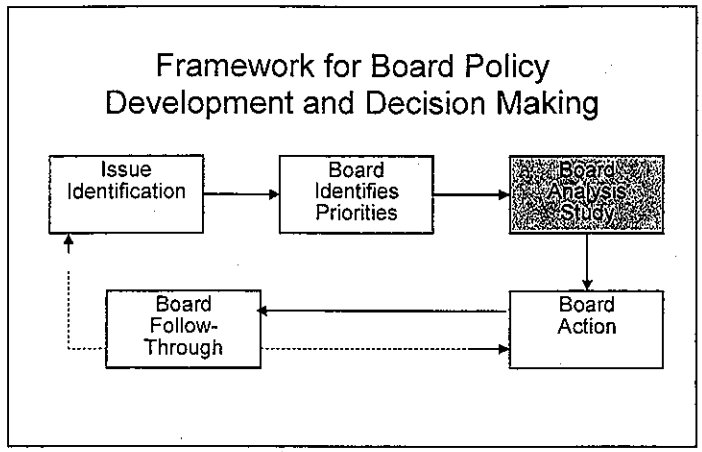
Iowa State Board of Education

Executive Summary

April 30, 2009



Agenda Item: Iowa Community Colleges Adult Literacy Annual Report—Executive Summary—Program Year 2008 (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 adult target populations that lack basic literacy skills or have not attained a secondary school credential.

Presenters: Colleen Hunt, Chief
Helene Grossman, State Director Adult Literacy Consultant
Phyllis Hinton, Adult Literacy Consultant
Amy Vybiral, Federal/Data Grant Management Consultant
Bureau of Community Colleges

Attachments: 2

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 programs benchmark attainment for Program Year 2009.

Iowa's Community College Adult Literacy Report—Executive Summary—Program Year 2009 (July 1, 2008 - June 30, 2009)

Presentation to the Iowa State Board of Education
Thursday, April 30, 2009

Program Year 2008 in Review

Helene Grossman
State Director for Adult Literacy
Iowa Department of Education
Division of Community Colleges and Workforce Preparation
Bureau of Community Colleges

Highlights of the Year - Good News

- Development or revision of:
  - Monitoring Process
  - Assessment Policy
  - Distance Education Policy (GED-On-Demand)
- Involvement in CAELA (Center for Adult English Language Acquisition) - sponsored professional development
- Selected as a Performance Funding Training participant by U.S. Department of Education

More Good News

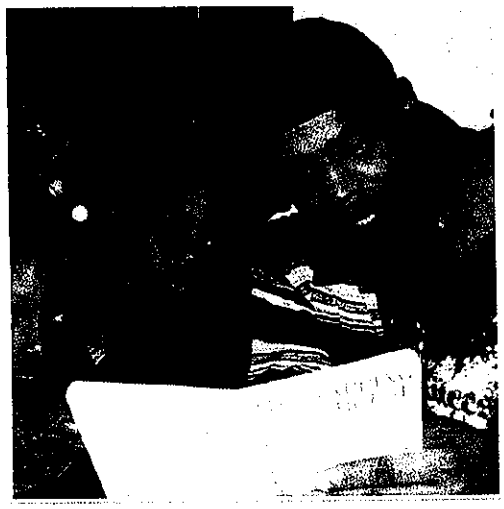
- Creation of I-SALT (Iowans Supporting Adult Literacy Today)
- Collaboration with IALL (Iowa Association for Lifelong Learning) and MVAEA (Missouri Valley Adult Education Association) for Summer Institute
- Reinvented partnership with IWD (Iowa Workforce Development) and I-Best (Washington)

Highlights - Less Than Good News

- Federal funding allocation cut by $397,000 or 10%
  - Census changed to ACS (American Community Survey) in funding formula
  - Administrative error
- Possible cut again next year
- Final year of WIA (Workforce Investment Act) supported family literacy program after four rounds of funding
- Greater need with shrinking resources!

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.



MISSION:
Adult Literacy Coordinators will develop and implement a quality, effective educational program that assists adults in Iowa to gain the knowledge and skills necessary for employment, citizenship and self-sufficiency.

Faces of Iowa's Adult Literacy Successes
A Calendar to Celebrate

Presenting...

Iowa's Adult Literacy
Success Stories for 2008

Chantell Caudill - Kirkwood CC
Chantell - Hawkeye CC
Genaro Cruz - Iowa Central CC
Eva Gutierrez – North Iowa CC
Judith Perez- Southwestern CC
Brandy Smith – Iowa Western CC
Becky Wallace – IA Valley CC Dist.
Krystal Hecox – Southeastern CC
Perry Yutzy – Northeast Iowa CC
Paige Herrig – Northwest Iowa CC
Tonia Woehler - West. IA Tech CC
Floyd- Eastern IA CC District
Badr and Joe- Indian Hills CC
Aric Hoogerwerf and Lee Fong Lee – Des Moines Area CC
Tara Mixon – Iowa Lakes CC

A Few Words About Professional Development

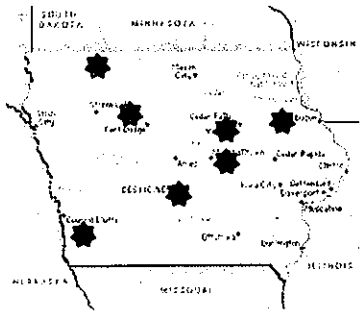
Phyllis Hinton, Adult Literacy Consultant
State Staff Development
Iowa Department of Education
Division of Community Colleges and Workforce Preparation
Bureau of Community Colleges

"When I first started to teach ESL, I was given two grammar books and told to look them over. I was taken to a house ...with seven adults who wanted to learn English. As we sat on the living room floor, it didn't take long for me to realize that the grammar books were not appropriate for the task I had volunteered for. I felt alone and inadequate. Fortunately, I didn't give up and they didn't give up on me."

An Iowa Adult Literacy Instructor

CENTER FOR ADULT ENGLISH LANGUAGE ACQUISITION

In April 2008, the National Center for Adult English Language Acquisition (CAELA) with funding from the U.S. Dept. of Education selected twelve states to increase their capacity to provide high quality professional development for practitioners working with adults learning English.

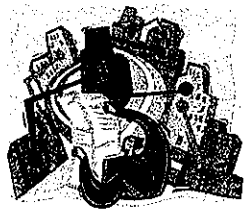


- Iowa was one of the states awarded with this assistance.
- CAELA (Center for Adult English Language Acquisition) will work with the selected states during June 2008-September 2010, providing training and assistance.
- In Iowa, practitioners from across the state will be trained following a "train-the-trainer" model to support their local regions.

Action Plan

A steering committee met to develop a goal and an action plan in September 2008.

The overall goal: to provide a broad base of Adult Literacy ESL instructors trained in research-based strategies and to build collaborative human resources as "ongoing" regional support.



- English language learner instructors across the state completed a needs survey in December 2008, which impacted the training to be received from CAELA (Center for Adult English Language Acquisition).
- Applications for Adult Literacy ESL Regional Specialists were received in January 16, 2009.
- Seven (7) applicants were selected by the end of February 2009.
- Training-of-trainers occurred April 9-10, 2009.
- Regional trainings will begin in program year 2010.
- Iowa's CAELA team will learn and share with other states in 2010.

New Face of Adult Literacy Monitoring

In August 2008, the monitoring process for adult literacy programs was revised by a committee that included six adult literacy coordinators.

The monitoring revision allows for:

- ✓continued accountability of federal funds in a transparent manner;
- ✓a new dimension for monitoring that includes a rubric for quantifying program performance;
- ✓a document review in order to clarify and support program performance; and
- ✓improved accountability and compliance of GED Testing Centers.

- To accomplish this, the Adult Literacy Annual Monitoring now involves a one or two-day site visit to 1/3 of the programs and "desk-top" telephone monitoring for the other 2/3 of the programs.
- The monitoring committee will meet again during the summer of 2009 to assess this process and make any further revisions as needed.

Some reflections from this process thus far:

"Allow plenty of time to prepare this document and to gather the supporting materials. I...decided to be very thorough so it may have taken longer than most. Be completely honest and open during the visit.... Next, I will be sure to include as many of the staff as possible.... Just knowing that you are there and willing to help is HUGE! I think you have the unique opportunity to "see" the various programs and sites and observe what works well, while also noting similar struggles throughout the state."

An Adult Literacy Coordinator

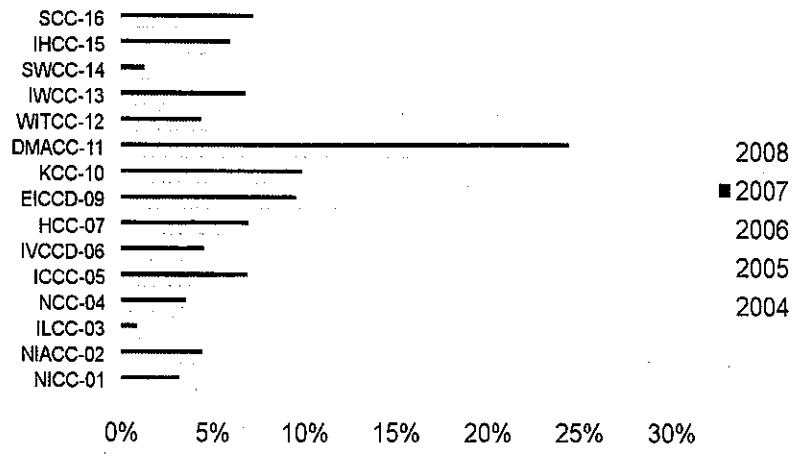
How Did Iowa Do in 2008?

Amy Vybiral, Adult Literacy Federal Data Consultant
Iowa Department of Education
Division of Community Colleges and Workforce Preparation
Bureau of Community Colleges

State and Federal Benchmarks

- Pre-/post-assessment
- Educational gain
- Adult learner follow-up measures
- Number of basic literacy skills certificates issued
- GED pass rate

Percentage of Enrollment by Community College



State and Federal Benchmarks Met

Iowa's adult literacy programs met or exceeded:

- ✓**5 out of 5 (100%)** of the state-mandated benchmarks.
- ✓**10 out of 11 (91%)** federally mandated NRS (National Reporting Systems) 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 2008

State Benchmarks	2007	2008
ABE Pre-/Post-Percentage	✗	✓
ASE Pre-/Post-Percentage	✓	✓
ESL Pre-/Post-Percentage	✓	✓
GED Pass Rate	✓	✓
Basic Skills Certification Award	✓	✓

Iowa's Literacy Credential Programs

- **Basic literacy skills certification**
- **Iowa High School Equivalency Diploma**
- **Community college-based adult high school diploma**
- **Courses offered toward completion of the high school diploma provided by the local education agency**

Basic Skills Certificates

7,453 basic skills certificates were issued in program year 2008.

A total of **48,127** basic skill certificates were issued from program year 1998 through program year 2008.

- Reading – Levels A through D (**3,466** Certificates Issued)
- Mathematics – Levels A through D (**3,089** Certificates Issued)
- Writing – Levels A through D (**210** Certificates Issued)
- Listening – Levels A through C (**688** Certificates Issued)

GED Pass Rate

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 2008 Comparison

	2007	2008
ABE Beginning Literacy	✓	✓
ABE Beginning	✓	✓
ABE Intermediate Low	✓	✓
ABE Intermediate high	✓	✓
ASE Low	×	×
ESL Beginning Literacy	×	✓
ESL Beginning Low	✓	✓
ESL Beginning High	✓	✓
ESL Intermediate Low	×	×
ESL Intermediate High	×	✓
ESL Advanced	×	×

2007 – Iowa met 6 out of 11 federally reported benchmarks.

2008-Iowa met 9 out of 11 federally reported benchmarks.

National Reporting System Core Measure of Educational Gain State Benchmarks

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, the state of Iowa benchmarks.

Other National Reporting System Core Follow-up Measures

- **84%** of all students who set a goal of entering employment met that goal.
- **81%** of all students who set a goal of retaining employment met that goal.
- **91%** of all students who set a goal of obtaining a GED or secondary diploma met that goal.
- **72%** of all students who set a goal to enter postsecondary education or training met that goal

Federally Reported Core Measures

	2007	2008
Entered Employment		
Retained Employment	x	x
Entered Postsecondary		
Earned GED		

Goals for the Future:

✓Collaborate with community college staff to improve the integrity of their data.

✓Provide professional development to encourage accurate coding and reporting.

✓Provide professional development to increase Educational Functioning Level Gains for:

1. Low Adult Secondary Education
2. ESL High Intermediate
3. ESL Advanced
4. Retained Employment

IOWA'S COMMUNITY COLLEGE ADULT LITERACY ANNUAL REPORT EXECUTIVE SUMMARY

Program Year 2008

July 1, 2007 – June 30, 2008

Iowa Department of Education

Division of Community Colleges and Workforce Preparation

Bureau of Community Colleges

State of Iowa
Department of Education
Grimes State Office Building
400 E 14th St
Des Moines IA 50319-0146

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Phyllis Hinton, Consultant

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INTRODUCTION AND BACKGROUND

INTRODUCTION

The Executive Summary Report summarizes Iowa's performance during Program Year 2008. The report is posted on the Iowa Dept. of Education website http://www.iowa.gov/educate/ and http://www.readiowa.org

BACKGROUND

The passage of the Workforce Investment Act (WIA) of 1998 [Public Law 105-220] by the 105th 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, The 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;
- Assist adults who are parents obtain the educational skills necessary to become full partners in the educational development of their children;
- Assist adults 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. The Iowa Department of Education) 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 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;
- 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 Government Performance Review Act (GPRA) indicator model disseminated by the U.S. Department of Education: Division of Adult Education and Literacy (USDE:DAEL). The Act [Section 212(2)(B)] also authorizes the Iowa Department of Education 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 GED pass rate
- 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 basic education program. This system includes a set of student measures to allow assessment of the impact of adult basic education instruction, methodologies for collecting the measures, reporting forms and procedures, and training and technical assistance activities to assist states in collecting the measures.

NRS GOAL, 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 basic education students receiving 12 or more hours of service. 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 in the Adult Education and Family Literacy Act of the WIA.

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 of the Adult Education and Family Literacy Act and NRS Core Outcome Measures

Goals of Adult Basic 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, other literacy skills.	• Educational gain (achieve skills to advance one or more educational functioning level)
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, postsecondary education, training, unsubsidized employment or career advancement.	• Entered employment • Retained employment • Placement in postsecondary education or training
Assist adults in the completion of secondary school education.	Receipt of a secondary school diploma or its recognized equivalent.	• Receipt of a secondary school diploma or pass GED tests.

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 adult basic education (ABE), two for adult secondary education (ASE) and six levels for English-as-a second language students (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, programs determine the appropriate initial level in which to place students using a standardized assessment procedure (a test or performance-based assessment). The 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 educational functioning levels describe the learner's entry level ability in the areas of reading, writing, numeracy and functional workplace skills.

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 to 210
	ABE Intermediate Low	Level B	211 to 220
	ABE Intermediate High	Level C	221 to 235
Adult Secondary Education (ASE)	ASE Low	Level D	236 to 245
	ASE High	Level E	246 and Above
ESL/Citizenship (ESL)	ESL Beginning Literacy	Level A	180 and Below
	ESL Low Beginning	Level A	181-190
	ESL High Beginning	Level A	191 to 200
	ESL Intermediate Low	Level B	201 to 210
	ESL Intermediate High	Level C	211 to 220
	ESL Advanced	Level D	221 to 235

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.

The remaining core outcome 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 by 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 another such program. 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 level representing a hierarchy of basic skills ranging from beginning literacy to high school completion.
    - **English Literacy or English as-a-Second Language**: 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.
- **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 Postsecondary 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 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 PROGRAM CONTINUOUS IMPROVEMENT BENCHMARK MODEL

The Iowa Department of Education, 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.[1] The purpose of the CIBM was to provide Iowa's adult literacy program with a field based process to realistically set and achieve local/state benchmark levels for the NRS and state mandated outcomes.

The IALCIBM characteristics are:

* Reflects local/state program instructional goals and desirable benchmark outcomes.
* Constantly evolving to incorporate updated trends, innovations, new strategies, changes in state/federal reporting requirements, etc.
* 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.
* Cyclical, flexible, adaptable and adoptable to meet unique local/state program, agency or organizational needs.
* Practitioner based, realistic and easily understood by Adult Literacy Coordinators and staff.
* Comprehensive with all model component parts integrated to form the complete model.

The IALCIBM consists of seven (7) action steps designed to assist a local or state adult literacy program project realistic and attainable benchmark projections. However, the process is cyclical and ongoing. The seven (7) 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,
* Step 7: measure benchmark improvement.
* Continue process.

Since the implementation of the IALCIBM in Program Year 2003, the local/state adult literacy programs are utilizing the model to project and attain realistic program benchmarks. The IALCIBM will continue to be refined and improved over the next several program years.

IOWA'S ADULT LITERACY PROGRAM ELECTRONIC REPORTING SYSTEM

The Iowa Department of Education, in conjunction with the statewide community college consortia and the Comprehensive Adult Student Assessment System, 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 in relation to specific benchmark attainment criteria that the Iowa Department of Education 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 the Adult Education and Family Literacy Act. The Iowa Department of Education has developed two (2) documents to assist local programs to record and report standardized data and information.

Exhibit 3

Iowa's Adult Literacy Program Electronic Reporting System Documents

Iowa TOPSpro Data Dictionary (updated annually)	* Provides statewide standardized set of instructions and definitions for coding the TOPSpro scannable forms. * Serves as a companion to the *TOPSpro Technical Manual* produced by CASAS. * Integrates information from various data sources to provide uniform data sets and definitions which meet local, state and Federal reporting mandates
TOPSpro/NRS Coding Guidelines	* Provides Iowa TOPSpro users with information regarding the relationship between coding TOPSpro Entry, Update and Test forms and the NRS Federal Tables reporting structure. * Serves as a supplement to the *Iowa TOPSpro Data Dictionary.*

A comprehensive staff development plan has been initiated to provide technical assistance to local programs regarding: (1) TOPSpro software training, (2) NRS updates, (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. Given the amount of documentation and professional development opportunities available for Iowa's local Adult Literacy Programs, the reports generated from the statewide electronic reporting system contain a high degree of validity and reliability.

SECTION I – BENCHMARK REPORT SUMMARY

IOWA'S ADULT LITERACY PROGRAM BENCHMARKS

This section is designed to report on Iowa's statewide adult literacy program benchmark results for Program Year 2008 (July 1, 2007 through June 30, 2008). This section 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 literacy skills certificates issued, and (5) GED pass rate.

Overview of State Level Results

The twenty benchmark (5 state mandated and 15 federally mandated) results for Iowa's adult literacy program are presented in Tables 1-4. The results are as follows:

- a total of **86%** learners received pre-post assessments in the Adult Basic Education instructional program which represents an increase of **2%** over Program Year 2007 (84% for Program Year 2007);
- a total of **94%** learners received pre-post assessments in the Adult Secondary Education instructional program which represents an increase of **3%** over Program Year 2007 (91% for Program Year 2007);
- a total of **75%** learners received pre-post assessments in the English-as-a Second Language instructional program which represents an 11% increase over Program Year 2007 (64%for Program Year 2007);

The overall results indicated that Iowa's adult literacy program pre/post assessment benchmark attainment increased from **78%** for Program Year 2007 to **85%** for Program Year 2007. This comparison indicated an overall increase of **7%**.

Table 1 depicts the relationship between total enrollment and the number and percentage of adult learners who received pre and post assessments.

Table 1

Pre/Post Assessment Percentage by Instructional Program and Educational Functioning Level

Instructional Program	Educational Functioning Level	*Total Enrollment	**Pre/Post Assessment Enrollment	Percentage Pre/Post Assessed
Adult Basic Education (ABE)	Beginning Literacy ABE	144	118	82%
	Beginning Basic Education ABE	298	238	80%
	Low Intermediate ABE	708	592	84%
	High Intermediate ABE	2801	2462	88%
	Subtotal	**3951**	**3410**	**86%**
Adult Secondary Education (ASE)	Low Adult Secondary Education	1614	1510	94%
	High Adult Secondary Education	596	573	96%
	Subtotal	**2210**	**2083**	**94%**
English-as-a-Second Language (ESL)	Beginning Literacy ESL	200	146	73%
	Beginning ESL – Low	314	202	64%
	Beginning ESL - High	723	531	73%
	Low Intermediate ESL	827	616	74%
	High Intermediate ESL	622	494	79%
	Advanced ESL	424	353	83%
	Subtotal	**3110**	**2342**	**75%**
	Total	**9271**	**7835**	**85%**

* **Source:** Iowa's National Reporting System (NRS) report for Program Year 2008; Table 4, Column B; State Aggregated Report.

** **Source:** Iowa's National Reporting System (NRS) report for Program Year 2008; Table 4B, Column B; State Aggregated Report.

Table 2 presents a performance comparison between the negotiated percentage and the attained percentage for the five state level benchmarks. **The overall results indicated that the attained percentages met or exceeded the negotiated percentages on pre/post assessed.** The results are as follows:

- ABE Pre/Post attained percentage of **86%** exceeded the negotiated 82%.
- ESL Pre/Post attained percentage of **75%** exceeded the negotiated 66%.
- ASE Pre/Post attained percentage of **94%** exceeded the negotiated 88%.
- The GED pass rate of **99%** exceeded the projected pass rate of 96% by three percentage points.
- In Program Year 2008, **96%** of eligible enrollees with pre-tests and post-tests increased an Educational Functioning Level, an increase of 25% from Program Year 2007.

*Refer to the report titled, **'Iowa's Community College Basic Literacy Skills Credential Program Annual Report: Program Year 2005'**, for Iowa's basic literacy skills certification program statistics. This report is available at http://www.readiowa.org. **The basic skills attainment percentage and negotiated increase is calculated by dividing the total number of basic skills certificates awarded in the program year by the total number of enrollees eligible for the basic skills certificate award.***

Table 2

Performance Comparison of Iowa's Adult Literacy Program for Pre/Post Assessment, GED Pass Rate and Percentage Increase in Basic Skills Certificates

STATE BENCHMARKS Pre/Post Assessment by Instructional Program	* Negotiated Percentage	** Attained Percentage
Adult Basic Education (ABE)	82%	86%
English-as-a-Second-Language (ESL)	66%	75%
Adult Secondary Education (ASE)	88%	94%
OTHER STATE BENCHMARKS		
GED Pass Rate	96%	99%
Basic Skills Credential Issuance	52%	96%

*** Source:** *Iowa's State Plan for Adult Basic Education Extension: Program Year 2008.*
**** Source:** *Iowa's National Reporting System (NRS) Report for Program Year 2008*: Table 4, Column B and Table 4B, Column B.

Table 3 presents a comparison of the percentage relationship among: 1) the negotiated benchmark levels, 2) the attained benchmark levels for total enrollment for the NRS core measure of Educational Gain, and 3) the attained benchmark levels with pre-post assessment for the state core measure of Educational Gain. The results indicated that **consistently higher benchmark percentages were achieved across all three instructional programs for those learners who received pre/post assessments**.

- The Iowa statewide adult literacy program met or exceeded **8 out of 11, (73%),** educational gain benchmarks when calculated against total enrollment.

- 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. Results are as follows:

Table 3 also indicates the educational functioning levels in which the benchmark attainment levels fell below the negotiated benchmark levels for the "Total Enrollment" and "Pre/Post Assessment" categories. The educational functioning levels fell below the negotiated benchmark levels in the "Total Enrollment" category for "Low Adult Secondary Education", "Low Intermediate ESL", and "Advanced ESL". Additionally, "Advanced ESL" **did not meet** the "Pre/Post Assessment" category. [3]

[3] *The federal criteria to determine whether educational gain benchmarks were successfully achieved is calculated against the "Total Enrollment" category as opposed to the "Pre/Post Assessment" category. Given this criteria, Iowa met or exceeded 8 out of 11 (73%) of the educational gain benchmarks. Conversely, if benchmark attainment is calculated against the pre/post assessment category, Iowa met or exceeded 10 out of 11 (91%) of the educational gain benchmarks.*

Table 3

Percentage Comparison of Iowa's Adult Literacy Program Performance Measures for NRS Core Indicator #1

Core Indicator #1 [Educational Gain]: Demonstrated improvements in literacy skills in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition and other literacy skills.

Instructional Program	Educational Functioning Level	*Negotiated %	**Total Enrollment %	***Pre/Post Assessment %
Adult Basic Education (ABE)	Beginning Literacy	50%	60%	73%
	Beginning Basic Education ABE	57%	64%	80%
	Low Intermediate ABE	59%	68%	81%
	High Intermediate ABE	66%	66%	75%
Adult Secondary Education (ASE)	Low Adult Secondary Education	80%	78%	83%
English-as-a-Second Language (ESL)	Beginning Literacy ESL	50%	57%	78%
	Low Beginning ESL	44%	53%	82%
	High Beginning ESL	44%	54%	73%
	Low Intermediate ESL	50%	48%	64%
	High Intermediate ESL	46%	50%	63%
	Advanced ESL	42%	29%	35%

The numbers in red indicate the educational functioning levels where the achieved benchmarks for either the "Total Enrollment" category or the "Pre/Post Assessment" category **did not meet the negotiated percentage.** The "Total Enrollment" category is the criteria by which the USDE:DAEL determines whether Iowa did or did not achieve a benchmark for any given educational functioning level. The "Pre/Post Assessment" category is the criteria used by the state of Iowa to determine if benchmarks were successfully achieved for any given educational functioning level.

***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 and Literacy (USDE:DAEL). ***Iowa's State Plan for Adult Basic Education*: extension for each program year is the published source for these percentages.**

****Source:** Iowa's National Reporting System (NRS) report for Program Year 2008 Table 4, column H. This column represents the percent of total enrollees who completed each educational functioning level based on total enrollment.

*****Source:** Iowa's National Reporting System (NRS) report for Program Year 2008 Table 4B, column H. This column represents the percent of total enrollees who were pre/post accessed with paired scores and completed each educational functioning level

Table 4 presents a comparison of the percentage relationship between: (1) the negotiated benchmark levels, and (2) the attained benchmark levels for the NRS core follow-up measures. The Iowa statewide adult literacy program met or exceeded **3 out of 4 (75%)** NRS core follow-up benchmarks. The results indicate that three of the 4 **attained percentages met or exceeded the negotiated percentages and that "Retained Employment" did not meet the negotiated percentage by 9%.**

Table 4

Percentage Comparison of Iowa's Adult Literacy Program Performance Measures for NRS Core Indicator #2

Follow-up Measure	*Negotiated Percent	**Attained Percent
Entered Employment[1]	80%	84%
Retained Employment[1]	90%	81%
Obtained a GED or Adult Secondary School Diploma[2]	90%	91%
Entered Postsecondary Education or Training[3]	55%	72%

***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 and Literacy (USDE:DAEL). ***Iowa's State Plan for Adult Basic Education* Extension for each program year is the published source for these percentages.**

****Source**: Iowa's National Reporting System (NRS) report for Program Year 2008 Table 5, column G. This column represents the percent of total adult basic education enrollees who achieved each follow-up measure.

[1]The percentage attained data reported for the follow-up measures of "Entered Employment" and "Retained Employment" were obtained as a result of a data match between the Iowa adult literacy program electronic reporting system and the Iowa Workforce Development's base and benefits wage records for the period of July 1, 2007 through September 30, 2008 for the Entered Employment outcome measure and October 1, 2007 through September 30, 2008 for the Retained Employment outcome measure. This database is referenced as the Iowa Customer Tracking System.

[2] The percentage attained data reported for the follow-up measure of "Obtained a GED or Adult Secondary School Diploma" were obtained as a result of a data match between the Iowa adult literacy program electronic reporting system and Iowa's GED candidate data base at GEDScoring.COM.

[3] The percent attained data reported for the follow-up measure of "Entered Postsecondary Education and Training" were obtained as a result of a data match between the Iowa adult literacy program electronic reporting system and the Iowa Department of Education's Community College Management Information System (MIS) and the National Student Clearinghouse for the first quarter of Program Year 2008 (July 1, 2007 -September 30, 2008).

Summary of Iowa's Adult Literacy Program Benchmark Results

- Iowa's Adult Literacy program met or exceeded **5 out of 5 (100%)** of the state of Iowa benchmarks.
- Iowa's adult literacy program met or exceeded **8 out of 11 (73%)** federally mandated NRS educational gain benchmarks according to federal calculation criteria (e.g. calculated against the "Total Enrollment" category).
- Iowa's adult literacy program met or exceeded **10 out of 11 (91%)** federally mandated NRS educational gain benchmarks if the "Pre/Post Assessment" category is utilized as the criteria for benchmark calculations.
- 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 benchmarks.
- Iowa's adult literacy program met or exceeded **16 out of 20 (80%)** state and federal benchmarks according to the federal calculation criteria (e.g. calculating against the "Total Enrollment" category.)
- Iowa's adult literacy program met or exceeded **18 out of 20 (90%)** state and federal benchmarks if the "Pre/Post Assessment" category is utilized as the criteria for benchmark calculations.

State Benchmarks Summary

- **13 out of 15 (87%)** Community Colleges met or exceed the pre/post assessment benchmark for the ABE instructional program;
- **13 out of 15 (87%)** Community Colleges met or exceed the pre/post assessment benchmark for the ASE instructional program;
- **14 out of 15 (93%)** Community Colleges met or exceed the pre/post assessment benchmark for the ESL instructional program;
- **15 out of 15 (85%)** Community Colleges met or exceed the pre/post assessment benchmark for the total enrollment of the three instructional programs.

Table 5

Pre/Post Assessment Percentage by Instructional Program

Total Enrollment

Community College District Name	*Total Enrollment	** Pre/Post Assessment Enrollment	Percentage Pre/Post Assessed
Northeast Iowa Community College	310	297	96%
North Iowa Area Community College	264	251	95%
Iowa Lakes Community College	107	91	85%
Northwest Iowa Community College	163	100	61%
Iowa Central Community College	486	432	89%
Iowa Valley Community College District	514	405	79%
Hawkeye Community College	672	533	79%
Eastern Iowa Community College District	1,207	1,007	83%
Kirkwood Community College	821	756	92%
Des Moines Area Community College	2,267	1,887	83%
Western Iowa Tech Community College	628	494	79%
Iowa Western Community College	362	299	83%
Southwestern Community College	184	174	95%
Indian Hills Community College	869	704	81%
Southeastern Community College	417	405	97%
TOTAL	**9,271**	**7,835**	**85%**

***Source:** State Aggregated NRS Report for Program Year 2008: Table 4, Column B.

****Source:** State Aggregated NRS Report For Program Year 2008: Table 4B, Column B.

State Benchmarks Summary (cont.)

- **15 out of 15 (100%)** Community Colleges met or exceeded the GED pass rate benchmark.

Table 6

GED Pass Rate Percentage by Community College District

Community College District Name	Passed	Non-Passed	Percent Passed	% Below or Above State Benchmark (96%)
Northeast Iowa Community College	187	1	100%	4%
North Iowa Area Community College	79	0	100%	4%
Iowa Lakes Community College	65	0	100%	4%
Northwest Iowa Community College	32	0	100%	4%
Iowa Central Community College	380	4	99%	1%
Iowa Valley Community College District	164	0	100%	4%
Hawkeye Community College	167	0	100%	4%
Eastern Iowa Community College District	654	5	99%	3%
Kirkwood Community College	424	0	100%	4%
Des Moines Area Community College	984	9	99%	3%
Western Iowa Tech Community College	259	0	100%	4%
Iowa Western Community College	322	0	100%	4%
Southwestern Community College	43	0	100%	4%
Indian Hills Community College	204	1	100%	4%
Southeastern Community College	328	0	100%	4%
TOTAL	**4292**	**20**	**99%**	**3%**

Source: GED Pass Rate Report: GEDScoring.COM

State Benchmarks Summary (cont.)

- **15 out of 15 (100%)** Community Colleges met or exceeded the Basic Skills Certificate Credential benchmark.

Table 7

Basic Skills Certificates Issued by Community College District

Community College District Name	*Total Enrollment	**Certificates Issued PY 08	Percent of Certificates Issued %	% Below or Above State Benchmark (52%)
Northeast Iowa Community College	297	300	101%	49%
North Iowa Area Community College	251	285	114%	62%
Iowa Lakes Community College	91	81	89%	37%
Northwest Iowa Community College	100	95	95%	43%
Iowa Central Community College	432	285	66%	14%
Iowa Valley Community College District	405	324	80%	28%
Hawkeye Community College	533	406	76%	24%
Eastern Iowa Community College District	1007	825	82%	30%
Kirkwood Community College	756	700	93%	41%
Des Moines Area Community College	1887	1882	100%	48%
Western Iowa Tech Community College	494	443	90%	38%
Iowa Western Community College	299	362	121%	69%
Southwestern Community College	174	116	67%	15%
Indian Hills Community College	704	812	115%	63%
Southeastern Community College	405	537	133%	81%
TOTAL	7835	7453	96%	44%

*Source: State Aggregated NRS Report for Program Year 2008: Table 4, Column B.

**Source: Iowa's Community College Basic Literacy Skills Credential Program Annual Report: Program Year 2008

NOTE: Some of the percentages are in excess of 100% because multiple certificates may be awarded to an individual.

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. An "advance" or "completion" 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.

Adult Basic Education and Adult Secondary Education Benchmarks Summary

The results indicated that the **state benchmarks for the educational functioning levels met or exceeded the negotiated benchmarks.**

Iowa's official negotiated benchmark document, signed by the Director of the Office of the United States Department of Education: Division of Adult Education and Literacy (USDE:DAEL), is the document used to compare the negotiated and attained benchmarks results between Program Year 2007 and Program Year 2008: ***Iowa's State Plan for Adult Basic Education*** **Extension for each program year is the published source for these percentages.**

- **ABE Beginning Literacy**: The Program Year 2007 benchmark attainment was **62%** as compared to Program Year 2008 benchmark attainment of **73%** which exceeded the negotiated benchmark level of **50%** for Program Year 2008 by **23%**. This benchmark was met or exceeded by **100%** of Community Colleges with eligible enrollment.

- **ABE Beginning Basic**: The Program Year 2007 benchmark attainment was **74%** as compared to Program Year 2008 benchmark attainment of **80%** which exceeded the negotiated benchmark level of **57%** for Program Year 2008 by **23%**. This benchmark was met or exceeded by **15 out of 15 (100%)** Community Colleges.

- **ABE Low Intermediate**: The Program Year 2007 benchmark attainment was **81%** as compared to Program Year 2008 benchmark attainment of **81%** which exceeded the negotiated benchmark level of **59%** for Program Year 2008 by **22%**. This benchmark was met or exceeded by **100%** of Community Colleges with eligible enrollment.

- **ABE Intermediate High**: The Program Year 2007 benchmark attainment was **77%** as compared to Program Year 2008 benchmark attainment of **75%** which exceeded the negotiated benchmark level of **66%** for Program Year 2008 by **11%**. This benchmark was met or exceeded by **13 out of 15 (87%)** Community Colleges.

- **ASE Low:** The Program Year 2007 benchmark attainment was **81%** as compared to Program Year 2008 benchmark attainment of **83%** which exceeded the negotiated benchmark level of **80%** for Program Year 2008. This benchmark was met or exceeded by **13 out of 15 (87%)** Community Colleges.

English-as-a-Second Language Benchmarks Summary

The English-as-a-Second Language instructional program consists of six (6) educational functioning levels designated for this instructional program. The overall results indicated that:

- The overall state outcomes for **5 out of 6 (83%)** educational functioning levels met or exceeded the negotiated benchmarks;

- The overall state benchmark for **1 out of 6 (17%)** educational functioning levels fell below the negotiated benchmark.

- **ESL Beginning Literacy**: The Program Year 2007 benchmark attainment was **86%** as compared to Program Year 2008 benchmark attainment of **78%** which exceeded the negotiated benchmark level of **50%** for Program Year 2008 by **28%**. This benchmark was met or exceeded by **100%** of the Community Colleges with eligible populations.

- **ESL Low Beginning**: For program Year 2007, the negotiated benchmark attainment was **84%** as compared to Program Year 2008 benchmark attainment of **82%** which exceeded the negotiated benchmark level of **44%** by **38%**. This benchmark was met or exceeded by **100%** of the Community Colleges with eligible populations.

- **ESL High Beginning**: For Program Year 2007, the negotiated benchmark attainment was **78%** as compared to Program Year 2008 benchmark attainment of **73%** which exceeded the negotiated benchmark level of **44%** by **29%**. The attained benchmark level of **73%** was met or exceeded by **15 out of 15 (100%)** of the Community Colleges.

- **ESL Intermediate Low**: The Program Year 2007 benchmark attainment was **68%** as compared to Program Year 2008 benchmark attainment of **64%** which exceeded the negotiated benchmark level of **50%** for Program Year 2008 by **14%.** This benchmark was met or exceeded by **14 out of 15 (93%)** of Community Colleges with eligible populations.

- **ESL Intermediate High**: The Program Year 2007 benchmark attainment was **60%** as compared to Program Year 2008 benchmark attainment of **63%** which exceeded the negotiated benchmark attainment level of **46%** for Program Year 2008 by **17%**. This benchmark was met or exceeded by **14 out of 15 (93%)** Community Colleges.

- **ESL Advanced**: The Program Year 2007 benchmark attainment was **34%** as compared to Program Year 2008 benchmark attainment of **35%** which **fell below** the negotiated benchmark level of **42%** for Program Year 2008 by **7%**. This benchmark was met or exceeded by **50%** of Community Colleges with eligible populations.

The Program Year 2008 data for Iowa's ESL instructional program has improved significantly over Program Year 2007. **The major reason for the continuous improvement is due to the results of the statewide English Literacy Project.** The major goal of this project was to identify, pilot test and implement appropriate instruments to effectively and reliably measure and report educational functioning level gains and skill level gains in the area of listening. The project was implemented on a statewide basis during Program Year 2003. In addition, the Iowa dept. of education has encouraged and offered particularly in the area of targeted and sustained professional development that supports educating English language learners.

Core Follow-up Measure Benchmarks

The intent of the NRS core follow-up measures is to determine how many learners actually achieved their stated goals after exiting the adult literacy education program in the areas of: (1) employability, (2) obtaining a state issued GED based credential or adult high school diploma, and (3) placement in postsecondary education or training. The employability follow-up core measures are divided into: (1) entered employment, and (2) retained employment.

Data Matching Methodologies

The results for the NRS core follow-up measure were obtained by data matching the state level Iowa adult literacy electronic program file for Program Year 2008 with other relevant data bases. Data matching refers to the procedures where two or more state agencies pool and share data on a common group of participants. The data consist of individual records collected by each of the agencies that can be linked through a common identifier, typically a Social Security number. Matching the pooled data using the common identifier produces a new individual record or an aggregated data report containing data from one or more of the additional agencies.

Data matching methods are particularly well suited for studying outcomes that occur a set period of time after program participation. Given the follow-up mandates of the NRS, the data matching methodology is the ideal way for studying the core follow-up measures. The major advantage of data matching is that it is significantly less costly and time consuming than the local program survey methodology and provides valid, accurate and reliable data.

The Iowa Department of Education utilized the decentralized or *data harvesting* model of data matching whereby each agency maintains its own data records and each separate agency requests matches from the agency with the needed data. In order to data match with an outside agency, the requesting agency sends records containing Social Security numbers and other data needed for the analysis to another agency, along with the format of the data tables needed. The outside agency makes the matches and reports the data in the requested format. For example, in order to obtain GED test results, the state sends Social Security numbers of students who had a goal of passing the GED tests, along with the demographic and program information, to the state agency that conducts GED testing. The testing agency would match the records to produce a report on the number and characteristics of students who passed the GED tests.

The Iowa Department of Education utilized the following agencies, referenced in Exhibit 14, to obtain data match results for the NRS core follow-up measures.

Exhibit 4
Data Matching Schema for the NRS Follow-up Core Measures

Core Follow-up Measure	Agency	Data Base for Data Matching
Entered Employment	Iowa Workforce Development	Customer Tracking System (Base and Wage File)
Retained Employment	Iowa Workforce Development	Customer Tracking System (Base and Wage File)
Obtained GED or Adult Secondary School Diploma	GEDScoring.Com website	GEDScoring.Com Iowa GED Diploma File
Postsecondary Education or Training	Iowa Department of Education	Iowa Community College MIS File, National Student Clearinghouse

Core Follow-up Measure Results Summary

Iowa's official negotiated benchmark document, signed by the Director of the Office of the United States Department of Education: Division of Adult Education and Literacy (USDE:DAEL), is the document used to compare the negotiated and attained benchmarks results between Program Year 2007 and Program Year 2008: ***Iowa's State Plan for Adult Basic Education*: extension for each program year is the published source for these percentages.**

The NRS core follow-up measure results are as follows:

- The results of the benchmark percentage comparison for the "Entered Employment" follow-up measure indicated that **the state outcome (84%) exceeded** the negotiated benchmark **(80%)** by **4%.** This benchmark was met or exceeded by **8 out of 15 (54%)** of the Community Colleges.
- The results of the benchmark percentage comparison for the "Retained Employment" follow-up measure indicated that the **state outcome (81%) fell short** of the negotiated benchmark **(90%)** by **9%.** This benchmark was met by **1of 15 (17%)** Community Colleges.
- The results of the benchmark percentage comparison for the "Obtained a GED or Secondary School Diploma" follow-up measure indicated that the **state outcome (91%) exceeded** the negotiated benchmark **(90%)** by **1%.** This benchmark was met or exceeded by **12 out of 15 (80%)** Community Colleges.
- The results of the benchmark percentage comparison for the "Entered Postsecondary Education or Training" follow-up measure indicated that the **state outcome (72%) exceeded** the negotiated benchmark **(55%)** by **17%.** This benchmark was met or exceeded by **15 out of 15 (100%)** Community Colleges.

BENCHMARK ANALYSIS

The purpose of this section of the report is to present an analysis and summary of benchmark attainment for Program Year 2008. This section documents the overall benchmark performance for each local program and each benchmark. The analysis results are displayed in summary Tables 8 and 9.

- **Table 8** provides a **descriptive representation** of the 20 benchmarks and which ones were met by each Community College.
- **Table 9** provides a **descriptive analysis** of the state and federal benchmark performance indicators for Iowa's Adult Literacy Program.

BENCHMARK ANALYSIS

The purpose of this section of the report is to present an analysis and summary of benchmark attainment for Program Year 2008.

Table 8

COMMUNITY COLLEGE DISTRICT NAME	ABE	ESL	ASE	Beg Lit ABE	Beg AB E	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	Ent Empl	Job Ret	Earn GED/ HS Dip	Enter PS Ed	GED Pass rate	Basic Skills Cred
Northeast Iowa Community College	Y	Y	Y	Y	Y	Y	Y	Y	n/a	Y	Y	Y	Y	NO	NO	NO	Y	Y	Y	Y
North Iowa Area Community College	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NO	NO	Y	Y	Y
Iowa Lakes Community College	Y	Y	NO	n/a	Y	n/a	Y	Y	Y	Y	Y	Y	Y	n/a	Y	Y	Y	Y	Y	Y
Northwest Iowa Community College	NO	NO	NO	Y	Y	Y	Y	Y	n/a	Y	Y	Y	Y	Y	NO	NO	Y	Y	Y	Y
Iowa Central Community College	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NO	Y	Y	Y	Y
Iowa Valley Community College District	Y	Y	Y	Y	Y	Y	NO	NO	Y	Y	Y	NO	Y	NO	NO	NO	Y	Y	Y	Y
Hawkeye Community College	NO	Y	Y	Y	Y	Y	NO	NO	Y	Y	Y	Y	Y	NO	Y	NO	Y	Y	Y	Y
Eastern Iowa Community College District	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NO	NO	Y	Y	Y
Kirkwood Community College	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NO	Y	Y	Y	Y
Des Moines Area Community College	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NO	NO	NO	NO	Y	Y	Y
Western Iowa Tech Community College	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NO	NO	NO	Y	Y	Y	Y
Iowa Western Community College	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NO	NO	NO	Y	Y	Y	Y
Southwestern Community College	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NO	Y	Y	Y	Y
Indian Hills Community College	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NO	Y	Y	Y	Y
Southeastern Community College	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NO	NO	Y	NO	Y	Y	Y	Y

Table 9

Benchmark Performance for Iowa's Adult Literacy Program (Program Year 2008)

Column A INSTRUCTIONAL PROGRAM	Column B EDUCATIONAL FUNCTIONING LEVEL	Column C NUMBER OF COMMUNITY COLLEGES ABOVE BENCHMARK LEVEL	Column D NUMBER OF COMMUNITY COLLEGES BELOW BENCHMARK LEVEL	Column E (Col. C + Col. D) NUMBER OF COMMUNITY COLLEGES REPORTING	Column F NUMBER OF COMMUNITY COLLEGES NO DATA REPORTED	Column G (Col. E + Col F) TOTAL NUMBER OF COMMUNITY COLLEGES
STATE BENCHMARKS **Pre/Post Assessment By Instructional Program**						
Adult Basic Education (ABE)		13	2	15	0	15
English As-A-Second Language (ESL)		14	1	15	0	15
Adult Secondary Education (ASE)		13	2	15	0	15
OTHER STATE BENCHMARKS						
GED Pass Rate		15	0	15	0	15
**Basic Skills Credential Increase		15	0	15	0	15
INSTRUCTIONAL PROGRAM (NRS Benchmarks)						
ADULT BASIC EDUCATION (ABE)	ABE Beginning Literacy	14	0	14	1	15
	ABE Beginning Basic	15	0	15	0	15
	ABE Intermediate Low	14	1	15	0	15
	ABE Intermediate High	13	2	15	0	15
ADULT SECONDARY EDUCATION (ASE)	ASE Low	13	2	15	0	15
ENGLISH AS-A SECOND LANGUAGE (ESL)	ESL Beginning Literacy	13	0	13	2	15
	ESL Beginning Low	15	0	15	0	15
	ESL Beginning High	15	0	15	0	15
	ESL Intermediate Low	14	1	15	0	15
	ESL Intermediate High	14	1	15	0	15
	ESL Advanced Low	7	7	14	1	15
FOLLOW-UP MEASURES (NRS Benchmarks)						
Entered Employment		7	8	15	0	15
Retained Employment		1	14	15	0	15
Obtained a GED or Secondary School Diploma		12	3	15	0	15
Entered Postsecondary Education Or Training		15	0	15	0	15

** Source: Iowa's Community College Adult Literacy Annual Report: Program Year 2008.

Observations and Summary

The purpose of this section is to summarize the benchmark results for Program Year 2008 and to provide observations which can serve as the basis for continuous program improvement. The following observations provide a summary of benchmark attainment:

State Benchmarks

The five **(5)** state benchmarks for Iowa's Adult Literacy Program include the pre/post assessment percentages for (1) Adult Basic Education (2) Adult Secondary Education (3) English as a Second Language (4) GED pass rate and (5) Basic Skills Certificate. Iowa's Adult Literacy Program met or exceeded **5 out of 5 (100%)** of the state mandated benchmarks. The following summary includes the results for Iowa's Adult Literacy program state benchmarks:

- The Adult Basic Education attained pre/post assessment percentage was **86%** and exceeded the negotiated **82%.**
- The Adult Secondary Education attained pre/post assessment percentage was **94%** and exceeded the negotiated **88%.**
- The English-as-a-Second-Language (ESL) attained pre/post assessment percentage was **75%** and exceeded the negotiated **66%.**
- The GED pass rate for Program Year 2008 attained **99%** and exceeded the negotiated rate of **96%.**
- The Iowa Basic Skills Credential Certificates awarded attained **96%** and exceeded the negotiated **52%.**
- The goal for Program Year 2009 is to meet 5 out of 5 state mandated benchmarks in order to facilitate Educational Functioning Level increases in all instructional programs reported within the USDE: DAEL negotiated "Total Enrollment" categories.

NRS Mandated Benchmarks

The NRS core outcome measures, negotiated with USDE: DAEL are:

- Performance Measure I – Demonstrated Improvement in Literacy Skills
  - Adult Basic and Secondary Education
    - Four (4) Adult Basic Educational Functioning Levels
    - One (1) Adult Secondary Educational Functioning Level
  - English Literacy or English-as-a-Second-Language
    - Six (6) English Literacy or English-as-a-Second-Language Levels
- Performance Measure II – High School Completion
- Performance Measure III – Entered Post Secondary Education or Training
- Performance Measure IV – Entered Employment
- Performance Measure V – Retained Employment

Iowa's Adult Literacy Program met or exceeded **11 out of 15 (73%)** of the NRS core outcome measures negotiated with USDE: DAEL. The following summary includes Iowa's Adult Literacy Program statewide results for Performance Measure I – Demonstrated Improvement in Literacy Skills:

- Adult Basic Education Beginning Literacy – **60%** of program enrollees in the "Total Enrollment" category completed or advanced the educational functioning level which **exceeded** the negotiated target of **50%.**
- Adult Basic Education Beginning Basic – **64%** of program enrollees completed or advanced the educational functioning level which **exceeded** the negotiated target of **50%.**

- Adult Basic Education Low Intermediate – **64%** of program enrollees in the "Total Enrollment" category completed or advanced the educational functioning level which **exceeded** the negotiated target of **57%**.
- Adult Basic Education High Intermediate – **68%** of program enrollees in the "Total Enrollment" category completed or advanced the educational functioning level which **exceeded** the negotiated target of **59%.**
- Adult Secondary Education Low – **78%** of program enrollees in the "Total Enrollment" category completed or advanced the educational functioning level which **did not meet** the negotiated target of **80%**.
- English Literacy or English-as-a-Second-Language Beginning Literacy – **57%** of program enrollees in the "Total Enrollment" category completed or advanced the educational functioning level which **exceeded** the negotiated target of **50%**.
- English Literacy or English-as-a-Second-Language Low Beginning – **53%** of program enrollees in the "Total Enrollment" category completed or advanced the educational functioning level which **exceeded** the negotiated target of **44%**.
- English Literacy or English-as-a-Second-Language High Beginning – **54%** of program enrollees in the "Total Enrollment" category completed or advanced the educational functioning level which **exceeded** the negotiated target of **44%**.
- English Literacy or English-as-a-Second-Language Low Intermediate – **48%** of program enrollees in the "Total Enrollment" category completed or advanced the educational functioning level which **did not meet** the negotiated target of **50%.**
- English Literacy or English-as-a-Second-Language High Intermediate – **50%** of program enrollees in the "Total Enrollment" category completed or advanced the educational functioning level which **exceeded** the negotiated target of **44%**.
- English Literacy or English-as-a-Second-Language Advanced – **29%** of program enrollees in the "Total Enrollment" category completed or advanced the educational functioning level which **did not meet** the negotiated target of **42%**.
- Obtained GED or Secondary School Diploma – **91%** of the program enrollees entering with the goal of "Obtain GED or Secondary School Diploma" met the goal, which **exceeded** negotiated target of **90%**.
- Entered Postsecondary Education or Training – **72%** of the program enrollees entering with a goal of "Enter Postsecondary Education or Training" met the goal, which **exceeded** the negotiated target of **55%.**
- Entered Employment – **84%** of the program enrollees entering with a goal of "Entering Employment" met the goal within the data matching parameters which **exceeded** the negotiated target of 80%.
- Retained Employment – **81%** of the program enrollees entering with a goal of "Retain Employment" met the goal within the data matching parameters which **did not meet** the negotiated target of **90%**.

Program Year 2008 Improved Areas of Performance from Program Year 2007

State Benchmarks

Iowa programs met **100%** of the 5 state benchmarks in 2008, an increase of 10% from Program Year 2007

Iowa programs met or exceeded **11 out of 15 (73%)** federally mandated NRS benchmarks, an increase of 13% from Program Year 2007.

Iowa programs met or exceeded**18 out of 20 (90%)** state and federal benchmarks, an increase of **10%** from Program Year 2007

Iowa increased pre/post percentages in all educational functioning levels from Program Year 2007. The increases were: **2%** for Adult Basic Education, **3%** for Adult Secondary Education, and **9%** for English-as-a-Second Language.

The Iowa Basic Skills Credential Certificates awarded increased by **18%** from Program Year 2007.

Federal Benchmarks

Adult Basic Education Beginning Literacy: **60%** gained an Educational Functioning Level, an increase of 12% from Program Year 2007.

Adult Basic Education Low Intermediate: **68%** gained an Educational Functioning Level, an increase of 4% from Program Year 2007.

Adult Secondary Education Low: **78%** gained an Educational Functioning Level, an increase of 6% from Program Year 2007.

English Literacy or English-as-a-Second-Language Beginning Literacy: **57%** gained an Educational Functioning Level, an increase of 21% from Program Year 2007.

English Literacy or English-as-a-Second-Language Low Beginning: **53%** gained an Educational Functioning Level, an increase of 3% from Program Year 2007.

English Literacy or English-as-a-Second-Language Low Intermediate: **48%** gained an Educational Functioning Level, an increase of 3% from Program Year 2007.

English Literacy or English-as-a-Second-Language High Intermediate: **50%** gained an Educational Functioning Level, an increase of 8% from Program Year 2007.

English Literacy or English-as-a-Second-Language Advanced: **29%** gained an Educational Functioning Level, an increase of 8% from Program Year 2007.

Entered Postsecondary Education or Training: **72%** of program enrollees indicating this measure as a goal, entered Postsecondary Education or Training, an increase of 16% from Program Year 2007.*

Entered Employment: **84%** of program enrollees indicating this measure as a goal, entered employment, an increase of 5% from Program Year 2007.

**Program Year 2008 data match for "Entered Post Secondary Education or Training" included data matching with the National Student Clearinghouse, and the Iowa Department of Education Management Information System (MIS), for credit and noncredit programs.*

Program Year 2009 Areas Needing Improvement

- ASE Low: The Program Year 2008 benchmark attainment was **78%**, an increase of 6% from the 2007 benchmark attainment of **72%,** however, the increase did not meet the negotiated benchmark attainment level of **80%** for Program Year 2008. This benchmark was met or exceeded by **13 out of 15 (87%)** Community Colleges, an increase of 2 colleges from Program Year 2007.

- English Literacy or English-as-a-Second-Language Low Intermediate: The Program Year 2008 benchmark attainment was **48%**, an increase of 3% from the 2007 benchmark attainment of 45%, however, the increase did not meet the negotiated benchmark attainment level of 50% for Program Year 2008. This benchmark was met or exceeded by **14 out of 15 (93%)** Community Colleges, a decrease from 15 out of 15 (100%) of Community Colleges in Program Year 2007.

- English Literacy or English-as-a-Second-Language Advanced: The Program Year 2008 benchmark attainment was **29%**, an increase of 8% from the Program Year 2007 benchmark attainment of 21%, however, the increase did not meet the negotiated benchmark attainment level of 42% for Program Year 2008. This benchmark was met or exceeded by **7 out of 14 (50%)** Community Colleges with reported data, the same as Program Year 2007.

- Retained Employment: The Program Year 2008 benchmark attainment was **81%** (the same as Program Year 2007), which fell below the negotiated benchmark attainment level of 90%. This benchmark was met by **1 out of 15 (7%)** of Community Colleges.

- Program Year 2008 was the eighth year that Iowa's statewide adult literacy program has reported benchmarks based on aggregated state data which met all of the NRS criteria. The main area of focus for benchmark improvement during Program Year 2008 was (1) The attainment of all state benchmarks, which was achieved (2) Attainment of six additional Educational Functioning Level Gain benchmarks, for the "Total Enrollment" category, which increased by two and (3) Attainment of the "Retained Employment" measure, which was not achieved.

The main area of focus for benchmark improvement during Program Year 2009 will be increased Educational Functioning Level gain for the "Total Enrollment" category for (1) ASE Low (2) ESL Low Intermediate (3) ESL Advanced and (4) the NRS Core follow-up measure "Retained Employment"

SECTION II - IOWA'S COMMUNITY COLLEGE GED PROGRAM

IOWA'S COMMUNITY COLLEGE GED PROGRAM RESULTS

Key Points About 2007 Iowa Statistics:
(Source: Data, Figures and Appendices sited are from the 2007 GED Testing Program Statistical Report http://www.acenet.edu/Content/NavigationMenu/ged/pubs/2007ASRfullreport.pdf)

- In Iowa, the percentage of adults without a high school diploma is in the 12.6-15% range.
- In Iowa, the percentage of adults without a high school diploma who took the GED tests in 2007, fall into the 1.6-2% range.
- Of the target population of 289,280 adults without a high school diploma, 5,838 candidates tested, 3,758 completed the tests, and 3,722 passed, which is a 99% pass-rate.
- 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.**
- The average candidate age in 2007 was 25.
- Of the 5,838 GED candidates in Iowa in 2007, 58% were male; 42% were female.
- Candidates identified themselves as 7.6% Hispanic; 1.5% American Indian or Alaskan Native; 1.1% Asian; 13.8% African American; 0.2% Pacific Islander or Hawaiian; and 75.8% white.
- The average highest grade completed by the candidates was 10th grade; the average number of years out of school was 7.6 years.
- Candidates indicated the top 5 reasons for testing as: personal satisfaction (53%), get a better job (41.9%), attend a two-year college (27.5%), be a positive role model (19.1%), and attend a four-year college (12.7%).
- The Iowa mean scores in each of the five tests were: writing-516, social studies-547, reading-579, science-550, and math-514.
- There was a 1.5% increase in the number of candidates tested with 5,754 testing in 2006 and 5,838 testing in 2007.
- Of the 5,838 tested in 2007, 64.4% completed; **99%** passed (up .4% from 2006). The U.S. Overall Pass Rate for 2006 was 71.5% (up 2.8% from 2006.
- The average age of the passing student was 23.8 years.
- 50 GED candidates tested in Spanish; 14 candidates used the large print edition.

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 1980-2007

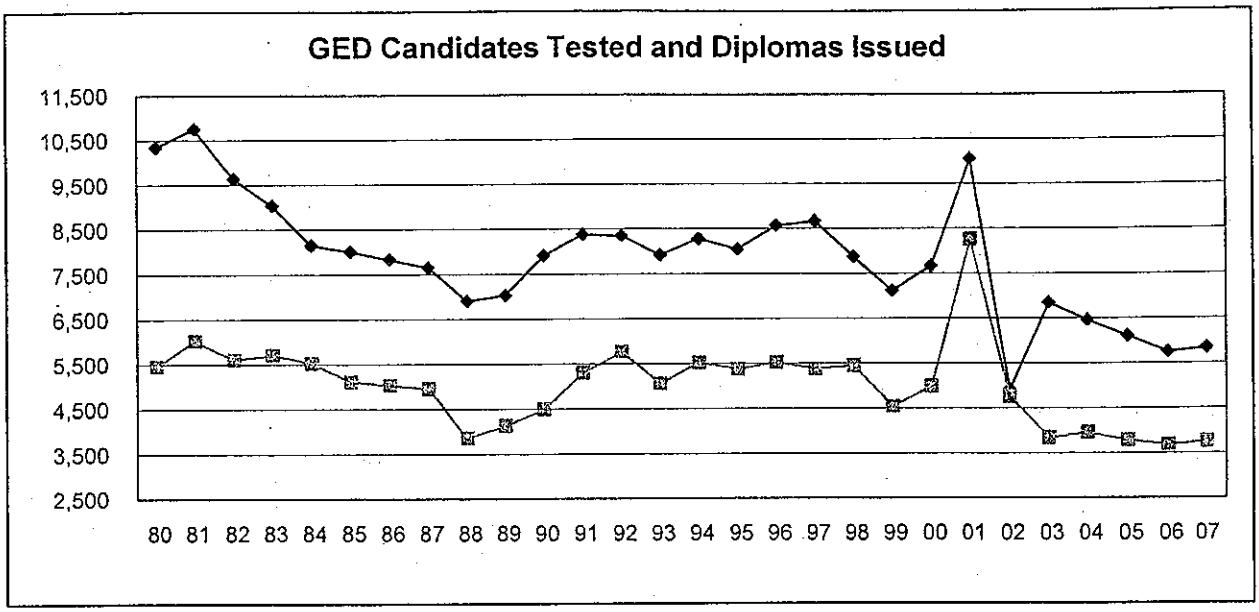

Exhibit 5

Iowa's GED Program; Total Number of GED Students Tested and Total Number of GED Diplomas Awarded for Program Years 1980 through 2007

Calendar Yr	Total Tested	Total Diplomas	Calendar Yr	Total Tested	Total Diplomas
1980	10,342	5,452	1994	8,044	5,372
1981	10,753	6,024	1995	8,566	5,525
1982	9,635	5,602	1996	8,666	5,377
1983	9,035	5,710	1997	7,871	5,448
1984	8,147	5,531	1998	7,120	4,544
1985	8,003	5,106	1999	7,666	4,983
1986	7,832	5,036	2000	10,061	8,259
1987	7,650	4,957	2001	4,915	4,763
1988	6,902	3,858	2002	6,845	3,845
1989	7,027	4,126	2003	6,458	3,958
1990	7,909	4,497	2004	6,109	3,784
1991	8,373	5,305	2005	5,769	3,592
1992	8,348	5,764	2006	3,918	3,750
1993	7,917	5,063	2007	3,758	3,722

Graph 2

Iowa's GED Pass Rate from 1980 - 2007

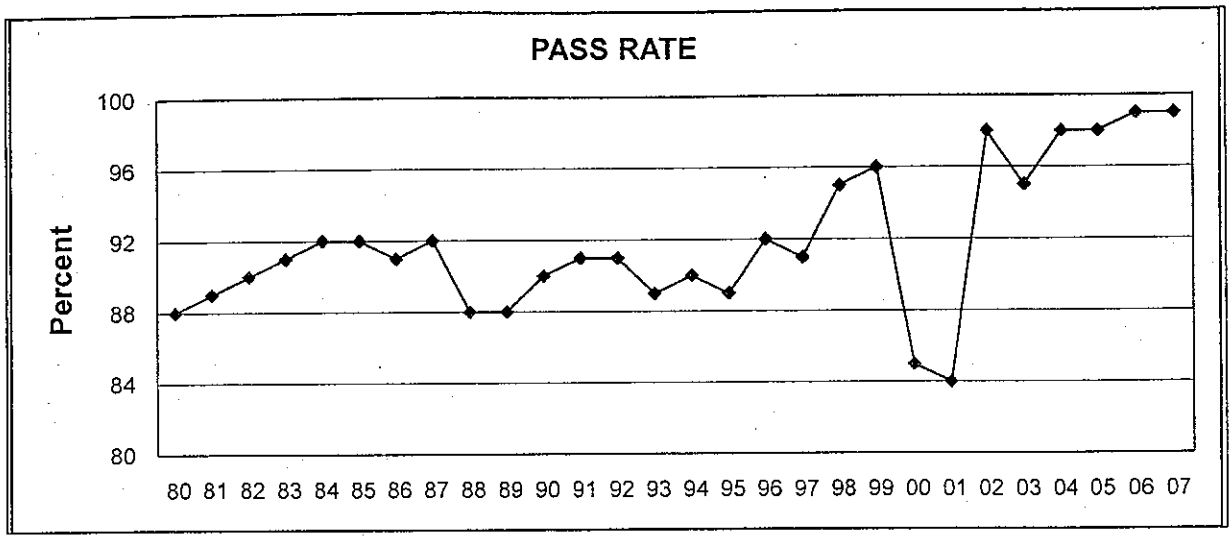

Exhibit 6

Iowa's GED Program: Annual Percentage Pass Rate from Program Year 1980 through Program Year 2007

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

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

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 2008 (July 1, 2007-June 30, 2008). The credentialing program is administered through Iowa's community colleges and consists of four (4) 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 major purpose of Iowa's Basic Skills Certification program is to award certificates for successful attainment of basic literacy skills competencies below the General Educational Development (GED) level. The program issues a total of fifteen (15) basic literacy certificates in the areas of reading, mathematics, writing and listening at four (4) certification levels, based on the Comprehensive Adult Student Assessment System (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 listening component provides an opportunity for English Literacy adult learners to qualify for a basic skills certificate. 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 General Educational Development (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. This 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 such participation for application toward the completion of a high school diploma issued by the local school district.

EXHIBIT 7

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

CASAS Basic Skills Level	CASAS Reading Skill Level Descriptor Statements	CASAS Mathematics Skill Level Descriptor Statements	CASAS Writing Skill Level Descriptor Statements	CASAS Listening Skill Level Descriptor Statements
A	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 everyday 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 *don't, can't*), commands, requests, and warnings (e.g., *Be careful!*) related to immediate needs. They frequently require assistance (rephrasing, explanation, demonstration) to understand even basic communication.
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 7 (Continued)

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

CASAS Basic Skills Level	CASAS Reading Skill Level Descriptor Statements	CASAS Mathematics Skill Level Descriptor Statements	CASAS Writing Skill Level Descriptor Statements	CASAS Listening Skill Level Descriptor Statements
C	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. 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.	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 order form. 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 Educational Development (GED) preparation.	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. Persons at this level generally are able to begin General Educational Development (GED) preparation, and may be able to pass the writing section of the GED test.	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.
D	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 Tests of General Educational Development (GED Tests).	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).	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. Persons at this level generally are able to successfully complete the writing section of the Tests of General Educational Development (GED Tests).	

PROGRAM YEAR 2008 CREDENTIAL PROGRAM RESULTS AND HIGHLIGHTS

This section of the report is designed to summarize the major statistical trends displayed in the tables and graphs:

- A total of **48,127** basic skill certificates were issued from Program Year 1998 through Program Year 2008.
- The percentage of certificates, based on total eligible enrollment issued during Program Year 2008, **increased 16%** over Program Year 2007 (6,190 issued in PY 2007 for total eligible enrollment of 9,664, 7,453 issued in PY2008 for total eligible enrollment of 9,271).
- **93%** of certificates were issued to adult literacy program enrollees and **7%** of certificates were issued to program enrollees enrolled in cooperating literacy programs such as corrections, etc.
- The number of reading skill certificates increased from 2,940 issued in PY 2007 to 3,466 in PY 2008, representing 47% of the total certificates issued for PY 2008
- The number of mathematics skill certificates increased from 2,386 issued in PY 2007 to 3,089 issued in PY2008, representing 41% of the total certificates issued for PY 2008.
- The number of writing skill certificates decreased from 299 issued in PY 2007 to 210 issued in PY 2008, representing 3% of the total certificates issued for PY 2008.
- The number of listening skill certificates increased from 565 in PY 2007 to 688 in PY 2008, representing 9% of the total certificates issued for PY 2008.
- The total percent of certificates issued by modality was: (1) **reading 47%,** (2) **mathematics 41%,** (3) **writing 3%,** and (4) **listening 9%.**
- The greatest percentage (71%) of reading certificates was issued at **CASAS Levels C and D.**
- The greatest percentage (86%) of mathematics certificates was issued at **CASAS Levels C and D.**
- The greatest percentage (28%) of writing certificates was issued at **CASAS Levels C.**
- The greatest percentage (46%) of listening certificates was issued at **CASAS Levels B.**
- The highest number of certificates was issued at **CASAS Levels C and D.**

This section of the report is designed to enumerate the credentialing program results for Program Year 2008. The results are displayed in the following tables

- **Table 10:** provides an overview of the total number of credentials issued for the four (4) components of the credential program;
- **Table 11:** provides a breakout of the number of basic literacy skills certificates issued to program enrollees by subject area and CASAS level;
- **Table 12:** provides a breakout of the number of basic skill certificates issued to cooperating program enrollees by subject area and CASAS level;
- **Table 13:** provides the total number of certificates issued by subject area and CASAS level.

TABLE 10

Number of Basic Literacy Skills Certificates, GED Diplomas, Adult High School Diplomas and Secondary School Diplomas Issued through Iowa's Community Colleges for Program Year 2008 (July 1, 2007 – June 30, 2008)

A Community College	B *Basic Literacy Skills Certificates	C **High School Equivalency Diplomas	D ***CC Adult High School Diplomas	E ****Secondary School Diplomas	F Total
Northeast Iowa CC	300	166	0	1,685	2,151
North Iowa Area CC	285	76	0	23	384
Iowa Lakes CC	81	63	1	37	182
Northwest Iowa CC	95	26	9	21	151
Iowa Central CC	285	309	2	1,407	2,003
Iowa Valley CC	324	140	2	41	507
Hawkeye CC	406	148	3	92	649
Eastern Iowa CC	825	614	0	0	1,439
Kirkwood CC	700	362	82	322	1,466
Des Moines Area CC	1,882	894	66	31	2,873
Western Iowa Tech CC	443	226	0	0	669
Iowa Western CC	362	284	0	0	646
Southwestern CC	116	39	0	0	155
Indian Hills CC	812	182	0	36	1,030
Southeastern CC	537	264	0	509	1,310
TOTAL	7,453	3,793	165	4,204	15,615

Sources: Iowa Department of Education Program Year 2008 Basic Literacy Skills Certification and High School Diploma Report, and GEDScoring.COM Iowa GED 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.

** 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 11

Number of Basic Literacy Skills Certificates Issued by Iowa's Community Colleges by Subject Area and CASAS Certification Level for Program Enrollees during Program Year 2008 (July 1, 2007 – June 30, 2008)

A	B				C	D				E	F				G	H			I	K
Community College	Reading CASAS LEVEL				Sub total	Mathematics CASAS LEVEL				Sub total	*Writing CASAS LEVEL				Sub total	**Listening CASAS LEVEL			Sub total	Total (Col C + Col E +Col G + Col I)
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C		
Northeast IA Comm. College	4	20	23	41	**88**	0	17	62	97	**176**	0	8	6	6	**20**	2	11	3	**16**	**300**
North IA Area Comm. College	12	11	41	66	**130**	1	20	63	69	**153**	0	1	1	0	**2**	0	0	0	**0**	**285**
IA Lakes Comm. College	9	4	10	32	**55**	0	0	8	17	**25**	0	0	0	0	**0**	1	0	0	**1**	**81**
Northwest IA Comm. College	7	7	13	33	**60**	0	3	4	5	**12**	10	9	2	2	**23**	0	0	0	**0**	**95**
IA Central Comm. College	45	43	32	34	**154**	1	13	29	52	**95**	0	0	0	0	**0**	24	11	1	**36**	**285**
IA Valley Comm. College Dist.	29	20	64	65	**178**	0	8	42	40	**90**	1	4	5	1	**11**	27	16	2	**45**	**324**
Hawkeye Comm. College	15	36	44	82	**177**	2	39	23	89	**153**	7	11	5	0	**23**	17	24	12	**53**	**406**
Eastern IA Comm. Coll. Dist	32	40	164	133	**369**	1	34	213	187	**435**	1	3	4	0	**8**	3	8	2	**13**	**825**
Kirkwood Comm. College	17	44	51	180	**292**	4	25	35	244	**308**	0	0	0	0	**0**	12	31	17	**60**	**660**
Des Moines Area Comm. Coll.	128	172	143	431	**874**	11	43	89	445	**588**	0	0	0	0	**0**	71	127	56	**254**	**1716**
Western IA Tech Comm. Coll.	32	42	34	52	**160**	0	15	29	95	**139**	17	9	10	2	**38**	51	47	8	**106**	**443**
Iowa Western Comm. College	13	14	17	46	**90**	2	9	38	61	**110**	0	0	3	5	**8**	10	13	1	**24**	**232**
Southwestern Comm. College	6	4	15	46	**71**	0	3	4	28	**35**	0	0	1	0	**1**	6	3	0	**9**	**116**
Indian Hills Comm. College	48	61	86	142	**337**	10	43	111	161	**325**	7	10	21	38	**76**	33	24	9	**66**	**804**
Southeastern Comm. College	10	13	44	83	**150**	7	22	66	98	**193**	0	0	0	0	**0**	2	2	1	**5**	**348**
TOTAL	**407**	**531**	**781**	**1466**	**3185**	**39**	**294**	**816**	**1688**	**2837**	**43**	**55**	**58**	**54**	**210**	**259**	**317**	**112**	**688**	**6920**

Source: Program Year 2008 Basic Literacy Skills Certification and High School Diploma Report for Program Year 2008: 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 12

Number of Basic Literacy Skills Certificates Issued by Iowa's Community Colleges by Subject Area and CASAS Certification Level for Cooperating Program Enrollees during Program Year 2008 (July 1, 2007 – June 30, 2008)

A	B				C	D				E	F				G	H			I	K
Community College	Reading CASAS LEVEL				Sub total	Mathematics CASAS LEVEL				Sub total	*Writing CASAS LEVEL				Sub total	**Listening CASAS LEVEL			Sub total	Total (Col C + Col E +Col G + Col I)
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C		
Northeast IA Comm. College	0	0	0	0	**0**	0	0	0	0	**0**	0	0	0	0	**0**	0	0	0	**0**	**0**
North IA Area Comm. College	0	0	0	0	**0**	0	0	0	0	**0**	0	0	0	0	**0**	0	0	0	**0**	**0**
IA Lakes Comm. College	0	0	0	0	**0**	0	0	0	0	**0**	0	0	0	0	**0**	0	0	0	**0**	**0**
Northwest IA Comm. College	0	0	0	0	**0**	0	0	0	0	**0**	0	0	0	0	**0**	0	0	0	**0**	**0**
IA Central Comm. College	0	0	0	0	**0**	0	0	0	0	**0**	0	0	0	0	**0**	0	0	0	**0**	**0**
IA Valley Comm. College Dist.	0	0	0	0	**0**	0	0	0	0	**0**	0	0	0	0	**0**	0	0	0	**0**	**0**
Hawkeye Comm. College	0	0	0	0	**0**	0	0	0	0	**0**	0	0	0	0	**0**	0	0	0	**0**	**0**
Eastern IA Comm. Coll. Dist	0	0	0	0	**0**	0	0	0	0	**0**	0	0	0	0	**0**	0	0	0	**0**	**0**
Kirkwood Comm. College	0	4	4	19	**27**	0	1	4	8	**13**	0	0	0	0	**0**	0	0	0	**0**	**40**
Des Moines Area Comm. Coll.	1	8	13	64	**86**	3	17	28	32	**80**	0	0	0	0	**0**	0	0	0	**0**	**166**
Western IA Tech Comm. Coll.	0	0	0	0	**0**	0	0	0	0	**0**	0	0	0	0	**0**	0	0	0	**0**	**0**
Iowa Western Comm. College	3	13	18	29	**63**	5	35	17	10	**67**	0	0	0	0	**0**	0	0	0	**0**	**130**
Southwestern Comm. College	0	0	0	0	**0**	0	0	0	0	**0**	0	0	0	0	**0**	0	0	0	**0**	**0**
Indian Hills Comm. College	0	0	1	3	**4**	0	0	1	3	**4**	0	0	0	0	**0**	0	0	0	**0**	**8**
Southeastern Comm. College	4	20	40	37	**101**	7	32	32	17	**88**	0	0	0	0	**0**	0	0	0	**0**	**189**
TOTAL	**8**	**45**	**76**	**152**	**281**	**15**	**85**	**82**	**70**	**252**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**533**

Source: Program Year 2008 Basic Literacy Skills Certification and High School Diploma Report for Program Year 2008: 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 13

Total Number of Basic Literacy Skills Certificates Issued by Iowa's Community Colleges by Subject Area and CASAS Certification Level during Program Year 2008 (July 1, 2007 – June 30, 2008)

A	B				C	D				E	F				G	H				I	K
Community College	Reading CASAS LEVEL				Sub total	Mathematics CASAS LEVEL				Sub total	*Writing CASAS LEVEL				Sub total	**Listening CASAS LEVEL				Sub total	Total (Col C + Col E +Col G + Col I)
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C			
Northeast IA Comm. College	4	20	23	41	88	0	17	62	97	176	0	8	6	6	20	2	11	3	16	300
North IA Area Comm. College	12	11	41	66	130	1	20	63	69	153	0	1	1	0	2	0	0	0	0	285
IA Lakes Comm. College	9	4	10	32	55	0	0	8	17	25	0	0	0	0	0	1	0	0	1	81
Northwest IA Comm. College	7	7	13	33	60	0	3	4	5	12	10	9	2	2	23	0	0	0	0	95
IA Central Comm. College	45	43	32	34	154	1	13	29	52	95	0	0	0	0	0	24	11	1	36	285
IA Valley Comm. College Dist.	29	20	64	65	178	0	8	42	40	90	1	4	5	1	11	27	16	2	45	324
Hawkeye Comm. College	15	36	44	82	177	2	39	23	89	153	7	11	5	0	23	17	24	12	53	406
Eastern IA Comm. Coll. Dist	32	40	164	133	369	1	34	213	187	435	1	3	4	0	8	3	8	2	13	825
Kirkwood Comm. College	17	48	55	199	319	4	26	39	252	321	0	0	0	0	0	12	31	17	60	700
Des Moines Area Comm. Coll.	129	180	156	495	960	14	60	117	477	668	0	0	0	0	0	71	127	56	254	1882
Western IA Tech Comm. Coll.	32	42	34	52	160	0	15	29	95	139	17	9	10	2	38	51	47	8	106	443
Iowa Western Comm. College	16	27	35	75	153	7	44	55	71	177	0	0	3	5	8	10	13	1	24	362
Southwestern Comm. College	6	4	15	46	71	0	3	4	28	35	0	0	1	0	1	6	3	0	9	116
Indian Hills Comm. College	48	61	87	145	341	10	43	112	164	329	7	10	21	38	76	33	24	9	66	812
Southeastern Comm. College	14	33	84	120	251	14	54	98	115	281	0	0	0	0	0	2	2	1	5	537
TOTAL	415	576	857	1618	3466	54	379	898	1758	3089	43	55	58	54	210	259	317	112	688	7453

Source: Basic Literacy Skills Certification and High School Diploma Report for Program Year 2008: 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.