666	4,983
1985	8,003	5,106	2001	10,061	8,259
1986	7,832	5,036	2002	4,915	4,763
1987	7,650	4,957	2003	6,845	3,845
1988	6,902	3,858	2004	6,458	3,958
1989	7,027	4,126	2005	6,109	3,784
1990	7,909	4,497	2006	5,769	3,592
1991	8,373	5,305	2007	3,918	3,750
1992	8,348	5,764	2008	3,758	3,722
1993	7,917	5,063	2009	3,911	3,870
1995	8,044	5,372			

## Graph 2

### Iowa's GED Pass Rate from 1980 - 2008



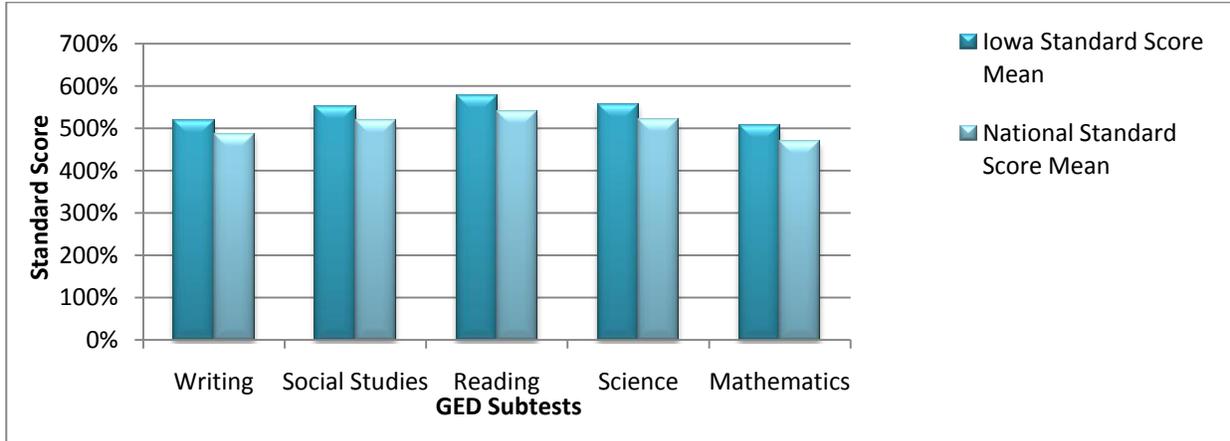
## Exhibit 6

### Iowa's GED Program: Annual Percentage Pass Rate from Program Year 1980 through Program Year 2009

Calendar Yr	Pass Rate	Calendar Yr	Pass Rate	Calendar Yr.	Pass Rate
<b>1980</b>	88	<b>1990</b>	90	<b>2000</b>	85
<b>1981</b>	89	<b>1991</b>	91	<b>2001</b>	84
<b>1982</b>	90	<b>1992</b>	91	<b>2002</b>	98
<b>1983</b>	91	<b>1993</b>	89	<b>2003</b>	95
<b>1984</b>	92	<b>1994</b>	90	<b>2004</b>	98
<b>1985</b>	92	<b>1995</b>	89	<b>2005</b>	98
<b>1986</b>	91	<b>1996</b>	92	<b>2006</b>	99
<b>1987</b>	92	<b>1997</b>	91	<b>2007</b>	99
<b>1988</b>	88	<b>1998</b>	95	<b>2008</b>	99
<b>1989</b>	88	<b>1999</b>	96	<b>2009</b>	99

### Graph 3

#### Iowa's Mean GED Test Standard Score Compared to National Mean Standard Score for Subtests

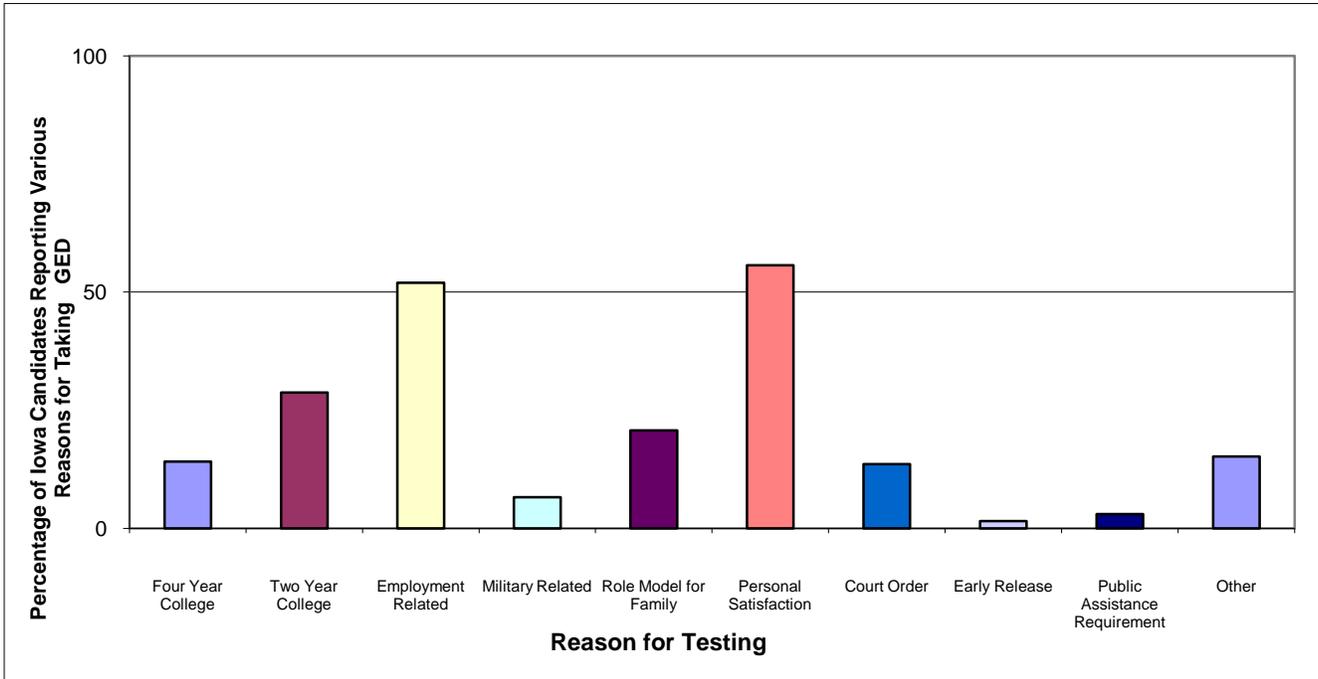


### Exhibit 7

#### Relationship between Iowa and National Standard Score Means for Five GED Subtests

<u>GED Subtest</u>	<u>Iowa Standard Score Mean</u>	<u>National Standard Score Mean</u>	<u>Difference</u>
Writing	518%	488%	30
Social Studies	552%	518%	34
Reading	577%	541%	36
Science	556%	522%	34
Mathematics	507%	470%	37

**Graph 4**  
**Reasons for Testing**



**Exhibit 8**  
**Student-Reported Reasons for GED Testing**  
**N=4,063 Reporting Reasons**

Reason	Percentage
Four-Year College	
Two-Year College	28.7%
Employment-Related	52%
Military-Related	6.6%
Role Model for Family	20.7%
Personal Satisfaction	55.7%
Court Order	13.6%
Early Release	1.5%
Public Assistance Requirement	3%
Other	15.2%

## SECTION III

# IOWA'S COMMUNITY COLLEGE-BASED BASIC SKILLS LITERACY CREDENTIAL PROGRAM

## **Introduction and Overview**

The purpose of this report is to document the results of Iowa's community college-based basic literacy skills credential program for program year 2009 (July 1, 2008, through June 30, 2009). The credentialing program is administered through Iowa's community colleges and consists of four components: (1) basic literacy skills certification; (2) Iowa High School Equivalency Diploma; (3) community college-based adult high school diploma, and (4) traditional high school diploma. A brief description of each component is presented in the following sections.

### **Basic Skills Certification Program**

The purpose of Iowa's Basic Skills Certification program is to award certificates for successful attainment of basic literacy skills competencies below the GED level. The program issues a total of 15 basic literacy certificates in the areas of reading, mathematics, writing, and listening at four certification levels, based on CASAS. Iowa's Basic Literacy Skills Certification program was initiated in program year 1998 with the reading and mathematics components. The writing component was initiated during program year 2002. The listening component was initiated during program year 2004. The certification program is authorized under *281 Iowa Administrative Code section 21.2(10)(e)* and *20 U.S.C. section 9212(b) (2) (B)* [*Section 212(b) (2) (B) of the Adult Education and Family Literacy Act*]. Exhibit 6 delineates the descriptors for each subject area and CASAS level.

### **Iowa High School Equivalency Diploma**

The Iowa High School Equivalency Diploma is awarded to adults who successfully complete the GED test battery. The purpose of the GED testing program is to provide a second chance opportunity for those individuals who did not complete the requirements for a traditional high school diploma. The Iowa High School Equivalency Diploma program was initiated in 1966 under *Iowa Code, Chapter 259A*, and *281 IAC Chapter 32*.

### **Adult High School Diploma Program**

The Adult High School Diploma is awarded to adults who successfully complete a prescribed program of instruction at one of Iowa's community colleges. The diploma is community college-based and is issued by the community college. The credential is viewed as an alternative to the GED-based Iowa High School Equivalency Diploma. The program is authorized under *260C.1 (4)* and *281 Iowa Administrative Code section 21.4(3)* and *20 U.S.C. section 9212(b) (2) (A) (iii)* [*Section 212(b) (2) (A) (iii) of the Adult Education and Family Literacy Act*]. The program was initiated in 1966.

### **Traditional High School Diploma**

The traditional high school diploma, in the context of the Iowa community college-based basic literacy skills credential program, is awarded to in-school youth by a local school district as a direct result of a cooperative agreement between the local school district and the community college. *Iowa Code sections 260C.1 (5) (6)* and *260C.5 (9)*, and *281 Iowa Administrative Code section 21.2(8) (b)*, grants the authority for community colleges and local school districts to permit students attending high school to participate in vocational-technical programs and advanced college placement courses and obtain credit for participation for application toward the completion of a high school diploma issued by the local school district.

**EXHIBIT 9**

**Descriptor Statements for Iowa’s Basic Skills Certification Program  
by Subject Area and CASAS Level**

<b>CASAS Skill Levels</b>	<b>CASAS Reading Skill Level Descriptor Statements</b>	<b>CASAS Mathematics Skill Level Descriptor Statements</b>	<b>CASAS Writing Skill Level Descriptor Statements</b>	<b>CASAS Listening Skill Level Descriptor Statements</b>
<b>A</b>	Individuals at this level generally can read numbers, letters, simple words, and phrases related to immediate needs. Other skills may include reading and following directions found on signs and directories. Individuals at this level may be successful in entry-level jobs that require basic oral communication skills.	Individuals at this level generally can add and subtract whole numbers. Other skills may include: interpreting clock time, counting and converting money. Individuals at this level may be successful in entry-level jobs that involve tasks such as counting items	Individuals at this level generally can write letters, numbers, and a limited number of basic sight words, and simple sentences related to immediate needs. Other skills may include: filling in basic personal information on simplified forms, including signature and date; writing very simple notes (e.g., writing a note to a co-worker or child’s teacher); making simple entries on a work log form; completing a simple inventory form. Persons at this level can handle only the most basic written communication in English in routine, entry-level jobs in which all tasks can be demonstrated	Individuals at this level can understand simplified conversation on every day subjects containing frequently used words in context and very simple phrases, spoken slowly and repeated. They can understand simple greetings, common social language, and questions about basic personal information. They can understand simple questions, negative statements (e.g., with <i>don’t</i> , <i>can’t</i> ), commands, requests, and warnings (e.g., <i>Be careful!!</i> ) related to immediate needs. They frequently require assistance (rephrasing, explanation, demonstration) to understand even basic communication
<b>B</b>	Individuals at this level generally can handle basic reading tasks related to their life roles. Other skills may include: reading and interpreting simplified and real-life materials on familiar topics; interpreting simple charts, graphs, maps, labels, and menus; following basic written instructions and diagrams. Individuals at this level may be successful in entry-level jobs that involve following basic oral communications or simple written instructions.	Individuals at this level generally can add, subtract, multiply, and divide whole numbers. Other skills may include: interpreting simple charts, graphs, and labels; interpreting a basic payroll stub; interpreting clock time; counting, converting, and using money, interpreting restaurant menus and computing related costs.  Individuals at this level generally can handle jobs that involve following basic oral communications or simple written instructions and diagrams if they can be clarified orally. Individuals at this level may be successful in entry-level jobs.	Individuals at this level generally can write simple notes and messages based on familiar situations. Other skills may include: completing short work orders, filling out forms requiring basic personal information, taking simple phone messages. Persons at this level can handle jobs or job training that involve some simple written communication.	Individuals at this level can participate in simple conversations on familiar and some unfamiliar subjects spoken slowly and with some repetition, and can interpret some informal speech using colloquial language. They can understand learned phrases easily and short new phrases containing familiar vocabulary. They have limited ability to understand simple telephone conversations. They can recognize the main idea and understand some supporting details expressed in everyday spoken language and brief informational messages on familiar topics. They can follow oral directions in familiar contexts, including simple multi-step directions

**EXHIBIT 9 (Continued)**

**Descriptor Statements for Iowa's Basic Skills Certification Program  
by Subject Area and CASAS Level**

<b>CASAS Skill Levels</b>	<b>CASAS Reading Skill Level Descriptor Statements</b>	<b>CASAS Mathematics Skill Level Descriptor Statements</b>	<b>CASAS Writing Skill Level Descriptor Statements</b>	<b>CASAS Listening Skill Level Descriptor Statements</b>
<b>C</b>	<p>Individuals at this level generally can handle most routine reading tasks related to their life roles. Other skills may include: interpreting routine charts, graphs, maps, labels, and menus; reading and interpreting a simple employee handbook; interpreting a pay stub; following multi-step diagrams and written instructions.</p> <p>Individuals at this level may be successful in jobs that involve following basic oral communications, simple written instructions and diagrams. Persons at this level generally are able to begin General Education Development (GED) preparation.</p>	<p>Individuals at this level generally can handle most computational tasks related to their life roles. Other skills may include: adding, subtracting, multiplying, and dividing whole numbers; interpreting routine charts, graphs, and labels; interpreting a payroll stub; reconciling a bank statement and completing calculations on a simple form.</p> <p>Individuals at this level may be successful in entry-level jobs that involve following basic oral communications and simple written instructions and diagrams. Persons at this level are generally able to begin General Education Development (GED) preparation.</p>	<p>Individuals at this level generally can write short, routine work memos or reports. Other skills may include: writing e-mail messages, filling out basic medical forms and job applications, describing basic work procedures in writing, completing incident report forms, making log entries to document work activities, taking notes and phone messages, writing personal notes or letters.</p> <p>Persons at this level generally are able to begin General Educational Development (GED) preparation, and may be able to pass the writing section of that GED test.</p>	<p>Individuals at this level can participate in simple conversations on familiar and some unfamiliar subjects spoken slowly and with some repetition, and can interpret some informal speech using colloquial language. They can understand learned phrases easily and short new phrases containing familiar vocabulary. They have limited ability to understand simple telephone conversations. They can recognize the main idea and understand some supporting details expressed in everyday spoken language and brief informational messages on familiar topics. They can follow oral directions in familiar contexts, including simple multi-step directions.</p>
<b>D</b>	<p>Individuals at this level generally can perform tasks that involve written instructions in both familiar and unfamiliar situations. Other skills may include: reading and following multi-step directions; reading and interpreting manuals and legal forms; interpreting literary materials such as poetry and literature; creating and using tables and graphs; integrating information from multiple texts, charts, and graphs; evaluating and organizing information. They can also organize information and perform tasks that involve workplace communication skills. Persons at this level generally are able to successfully complete appropriate sections of the GED Tests.</p>	<p>Individuals at this level generally can add, subtract, multiply, and divide whole numbers, fractions, and decimals. Other skills may include using mathematics in the workplace, such as calculating discounts; comparing prices to determine the best buys for goods and services; creating and using tables and graphs; computing standard measurement for length, width, perimeter, and area. They generally can organize, implement, and perform multi-level calculations. Persons at this level generally are able to successfully complete appropriate sections of the Tests of General Educational Development (GED Tests).</p>	<p>Individuals at this level generally can perform writing tasks, such as most letters, logs, memos, and forms, with reasonable accuracy to meet most personal and employment-related needs. Other skills may include: taking notes from meetings and recorded messages; describing work or training procedures including basic safety directives, job aids, and maintenance instructions; stating personal and employment goals.</p> <p>Persons at this level generally are able to successfully complete the writing section of the Tests of General Educational Development (GED Tests).</p>	

## **CREDENTIAL PROGRAM RESULTS AND STATISTICAL HIGHLIGHTS**

This section of the report summarizes the statistical trends displayed in the tables.

- A total of 55,221 basic skills certificates were issued from Program Year 1998 through Program Year 2009.
- Ninety-six percent (96%) of certificates were issued to adult literacy program enrollees and four percent of certificates were issued to program enrollees in cooperating literacy programs such as corrections, etc.
- The total percent of certificates issued by modality was: (1) reading 45%; (2) mathematics 34%; (3) writing 9%; and (4) listening 12%.
- The greatest percentage (62%) for reading certificates was issued at CASAS levels C and D.
- The greatest percentage (77%) of mathematics certificates was issued at CASAS levels C and D.
- The greatest percentage (76%) of writing certificates was issued at CASAS levels B and C.
- The greatest percentage (81%) of listening certificates was issued at CASAS levels A and B.
- The highest number of certificates was issued at CASAS levels C and D.

**TABLE 8**

**Basic Skills Certificates, GED Diplomas, Adult High School Diplomas, and Secondary School Diplomas Issued through Iowa's Community Colleges**

<b>A Community College</b>	<b>B *Basic Literacy Skills Certificates</b>	<b>C **High School Equivalency Diplomas</b>	<b>D ***CC Adult High School Diplomas</b>	<b>E ****Secondary School Diplomas</b>	<b>F Total</b>
NICC	353	193	0	90	636
NIACC	290	97	0	20	407
ILCC	59	70	0	15	144
NCC	70	42	6	16	134
ICCC	377	301	3	1,384	2,065
IVCCD	345	138	1	12	496
HCC	478	148	1	144	771
EICCD	358	625	3	0	983
KCC	780	476	50	346	1,652
DMACC	1,822	930	0	0	2,752
WITCC	478	273	0	0	751
IWCC	410	216	0	0	626
SWCC	106	59	0	0	165
IHCC	694	196	0	6	896
SCC	449	260	0	308	1,017
<b>TOTAL</b>	<b>7,069</b>	<b>4,024</b>	<b>61</b>	<b>2,341</b>	<b>13,495</b>

Sources: Iowa Department of Education Program Year 2009 Adult Literacy Annual Report, NRSpro.com, Iowa MIS diploma database.

\*Column B represents the number of basic literacy skills certificates issued in the subject areas of reading, mathematics, writing, and listening for CASAS levels A-D for all enrollees (adult literacy programs and cooperating programs).

\*\*Column C represents the number of Iowa High School Equivalency Diplomas issued for those adults who successfully completed the GED 2002 Test Battery.

\*\*\*Column D represents the number of adult learners enrolled in community college based adult high school courses and completed requirements for the adult high school diploma issued by the community college.

\*\*\*\*Column E represents the number of in-school youth issued a traditional high school diploma by the local school district as a direct result of a cooperative agreement between the local school district and the community college.

**TABLE 9**

**Number of Basic Skills Certificates Issued by Iowa's Community Colleges  
For Program Enrollees during Program Year 2009**

A Community College	B Reading CASAS LEVEL				C Sub- total	D Mathematics CASAS LEVEL				E Sub- total	F *Writing CASAS LEVEL				G Sub- total	H **Listening CASAS LEVEL			I Sub- total	Total
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C		
Northeast Iowa CC	18	32	26	64	140	3	20	70	81	174	0	7	13	0	20	0	13	6	19	353
North Iowa Area CC	9	26	29	70	134	3	27	62	63	155	0	1	0	0	1	0	0	0	0	290
Iowa Lakes CC	2	3	9	26	40	0	0	10	5	15	0	0	0	0	0	0	3	1	4	59
Northwest Iowa CC	20	19	10	7	56	0	1	2	11	14	0	0	0	0	0	0	0	0	0	70
Iowa Central CC	69	41	46	44	200	3	22	52	49	126	0	1	2	0	3	26	18	4	48	377
Iowa Valley CC District	33	39	49	55	176	1	20	42	25	88	9	14	8	1	32	32	12	5	49	345
Hawkeye CC	40	34	51	53	178	1	54	66	38	159	18	25	6	0	49	43	37	12	92	478
Eastern Iowa CC District	39	43	58	63	203	10	45	60	35	150	0	0	0	1	1	0	4	0	4	358
Kirkwood CC	39	58	90	174	361	6	43	80	86	215	24	37	4	2	67	24	32	30	86	729
Des Moines Area CC	164	226	155	269	814	13	116	246	175	550	8	73	41	7	129	102	153	74	329	1822
Western Iowa Tech CC	50	38	33	32	153	0	10	49	57	116	43	35	17	5	100	46	44	19	109	478
Iowa Western CC	14	14	28	44	100	2	17	46	46	111	0	15	35	9	59	16	8	2	26	296
Southwestern CC	3	5	15	35	58	0	3	21	22	46	0	0	0	0	0	1	1	0	2	106
Indian Hills CC	29	38	65	124	256	8	29	121	119	277	2	49	55	11	117	18	19	5	42	692
Southeastern CC	6	15	28	74	123	2	27	48	58	135	0	0	0	0	0	5	6	1	12	270
<b>TOTAL</b>	<b>535</b>	<b>631</b>	<b>692</b>	<b>1134</b>	<b>2992</b>	<b>52</b>	<b>434</b>	<b>975</b>	<b>870</b>	<b>2331</b>	<b>104</b>	<b>257</b>	<b>181</b>	<b>36</b>	<b>578</b>	<b>313</b>	<b>350</b>	<b>159</b>	<b>822</b>	<b>6723</b>

**Source:** Program Year 2009 Adult Literacy Annual Report: Iowa Department of Education.

\* The Writing Skills component of Iowa's Basic Skills Certification program was implemented during program year 2002. The Reading and Mathematics components were implemented during program year 1998.

\*\* The Listening Skills component of Iowa's Basic Skills Certification program was implemented during program year 2004.

**TABLE 10**

**Basic Skills Certificates Issued by Iowa's Community Colleges for Cooperating Program Enrollees during Program Year 2009**

A Community College	B Reading CASAS LEVEL				C Sub- total	D Mathematics CASAS LEVEL				E Sub- total	F *Writing CASAS LEVEL				G Sub- total	H **Listening CASAS LEVEL			I Sub- total	K Total
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C		
Northeast Iowa CC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
North Iowa Area CC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Iowa Lakes CC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Northwest Iowa CC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Iowa Central CC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Iowa Valley CC District	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hawkeye CC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Eastern Iowa CC District	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kirkwood CC	0	4	8	14	26	0	3	17	5	25	0	0	0	0	0	0	0	0	0	51
Des Moines Area CC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Western Iowa Tech CC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Iowa Western CC	2	12	17	18	49	8	35	19	3	65	0	0	0	0	0	0	0	0	0	114
Southwestern CC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Indian Hills CC	0	0	0	1	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Southeastern CC	8	24	33	28	93	9	37	21	19	86	0	0	0	0	0	0	0	0	0	179
<b>TOTAL</b>	<b>10</b>	<b>40</b>	<b>58</b>	<b>61</b>	<b>169</b>	<b>17</b>	<b>75</b>	<b>57</b>	<b>28</b>	<b>177</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>346</b>

**Source:** Program Year 2009 Adult Literacy Annual Report: Iowa Department of Education.

\* The Writing Skills component of Iowa's Basic Skills Certification program was implemented during program year 2002. The Reading and Mathematics components were implemented during program year 1998.

\*\* The Listening Skills component of Iowa's Basic Skills Certification program was implemented during program year 2004.

**TABLE 11**

**Total Basic Skills Certificates Issued by Iowa's Community Colleges during Program Year 2009**

A Community College	B Reading CASAS LEVEL				C Sub-total	D Mathematics CASAS LEVEL				E Sub-total	F *Writing CASAS LEVEL				G Sub-total	H **Listening CASAS LEVEL			I Sub-total	K Total
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C		
Northeast Iowa CC	18	32	26	64	<b>140</b>	3	20	70	81	<b>174</b>	0	7	13	0	<b>20</b>	0	13	6	<b>19</b>	<b>353</b>
North Iowa Area CC	9	26	29	70	<b>134</b>	3	27	62	63	<b>155</b>	0	1	0	0	<b>1</b>	0	0	0	<b>0</b>	<b>290</b>
Iowa Lakes CC	2	3	9	26	<b>40</b>	0	0	10	5	<b>15</b>	0	0	0	0	<b>0</b>	0	3	1	<b>4</b>	<b>59</b>
Northwest Iowa CC	20	19	10	7	<b>56</b>	0	1	2	11	<b>14</b>	0	0	0	0	<b>0</b>	0	0	0	<b>0</b>	<b>70</b>
Iowa Central CC	69	41	46	44	<b>200</b>	3	22	52	49	<b>126</b>	0	1	2	0	<b>3</b>	26	18	4	<b>48</b>	<b>377</b>
Iowa Valley CC District	33	39	49	55	<b>176</b>	1	20	42	25	<b>88</b>	9	14	8	1	<b>32</b>	32	12	5	<b>49</b>	<b>345</b>
Hawkeye CC	40	34	51	53	<b>178</b>	1	54	66	38	<b>159</b>	18	25	6	0	<b>49</b>	43	37	12	<b>92</b>	<b>478</b>
Eastern Iowa CC District	39	43	58	63	<b>203</b>	10	45	60	35	<b>150</b>	0	0	0	1	<b>1</b>	0	4	0	<b>4</b>	<b>358</b>
Kirkwood CC	39	62	98	188	<b>387</b>	6	46	97	91	<b>240</b>	24	37	4	2	<b>67</b>	24	32	30	<b>86</b>	<b>780</b>
Des Moines Area CC	164	226	155	269	<b>814</b>	13	116	246	175	<b>550</b>	8	73	41	7	<b>129</b>	102	153	74	<b>329</b>	<b>1822</b>
Western Iowa Tech CC	50	38	33	32	<b>153</b>	0	10	49	57	<b>116</b>	43	35	17	5	<b>100</b>	46	44	19	<b>109</b>	<b>478</b>
Iowa Western CC	16	26	45	62	<b>149</b>	10	52	65	49	<b>176</b>	0	15	35	9	<b>59</b>	16	8	2	<b>26</b>	<b>410</b>
Southwestern CC	3	5	15	35	<b>58</b>	0	3	21	22	<b>46</b>	0	0	0	0	<b>0</b>	1	1	0	<b>2</b>	<b>106</b>
Indian Hills CC	29	38	65	125	<b>257</b>	8	29	121	120	<b>278</b>	2	49	55	11	<b>117</b>	18	19	5	<b>42</b>	<b>694</b>
Southeastern CC	14	39	61	102	<b>216</b>	11	64	69	77	<b>221</b>	0	0	0	0	<b>0</b>	5	6	1	<b>12</b>	<b>449</b>
<b>TOTAL</b>	<b>545</b>	<b>671</b>	<b>750</b>	<b>1195</b>	<b>3161</b>	<b>69</b>	<b>509</b>	<b>1032</b>	<b>898</b>	<b>2508</b>	<b>104</b>	<b>257</b>	<b>181</b>	<b>36</b>	<b>578</b>	<b>313</b>	<b>350</b>	<b>159</b>	<b>822</b>	<b>7069</b>

**Source:** Program Year 2009 Adult Literacy Annual Report: Iowa Department of Education.

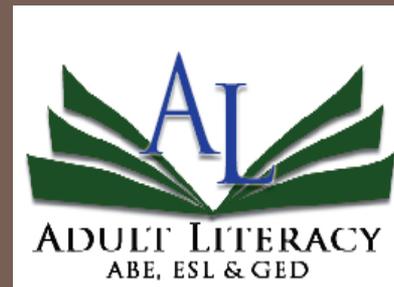
\* The Writing Skills component of Iowa's Basic Skills Certification program was implemented during program year 2002. The Reading and Mathematics components were implemented during program year 1998.

\*\* The Listening Skills component of Iowa's Basic Skills Certification program was implemented during program year 2004.

# IOWA DEPARTMENT OF EDUCATION

## Adult Literacy Report to the State Board of Education

May 13, 2010



Program  
Year 2009

(7/1/08 - 6/30/09)

**2**

## **Program Year 2009 in Review**

**Helene Grossman, State Director for Adult Literacy**

**Phyllis Hinton, State Staff Development Consultant**

**Amy Vybiral, Federal Data Consultant**

# Meet Rondi Miller, an Iowa Lakes Community College Success Story

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Algona • Emmetsburg • Estherville • Spencer • Spirit Lake



**GETTING MY GED REALLY PAID OFF**

Rondi Miller, Nursing Student

I knew **I always wanted to be a nurse** but I was always afraid that I wouldn't be able to do it. **I got my GED** independently through the Success Center at Iowa Lakes. **I got so much encouragement** and I think that's so important, especially with a nontraditional student. **I worked hard. And you have to work hard.**

► Getting my GED really paid off.

Call 1-866-IA-LAKES -or visit- [www.iowalakes.edu](http://www.iowalakes.edu)

IOWA LAKES  
EDMUNDSVILLE COLLEGE

# Highlights of the Year – Good News

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- Iowa is the recipient of an incentive award to design and implement a statewide effort – *Adult Literacy for the Workforce in Iowa (ALWI)*.
- Involvement in the Center for Adult English Language Acquisition (CAELA)-sponsored professional development.
- Selected as a Performance-Based Funding Technical Assistance recipient by the United States Department of Education, Office of Vocational and Adult Education.

# ALWI – Adult Literacy for the Workforce in Iowa

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- Iowa Workforce Development (IWD) and the Iowa Department of Education's Division of Community Colleges and Workforce Preparation, received incentive grant funds in the amount of **\$779,429**.
- Approximately \$20,000 is reserved at the state level for:
  - ▣ Periodic statewide meetings and professional development.
  - ▣ Support for the implementation of the National Career Readiness Certificates and Worldwide Interactive Network (WIN). Curriculum in eight regions of the state where this opportunity was not previously available.

# ALWI -- Continued

6

- About \$45,000 (\$3,000 per community college) was distributed for planning purposes to encourage the IWD, business, community, and inter-departmental collaboration on determining the local approach.
- The balance of \$700,132 has been allocated to 15 community college local programs through March 15, 2011.
- From March 15–June 15, 2011, minigrants will be offered for sustainability and expansion efforts.

# ALWI Grant Requirements

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- Research, including regional employment needs assessment data.
- Recruitment and retention plan.
- Plan for sustainability.
- Soft skill development.
- Technology skill development.
- Commitment from community and administration.

# ALWI Partnerships

8

By developing partnerships, local programs will be able to develop support for the initiative while addressing and integrating the needs and expertise of each partner.

- ❑ Local employers.
- ❑ Workforce and economic development agencies.
- ❑ Community-based organizations.
- ❑ Existing community college programs (credit and non-credit).

# ALWI Outcomes

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Partnerships will enable local programs to assess programming needs and incorporate postsecondary education and training opportunities for ALWI participants.

- ALWI participants will comprise a longitudinal data set that will include follow-up outcomes on:
  - ▣ Workforce entrance and retention.
  - ▣ Enrollment in postsecondary education and training programs:
    - Credit Training
    - Non-Credit Training
    - Community Colleges
    - Public and Private Universities

# More Good News

- Iowa is eligible for another incentive grant for requirements met with the 2009 federal data, under Title II, AEFLA
  - ▣ The incentive award is dependent upon the United States Department of Labor meeting the 2009 Workforce Investment Act (WIA) II (1998) benchmarks.

# Not Good News

11

- Federal funding allocation cut by another \$183,599 (4.8%).
  - ▣ Census changed to ACS (American Community Survey) in funding formula.
  - ▣ Administrative error correction.
- Greater need with shrinking resources!

An increase is expected next year!

## But, it is what it is!

**Iowa's adult literacy staff will meet the needs of adult learners in the most effective way possible with available resources.**

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# A Few Words About Professional Development

Phyllis Hinton, Adult Literacy Consultant  
State Staff Development

- In April 2008, the National Center for Adult English Language Acquisition (CAELA), with funding from the United States Department of Education, selected 12 states to increase their capacity to provide high quality professional development for practitioners working with adults learning English.
- Iowa was one of the states awarded this assistance from June 2008-September 2010.



# Iowa's Overall Goals

15

- To provide a broad base of adult literacy ESL (English-as-a-Second Language) instructors trained in research-based strategies.
- To build collaborative human resources as “ongoing” regional support.

# Desired Outcomes

16

- Instructional survey and evaluation instruments developed and used (2008).
- Seven (7) trained ESL Regional Specialists (2009).
- Six (6) ESL trainings in multi-level classroom strategies (2009-2010).
- Website devoted to Iowa (2010).  
<http://www.cal.org/caelanetwork/profdev/states/iowa/index.html>
- Iowa's team will learn and share with other states (2010).
- Sustaining ESL professional development.
  - ▣ Reading and writing strategies (2010-2011).

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# How Did Iowa Do in 2009?

Amy Vybiral

Adult Literacy Federal Data Consultant

# Enrollment 2009

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- 28,014 Enrollees
  - ▣ English-as-a-Second-Language - 6,836 (25%)
  - ▣ Adult Basic Education - 3,993 (15%)
  - ▣ Adult Secondary Education (GED, Adult High School Diploma) - 9,351 (34%)
  - ▣ Sheltered Workshops, Workplace Learning, Corrections - 7,834 (28%)

# Goals Set by Students

19

□ **4,084**

Set an employment, GED, or postsecondary goals.

□ **3,497**

Achieved one or more of the employment, GED, or postsecondary goals.

□ **86%**

Of students indicating an employment or educational goal achieve the goal.

# State and Federal Benchmarks Met

20

Iowa's adult literacy program met or exceeded:

- 4 out of 5 (80%) of the state-mandated benchmarks.
- 7 out of 11 (64%) federally-mandated National Reporting System (NRS) educational gain benchmarks in the “Pre-/Post-Assessment” category.
- 3 out of 4 (75%) federally-mandated NRS core follow-up measures.

# State Benchmark Comparison 2007 to 2009

21

State Benchmarks	2007	2008	2009
<b>ABE Pre-/Post-Percentage</b>	✘	✓	✘
<b>ASE Pre-/Post-Percentage</b>	✓	✓	✓
<b>ESL Pre-/Post-Percentage</b>	✓	✓	✓
<b>GED Pass Rate</b>	✓	✓	✓
<b>Basic Skills Certification Award</b>	✓	✓	✓

# GED Pass Rate

22

The GED pass rate of **99%** exceeded the projected pass rate of 96% by three percentage points.

Iowa had the **highest GED** pass rate in the United States and Canada.

# Federally-Reported Benchmarks 2007 to 2009 Comparison

23

	2007	2008	2009	
ABE Beginning Literacy	✓	✓	✓	
ABE Beginning	✓	✓	✓	2007 – Iowa met 6 out of 11 federally-reported benchmarks.
ABE Intermediate Low	✓	✓	✗	
ABE Intermediate high	✓	✓	✗	
ASE Low	✗	✗	✗	2008-Iowa met 8 out of 11 federally-reported benchmarks.
ESL Beginning Literacy	✗	✓	✓	
ESL Beginning Low	✓	✓	✓	2009 – Iowa met 7 out of 11 federally-reported benchmarks.
ESL Beginning High	✓	✓	✓	
ESL Intermediate Low	✗	✗	✓	
ESL Intermediate High	✗	✓	✓	
ESL Advanced	✗	✗	✗	

# Other National Reporting System (NRS) Core Follow-up Measures

24

- 83% of all students who set a goal of entering employment met that goal.
- 84% of all students who set a goal of retaining employment met that goal.
- 94% of all students who set a goal of obtaining a GED or secondary diploma met that goal.
- 56% of all students who set a goal to enter postsecondary education or training met that goal.

# Federally-Reported Core Measures

25

	2007	2008	2009
<b>Entered Employment</b>	✓	✓	✓
<b>Retained Employment</b>	✗	✗	✓
<b>Entered Postsecondary Education</b>	✓	✓	✗
<b>Earned GED</b>	✓	✓	✓

# Data Related Goals for the Future

26

- ❑ Collaborate with community college staff to continue to improve data integrity.
- ❑ Provide professional development to continue to encourage accurate coding and reporting.
- ❑ Professional development to increase Educational Functioning Level Gains for:
  - ❑ Adult Basic Skills High Intermediate (Pre-GED)
  - ❑ Low Adult Secondary Education (GED)
  - ❑ ESL Advanced (Pre-GED)
  - ❑ Entered postsecondary education or training

# What's coming in the year ahead?

27

- Possible reauthorization of WIA.
- Change in tide to a small increase in funding.
- Possible second year of ALWI Incentive Grant.
- Possible implementation of waiting lists.
- Possible writing professional development initiative through the *Teaching Excellence in Adult Literacy (TEAL) Center*.
- New funding formula.
- Strategic Plan

## How Effective Were the Iowa Community College Adult Literacy Programs in 2008?

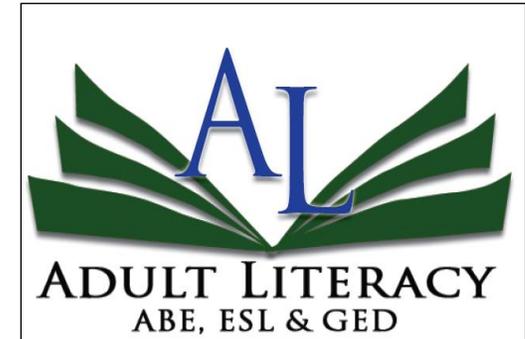
- The Iowa statewide adult literacy program met or exceeded **10 out of 11 (91%)**, educational gain benchmarks when calculated against those adult learners who were pre-/post-assessed.
- Iowa's adult literacy program met or exceeded **5 out of 5 (100%)** of the state-mandated benchmarks.
- Iowa's adult literacy program met or exceeded **3 out of 4 (75%)** federally-mandated core outcome measures.
- Iowa's adult literacy program met or exceeded **11 out of 15 (73%)** federally-mandated NRS (National Reporting System) benchmarks.
  - **Iowa's students met their goals:**
    - **84%** of all students who set a goal of entering employment.
    - **81%** of all students who set a goal of retaining employment.
    - **91%** of all students who set a goal of obtaining a GED or secondary diploma.
    - **72%** of all students who set a goal to enter postsecondary education or training.
- There were **3,870** GED passers in Iowa in 2008.
- The GED pass rate of **99%** exceeded the projected pass rate of 96%. (*The U.S. Overall Pass Rate for 2008 was 73.1%*)
- **7,835** Iowa Basic Skills Certificates were issued in program year 2008.

The **RETURN ON INVESTMENT** in adult literacy is significant as indicated in the following statistics from *The Fiscal Consequences of Adult Educational Attainment*, Center for Labor Market Studies, 12/07.

- ✓ Mean annual earnings of 16-64 year olds, non-enrolled adults in the U.S. in 2005.
  - **\$14,400** for high school dropouts.
  - **\$23,300** for high school/GED graduates.
  - **\$50,700** for bachelor degree holders.
  - **\$73,100** for master's degree or higher.
- ✓ Home ownership rates ranged from **46%** for households headed by an individual lacking a high school diploma/GED to **61%** for those headed by a high school graduate.
- ✓ Over the working-age lifetime, the gap between the net fiscal contributions of high school graduates and those without a high school diploma would be equal to **\$301,000**; the gap between high school graduates and bachelor degree holders would be **\$597,000**.

### Iowa Department of Education Division of Community Colleges and Workforce Preparation

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## 2009 – 2010 Iowa Adult Literacy Fact Sheet

### What is Adult Literacy Education?

Adult literacy is an education program serving adults, 16 years of age and older, who are functioning below the high school completion level with emphasis on **Reading, Numeracy, and English Literacy**.

Adult literacy educators work with each student to design an individual learning plan that responds to the student's needs and goals such as to:

- get a job;
- help their children with homework and be successful in school;
- get off welfare and achieve a family sustaining income;
- learn the English language, understand U.S. culture, and participate in society; and
- complete high school or obtain a GED; and/or to transfer to postsecondary or other training and education programs.

**According to the 2000 U.S. Census, about 40 million adults, 16 years and older, were without a high school diploma.**

*American Council on Education, 2007*

### *How Much Does Education Pay in Iowa?*

- ✓ In fact, the state can garner **\$3.70** in increased tax revenue for every dollar invested in an associate's degree and **\$2.40** for every dollar invested in a bachelor's degree for low-income adults.
- ✓ Iowans with a bachelor's degree, on average, earn **\$7.26** more an hour than those with a high school diploma.
- ✓ Between 1979 and 2007, the wages of workers with a college degree increased by **17 %** while the wages of workers with less than a high school diploma declined by **27%** (after adjusting for inflation).
- ✓ Unemployment and underemployment rates of Iowa workers without a high school diploma are more than **3 times** the rates among workers with some college education.
- ✓ Poverty rates for Iowans 25 years and older are lowest among college graduates **2.9%**, while individuals with less than a high school diploma and those with a high school degree, but no college, have poverty rates of **21%** and **8.7%**, respectively.
- ✓ Almost **one-third** of Iowa workers earn less than the \$10.28 per hour wage needed for a full-time worker to keep a family of four above the poverty line.

### **Business**

- ✓ American businesses lose more than **\$60 BILLION** in productivity each year due to employees' basic skill deficiencies.

### **No Child Left Behind**

- ✓ Children of parents who are unemployed and have not completed high school are **5 times** more likely to drop out than children of employed parents.
- ✓ Children's literacy levels are strongly linked to the educational level of their parents.

### **Public Health**

- ✓ **46%** of American adults cannot read and follow medical instructions.
- ✓ The American Medical Association says that individuals with low health literacy incur medical expenses that are up to **4 times** greater than patients with adequate literacy skills, costing the health care system **BILLIONS** of dollars every year.

### **Corrections**

- ✓ Participation in correctional education reduces re-arrest, re-convictions, and re-incarceration.
- ✓ The U.S. Department of Education figures show that **75% of prison inmates and 85% of juveniles in correctional facilities are functionally illiterate.**

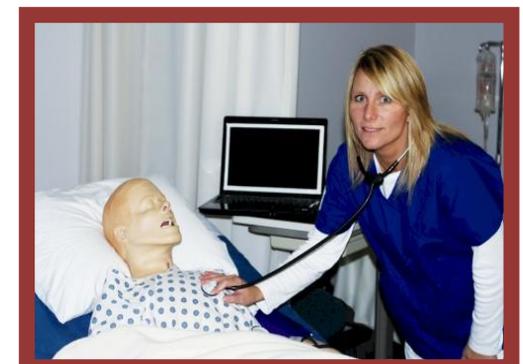
### **Adult Learners**

- ✓ **46%** of current adult literacy enrollees are non-natives seeking to improve English literacy and cultural understanding.
- ✓ Although limited English proficient adults constitute **15%** of the eligible population, they make up **46%** of students.
- ✓ **50%** of adults without a high school diploma are learning disabled.

### **Where Does Iowa Stand?**

- ★ *Higher education benefits not only individuals, but Iowa as a whole. College graduates are more likely to receive employer-provided health insurance and pensions, and pay taxes. They are healthier and less likely to be unemployed or poor, foster higher levels of educational attainment in their children, use fewer public resources, and are more likely to volunteer, vote and make charitable contributions.*
- ★ *Expanding access to education and training for low-wage workers is particularly important when economic prospects are dim. An investment in workforce skills would prepare Iowans for the future and contribute to rebuilding our economy.*

The Iowa Policy Project  
[www.iowapolicyproject.org](http://www.iowapolicyproject.org)



**IOWA LAKES COMMUNITY COLLEGE'S  
SUCCESS CENTER IS THE  
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