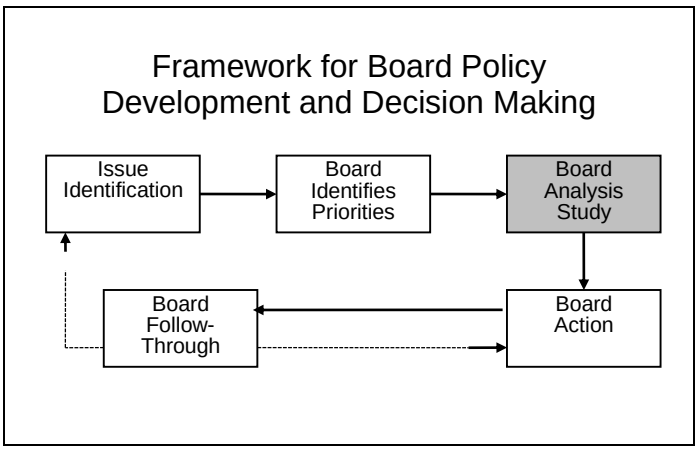
ATTACHMENT 4

Iowa State Board of Education

Executive Summary

March 31, 2016



Agenda Item: Iowa Community Colleges Adult Education and Literacy Annual Report—Program Year 2015 (July 1, 2014 – June 30, 2015)

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

State Board Role/Authority: In addition to statutory responsibilities, the State Board provides leadership and advocacy for the system of education in Iowa. Recognizing results is one way the State Board fulfills this leadership role.

Presenters: Barbara Burrows, Chief
Bureau of Community Colleges

Alex Harris, Adult Education Administrative Consultant and State Director for Adult Education
Bureau of Community Colleges

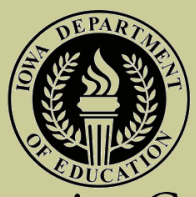
Attachment: 1

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

Background: The purpose of this presentation is to inform the State Board about Iowa's adult basic education for program year 2015.

Adult Education and Literacy

Program Year 2015 Annual Report



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PREFACE

This report is based on Program Year 2015 (PY 2015) and the report submitted to the United States Department of Education, Office of Career, Technical, and Adult Education. This year includes the legislature-appropriated new state support for adult education and literacy programming. This appropriation supports the continuation of efforts to build career pathways and help more low-skilled adults obtain postsecondary credentials and employment.

ACKNOWLEDGEMENTS

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

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INTRODUCTION

This report is Iowa's response to the four questions that the United States Department of Education, Office of Career, Technical, and Adult Education (OCTAE), requires of all states and territories receiving federal funding through the Workforce Investment Act (WIA), Title II, Adult Education and Family Literacy Act (AEFLA). The overall goal of the Act is "to increase the employability, retention, and earnings of participants and increase occupational skill attainment by participants and, as a result, improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the Nation."

THE IMPACT OF ADULT EDUCATION AND LITERACY

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

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

ADDRESSING IOWA'S NEEDS AND CHALLENGES THROUGH ADULT EDUCATION

Adults without high school diplomas and postsecondary education: According to the U.S. Census Bureau's American Community Survey, 7.9 percent of Iowa's population age 25 years and over (162,390) has between a 9th and 12th grade education without a high school diploma. Iowa's adult education and literacy programs reported an increase of 22 percent in the number of reportable adult learners (12,203).

The limited English proficient (LEP) population: The LEP population increased in 2014 to 87,807. Iowa's adult education and literacy programs served 6 percent (4,899) of this population. The American Community Survey classified this population as having self-identified as "speaks English less than very well." Of this population, 52 percent are Spanish speaking, 26 percent are Asian, Pacific Islander, and 12 percent are Indo-European.

Unemployment and labor force participation rates: The census data for 2014 indicates that 73,662 Iowans over the age of 16 were unemployed. More than 7 percent (5,247) were served by Iowa's adult education and literacy programs in this past year.

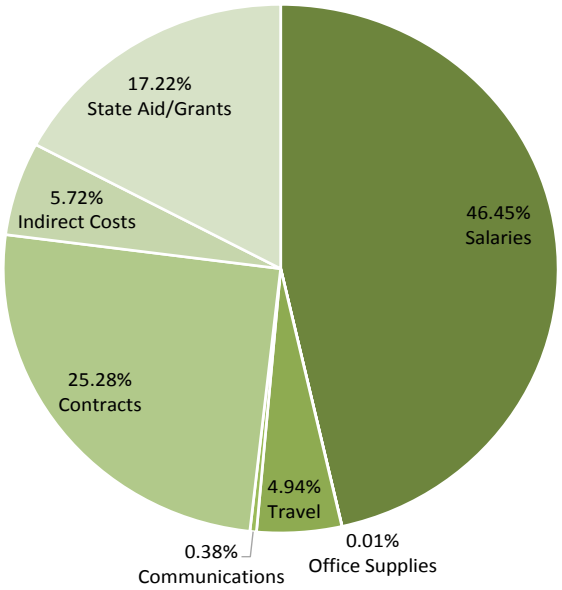
Report 1: *Describe successful activities, programs, and projects supported with State leadership funds and describe the extent to which these activities, programs, and projects were successful in implementing the goals of the State Plan.*

Section 223(a) of the Workforce Investment Act references the mandate that the eligible agency shall not use more than 12.5 percent of the grant funds for one or more of the 11 state leadership activities (See Appendix A). The activities, programs, and projects supported with state leadership funds described below have been aligned with the 11 criteria as indicated. State leadership funds provide various opportunities for education and staffing needs, both at the state and local levels. Of the funds that are kept at the state level, $286,754, 25 percent was expended for contracts to local vendors for professional development training (Chart 1.1). State funding continued in program year (PY) 2015 for Iowa's adult education and literacy programs. Of the $5.7M expended, $200,544 (2.7 percent) was used to support local professional development expenses.

The three goals of Iowa's state plan are:

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

Chart 1.1. AEFLA State Leadership Expenditures



Statewide State Leadership Projects

The State Staff Development Leadership Project is designed to fund and coordinate state-level staff development activities within Section 223(a) of the Act based on one or more of the State Leadership activities focusing on the following areas:
(1) core measure attainment;
(2) quality program instruction;
(3) data accountability and integrity; and
(4) strengthening program delivery methods.

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

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

Iowa's professional development system is coordinated by a state professional development specialist who works with a team of administrators, instructors, and trainers from each funded program that establishes the *Adult Literacy Leadership Committee*. A data-driven planning process is used to identify professional development needs and set priorities for each year. Emphasis is given in a number of key areas, including literacy, math, and English language instruction; assessment; educational technology; learning disabilities; and distance learning. The committee also helps in planning the annual Adult Education and Literacy (AEL) Summer Institute, which for PY 2015 included funds awarded from the Commission on Adult Basic Education to host a regional conference.

Two key areas of development at the state level were (1) the creation of administrative rules (January 2015) explicit to the delivery of adult education and literacy and identifying professional development requirements (see below); and (2) the delivery of instructor standards to the local programs (June 2015).

Administrative Rules: New orientation, implementation of statewide professional development standards, and the work toward formal adoption of the College and Career Readiness Standards (CCRS) as content standards for instruction has led to the development of a taskforce to review and develop Adult Education and Literacy Administrative Rules. The Iowa statewide adult education and literacy program, in partnership with key stakeholders, has been working on its development. On November 4, 2014, a public comment period was held. The amendments were approved and became effective January 14, 2015, with full implementation effective PY 2016. Key elements included in the administrative rules defined base qualifications of staff and professional development requirements, including tracking progress through an individual professional development plan.

23.7(2) Professional development requirements. Professional development shall include formal and informal means of assisting professional and volunteer staff to:

a) Acquire knowledge, skills, approaches, and dispositions;
b) Explore new or advanced understandings of content, theory, and resources; and
c) Develop new insights into theory and its application to improve the effectiveness of current practice and lead to professional growth.

23.7(4) Provision of professional development. Adult education and literacy program staff shall participate in professional development activities that are related to their job duties and improve the quality of the adult education and literacy program with which the staff is associated. All professional development activities shall be in accordance with the published Iowa Adult Education Professional Development Standards.

a) All professional staff shall receive at least 12 clock hours of professional development annually.
b) Professional staff who possess a valid Iowa teacher certificate are exempt from this requirement.
c) All professional staff new to adult education shall receive 6 clock hours of preservice professional development prior to, but no later than, one month after starting employment with an adult education program. Preservice professional development may apply toward the professional development requirements of paragraph 23.7(4)"a."
d) Volunteer staff shall receive 50 percent of the professional development required in paragraphs 23.7(4)"a" and 23.7(4)"b."

23.7(5) Individual professional development plan. Adult education and literacy programs shall develop and maintain a plan for hiring and developing quality professional staff that includes all of the following:

a) An implementation schedule for the plan.
b) Orientation for new professional staff.
c) Continuing professional development for professional staff.
d) Procedures for accurate record keeping and documentation for plan monitoring.
e) Specific activities to ensure that professional staff attain and demonstrate instructional competencies and knowledge in related adult education and literacy fields.
f) Procedures for collection and maintenance of records demonstrating that each staff member has attained or documented progress toward attaining minimal competencies.
g) Provision that all professional staff will be included in the plan. The plan requirements may be differentiated for each type of employee.

Instructor Standards: Effective and quality instruction is an essential part of providing an exemplary educational program. Research shows that instructors are by far the most important factor in determining whether students succeed; so, where there are highly effective instructors, quality instruction follows. This document provides standards for Iowa's adult education and literacy instructors as guidance to promote students' success along their paths toward college and career readiness. The following six standards were established for instructors:

- take responsibility for professional development and involvement in their learning community;
- plan, design, and implement effective instruction for the adult student;
- understand and use varied assessments to plan instruction, evaluate student learning, and improve program practice;
- help establish and support program goals and responsibilities;
- provide a positive adult learning environment by promoting lifelong learning and respecting diversity; and
- take responsibility for understanding and integrating current technology options into instruction and professional development.

Full standards are available on the IDOE website: http://bit.ly/AEL_Instructors

Related to these standards, the following two areas were funded from state leadership funds in PY 2015:

Standards-In-Action (SIA): This targeted area focused on the adoption of the College and Career Readiness Standards (CCRS) and supported the training that began in the previous program year through LINCS Standards in Action training. Iowa participated in a repeat of the training to help examine the practices, which include identifying lead standards, designing coherent units of instruction, conducting lesson studies, establishing peer review groups, and conducting classroom observations. Also, due to shifts in the high school equivalency assessment, the need to address the math standards has been accelerated. To support this effort and to host the Standards in Action in various locations across the state, listed below, several supporting professional development opportunities were offered. The Standards in Action structure was a natural fit to address unpacking the CCRS and begin addressing the implementation of the content.

SIA I - 10/07-08/2014 for 32 participants hosted in Des Moines, IA
SIA II - 2/18-19/2015 for 35 participants in Sioux City, IA
SIA III - 4/28-29/2015 for 25 participants in Davenport, IA
SIA IV - 3/12/2015 for 12 participants in Ottumwa, IA

Additionally, programs were offered webinars to supplement the Standards in Action training by providing an alternative delivery to target additional instructors. (See Adult Education Standards for additional details.)

STudent Achievement in Reading (STAR): The second targeted area was the expansion of STAR. PY 2015 focused on training two additional state STAR trainers for certification. Three programs (Eastern Iowa Community College District, Northeast Iowa Community College, and Iowa Valley Community College District) were accepted to receive training via trainers-in-training and a national mentor coach provided by the national training organization, through a coaching package purchased by the state. Through this endeavor, Iowa's STAR sites are helping to promote additional assessment methods and managed enrollment class structure. This approach will aid other programs to successfully implement managed enrollment elements to their delivery structure, since ABE/ABE Intermediate (target levels for STAR Reading strategies) represents the largest proportion of adult learners in the state. The additional diagnostic assessment tools and reading strategies for this population will greatly aid them in achieving educational functioning level gains. There were a total of eleven participants from the three programs who attended the institutes hosted in Des Moines on November 13-14, 2014, February 24-25, 2015, and April 7-8, 2015.

State leadership also continues to fund the following activities and initiatives:

New Staff Orientation: In PY 2015, in addition to offering a full day of training, on August 19, 2014 for new program coordinators, two other targeted new staff training opportunities were presented. The first was a full-day training by Division of Community Colleges consultants to address new staff at a local program, hosted by Kirkwood Community College on August 8, 2014. The second was an hour-long webinar targeting new English as a Second Language instructors conducted on October 21 and October 29, 2014. Resources provided through the state *Instructor and Coordinator Handbook*, annually updated and posted on the Iowa Department of Education website, continue to drive high-quality professional development for all staff associated with adult education and literacy in Iowa.

Monitoring Visits to Colleges: The Adult Education and Literacy State Director and consultants monitored the following community college programs from September through June, 2015:

Kirkwood Community College - September 16, 2014;
Western Iowa Tech Community College - October 9, 2014;
Northeast Iowa Community College - December 16, 2014;
Northwest Iowa Community College - June 10, 2015; and
Southeastern Community College - June 16, 2015.

The remaining 10 programs in the state received a desk review.

The purpose of site visits is to meet staff; learn about programs, facilities, and procedures across the state; provide an opportunity for the staff at each college to ask questions, share ideas, and address concerns; and provide technical assistance. In addition, site monitoring includes performing a desk review and observing instructional practices. The monitoring tool used for both site and desk reviews addresses data collection, instructional practice, benchmark gains, curriculum and lesson plan development, assessment practices, and fiscal management.

Career Pathways: Continuing in PY 2015 was professional development designed to expand the work of Career Pathways through the three-year, intensive technical grant called *Moving Pathways Forward.* The adult education and literacy consultants provide technical assistance to local programs that is intended to:

- integrate adult education and literacy with local partners;
- strengthen the program's contextualization; and
- expand and enhance the implementation of the program's adult education career pathways activities according to local needs.

FUTURE DIRECTIONS

To effectively implement the administrative rules and instructor standards, Iowa will competitively bid for a professional development platform to capture, track, and report individual staff professional development plans, hours of training, and classroom observations. This will include transitioning registration for professional development events, both at the state and local levels, to an online system and the creation of dashboards to track needs and the effectiveness of delivery. The observation tool will focus on the delivery of standards-based instruction aligned to Iowa's adult education and literacy instructor standards.

SIA training will continue in addition to LINCS, Adult Numeracy Institute (ANI), which aligns standards while introducing key mathematical concepts throughout every level, including algebra and geometry. This focus on standards supports explicit instruction and the continued expansion of STAR. Many Iowa adult education and literacy programs will continue to adopt managed-enrollment delivery while adapting their intake procedures with WIOA (Workforce Innovation and Opportunity Act) partners. Finally, in PY 2016, additional training in career pathway and bridging programs will be delivered through study circles and focused webinars with *Moving Pathways Forward.*

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

ACCOUNTABILITY

The National Reporting System (NRS) is the accountability system for the federally-funded Adult Education and Family Literacy Act (AEFLA), state-administered adult education program. The NRS specifies parameters for students to be included in reports to the United States Department of Education's Office of Career, Technical, and Adult Education (OCTAE). Eligibility for enrollment in adult education and literacy programs requires persons at least 16 years of age who are not enrolled, nor required to be enrolled, in a secondary school under Iowa Code, Chapter 299.1A, to meet one of the following:

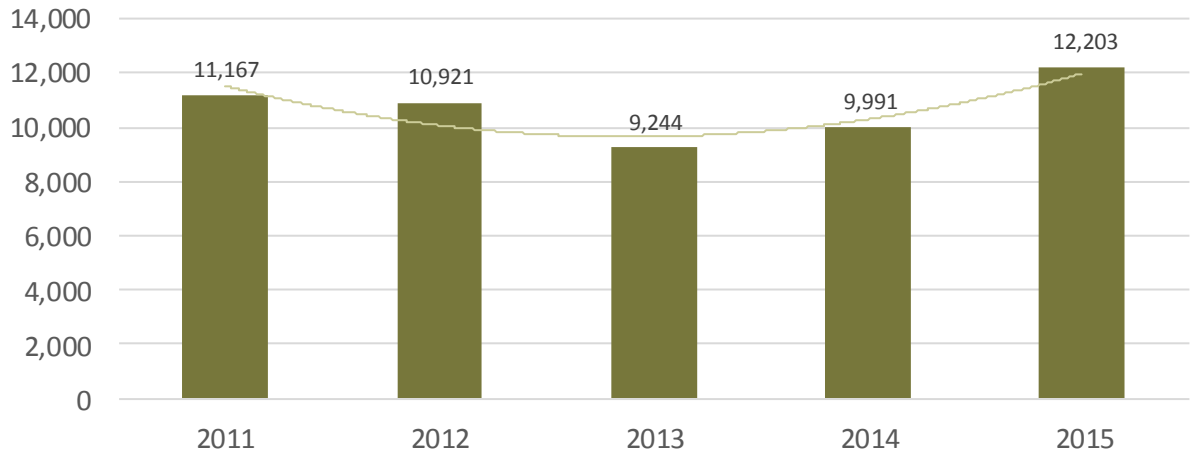
1) lack sufficient mastery of basic educational skills to enable them to function effectively in society;
2) do not have secondary school diplomas or recognized equivalents, and have not achieved equivalent levels of education; or
3) are unable to speak, read, or write the English language.

One of the primary intents of the Workforce Investment Act (WIA), reauthorized as the Workforce Innovation and Opportunity Act (WIOA), was to establish performance measures and benchmarks to demonstrate increased accountability. Section 212(2)(A) of the Act specifies that each eligible agency (e.g., the Iowa Department of Education) is subject to certain core indicators of performance and has the authority to specify additional indicators. The federally-mandated core indicators are:

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

Adult Basic Education, Adult Secondary Education, and English as a Second Language courses of instruction are classified in the Community College Management Information System (MIS) as Basic Skills, Developmental and Remedial Education, High School Equivalence Program, and Second Language Learning. Adult education and literacy enrollment data, presented in Chart 2.1, was collected through the MIS and includes all students who attended at least one 50-minute class period.

Chart 2.1. Adult Education and Literacy Enrollment, 2011-2015



Adult Education and Literacy Student Profile

PY 2015 data indicate that the typical adult education and literacy student has not earned a high school diploma, is unemployed, white, within 25-44 years of age, with the highest level of school completed between 9th and 12th grade.

Of the 12,203 students enrolled in 2015 and federally reported in NRS, 50 percent were female (Chart 2.2). Thirty-five percent self-identified as white, 31 percent as Hispanic or Latino, 19 percent as black or African American, and 12 percent as Asian. The remaining three categories (Native American, Hawaiian or Pacific Islander, and two or more races) combine to 2.1 percent (Chart 2.5).

Chart 2.3 illustrates that the largest age group served by adult education and literacy programs ranged between 25-44 years of age, with 49 percent in this category. The next largest group, 19-24, accounted for 26 percent. The 45-59 age group had 1,576 participants which was slightly higher than the 16-18 age group with 1,208 participants.

Of the students reported, 8,542 (70 percent) self-identified their highest level of school completed as between grades 9 and 12, with the second highest level completed being grades 6 through 8 (Chart 2.4). Additionally, 5,247 participants were unemployed (Chart 2.6).

Chart 2.2. Adult Education and Literacy Student Gender

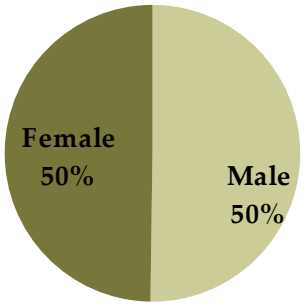


Chart 2.3. Participant Age Group

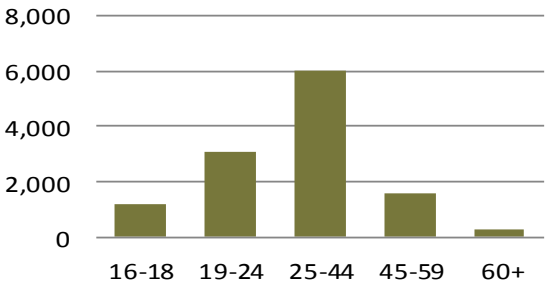


Chart 2.4. Highest Level of School Completed

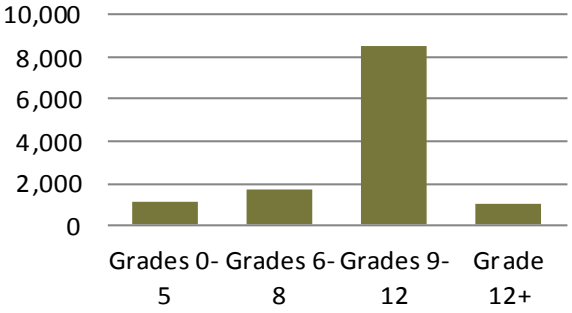


Chart 2.5. Adult Education and Literacy

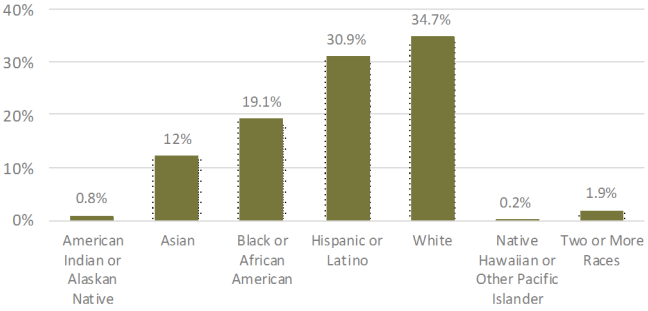
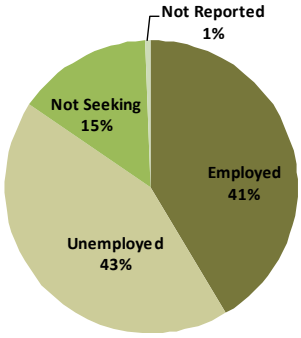


Chart 2.6. Adult Education and Literacy Student Employment Status



Adult Education and Literacy Enrollment

In PY 2015, there was an increase of 22 percent in the number of reportable adult learners (12,203) as compared to PY 2014 (9,991). Of the 12,203 learners who met the NRS reporting guidelines, students in Adult Basic Education (ABE) comprised the single largest group by program type with 48 percent (5,859). Twelve percent of the learners served were in Adult Secondary Education (ASE), which represents a slight decrease from PY 2014. While enrollment in English as a Second Language (ESL) remained 40 percent (4,899), there was an overall increase of 23 percent in the number of students served compared to PY 2014 (3,980).

Hours of Instruction

Upon intake, programs collect student information to determine the instructional program most appropriate for each student. For example, an English language learner would enroll in an ESL instructional program and a student with skills sufficient to obtain a high school equivalency diploma would enroll in an adult secondary education (ASE) instructional program. Each student is pre-tested and placed into classes based on the area of basic skills most deficient and/or the student's primary goal.

In terms of the hours of instruction that students participated in during PY 2015, given that enrolled students must obtain a minimum of 12 instructional hours to be eligible for federal reporting (NRS), the following are highlights of the data reported:

- Students received an average of 82 hours of instruction through the combined instructional programs.
- ESL students received an average of 96 hours of instruction.
- ASE students received an average of 68 hours of instruction.
- ABE students received an average of 83 hours of instruction.

Student retention is critical to the process of assessing progress. Persistence and sufficient hours continue to be challenges for programs. In PY 2015, of the 17,869 enrollees, 68 percent (12,203) persisted for a minimum of 12 or more hours of instruction.

Chart 2.7. Adult Education and Literacy Enrollment, 2014—2015

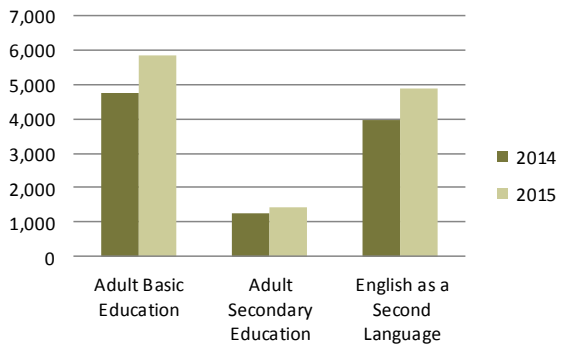


Chart 2.8. Average Hours of Instruction by Instructional Program

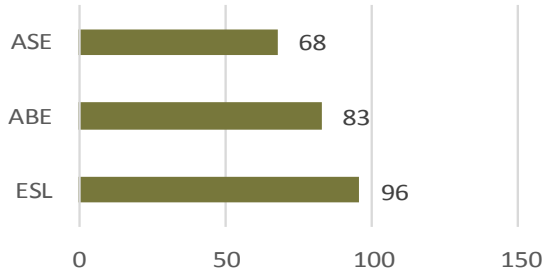
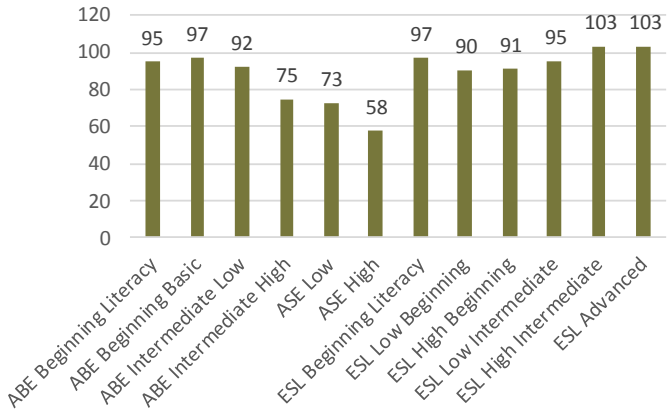


Chart 2.9. Average Hours of Instruction by Education Functioning Levels



Adult education and literacy instructional programs represent a progression of basic skill attainment as defined by the NRS educational functioning levels. Each level has a description of basic reading, writing, numeracy, and functional and workplace skills that can be expected from a person functioning at that level. These levels are referred to as Educational Functioning Levels (EFL) and are based upon the initial (pre-test) test score for the participant. The levels for adult basic education (ABE) are beginning literacy, beginning, low intermediate, and high intermediate. Adult secondary education (ASE) has only two levels, low and high. The six English as a second language (ESL) levels are beginning literacy, low beginning literacy, high beginning literacy, low intermediate, high intermediate, and advanced.

After pre-testing, and upon determination of the appropriate EFL, students are placed into classes with instruction targeted to address needed skill sets. The following parameters relate to student class placement:

- Placement occurs within one of 11 reportable educational EFLs based on pre-test scores and student goals.
- Test publisher guidelines determine that students will receive a minimum of 40 hours of instructional intervention (70-100 hours recommended) before administering a post-assessment.
- After receiving the recommended hours of instruction, programs administer post-tests to determine students' progress within one of the 11 EFLs.
- Adult education and literacy consultants closely monitor programs to ensure the minimum recommended instructional intervention hours occur for students before post-tests are administered.

CORE MEASURES

The core measures of the National Reporting System (NRS) are the student outcome measures. Five NRS core outcome measures were selected to address the requirements for core indicators of performance in the AEFLA. The first core performance measure, demonstrated EFL improvement, is measured on an on-going basis. In all previous years, upon entry into a program, students would set a self-reported goal that would determine their entry into the follow-up cohorts representing the remaining four core performance measures: I) High School Completion; II) Entry into Postsecondary Education or Training; III) Employment Entry; and IV) Employment Retention.

This program year starts a process of automatic cohort designation, which has resulted in higher numbers of cohort participants than any previous year. Upon student exit, during or at the end of the program year, student achievement outcomes were measured utilizing data matching methodology outlined in NRS guidelines. Data matching requires attention to data integrity and collaboration between authorized entities.

Performance Measure I: Demonstrated Improvement in Educational Functioning Levels

Iowa annually submits performance targets to OCTAE on student EFL gains for the upcoming program year. Iowa local programs implement strategies to increase performance and meet these state targets. States annually submit

1) Total enrollees with an initial placement assessment;
2) 12 or more hours of instruction;
3) The number and percent of students administered a post-assessment; and
4) The number and percent of students achieving an educational functioning level gain.

Table 2.1 shows the educational functioning levels and Iowa's agreed upon targets for PY 2015. The state was proud to report that, in aggregate, Iowa's adult education and literacy programs surpassed each performance target.

Table 2.1. Education Functioning Level Target and Performance

Educational Functioning Level	2015 Targets	2015 Iowa Performance
ABE Beginning Literacy	34%	40%
ABE Beginning	33%	44%
ABE Low Intermediate	35%	45%
ABE High Intermediate	26%	40%
ASE Low	35%	51%
ESL Beginning Literacy	38%	46%
ESL Low Beginning Literacy	47%	49%
ESL High Beginning Literacy	42%	49%
ESL Low Intermediate	37%	44%
ESL High Intermediate	32%	47%
ESL Advanced	20%	28%

Iowa's aggregate pre-/post-test match increased from 59 to 63 percent in PY 2015. Of the 12,203 eligible participants, 7,720 were pre- and post-tested. Of those with both tests, 70 percent (5,370) achieved an educational functioning level gain. As Chart 2.10 illustrates, in PY 2015, Iowa met all of the EFL benchmarks.

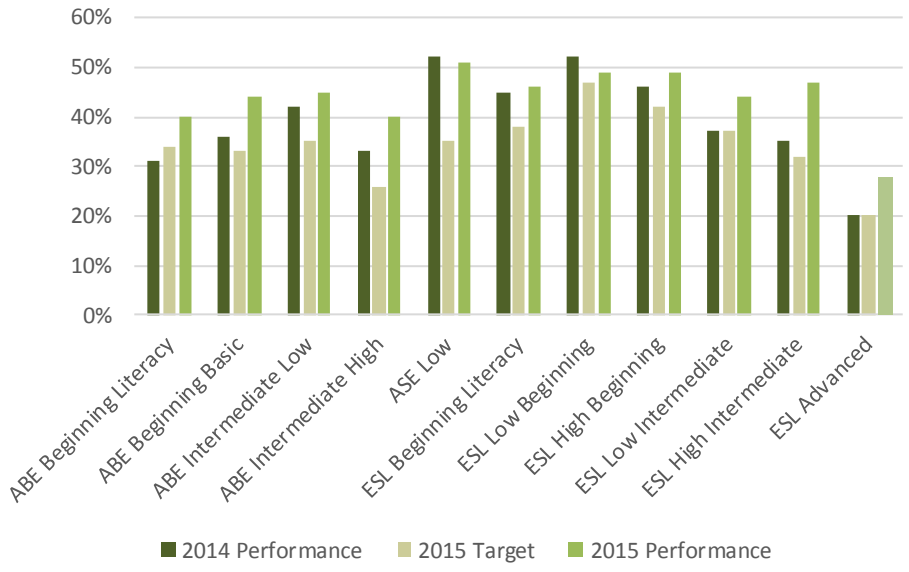
Adult Basic (ABE) and Secondary Education (ASE): *The percentage of enrolled adults in basic literacy programs who acquired the basic skills needed to complete the level of instruction in which they were initially placed*. The ABE and ASE instructional programs consist of a series of education functioning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

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

Although Iowa AEL programs continue to meet or exceed the state benchmarks, student retention and completion of sufficient hours of instruction continue to be challenges for local programs. Programs track student progress, hours of instruction, and EFL completion in order to annually report outcomes to the state. Students must have participated in 12 hours of instruction to be federally-reported. Iowa's performance continues to improve as a result of a number of programs moving toward managed enrollment. Highlights of the progression of student success are:

- PY 2015 total student enrollment totaled 18,321 students, a 3 percent increase from PY 2014.
- Of the 18,321 enrollees, 33 percent (6,118) either left the program before 12 hours of instruction or were not administered a pre-test.
- Of the 18,321 enrollees, 12,203 were retained for 12 or more hours of instruction, a 22 percent increase from PY 2014.
- Of the 12,203 students retained, programs progress tested 63 percent (7,720) with at least a minimum of 40 hours of instruction, a 31 percent increase from PY 2014.
- Of the 7,720 students with a post-test match, 70 percent (5,370) achieved educational gains.

Chart 2.10. EFL Indicator Comparison



Achievement toward negotiated targets is attributed to several factors:

- Open enrollment practices increased attrition rates and decreased student persistence and retention.
- Local programs were not able to retain students long enough to achieve the minimum recommended hours of instructional intervention.
- Monitoring of local programs' compliance with test publisher recommended instructional intervention increased the hours of instructional intervention for students.
- Programs were compelled to review and revise attendance policies to ensure that students received instructional intervention of sufficient intensity and duration. A review of the average hours required for a student to achieve an educational gain and a comparison of the average hours of instruction for students who post-tested and made an educational gain are reviewed in Chart 2.11.
- Explicit instruction with *College and Career Readiness Standards* embedded in lesson plans.

Chart 2.11—Average Hours of Instruction for Level Gain

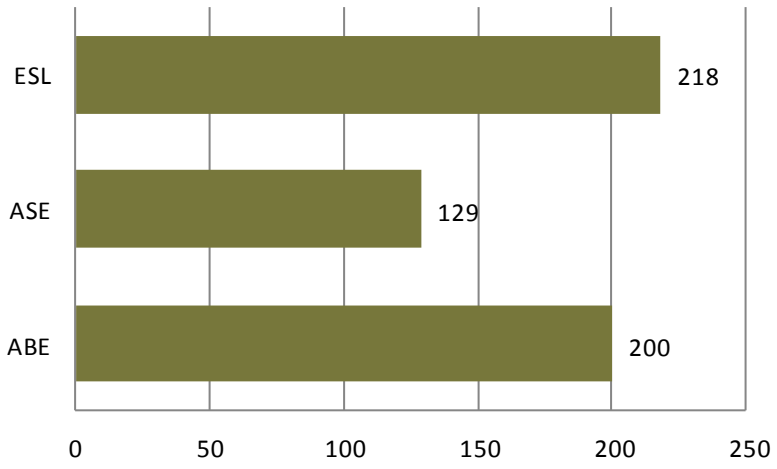
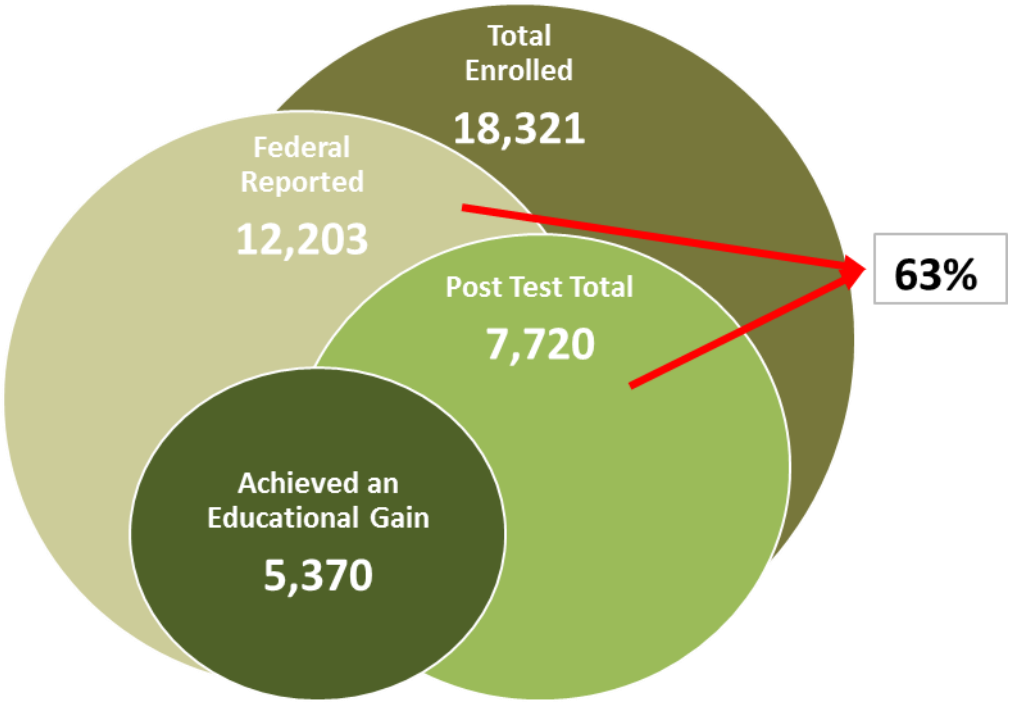


Chart 2.12—2015 Cohort Path to Educational Gains



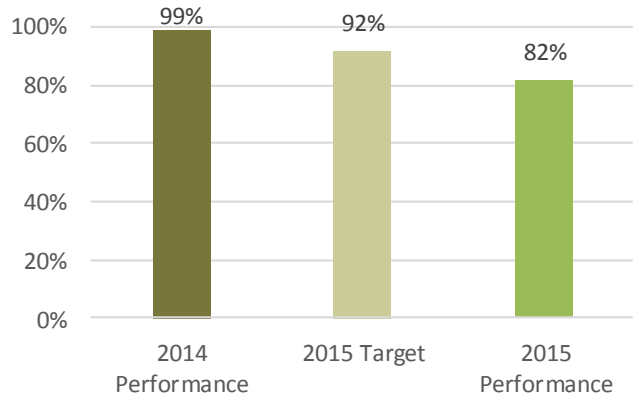
Performance Measure II: High School Completion

Cohort Definition: All learners who take all High School Equivalency tests who exit during the program year.
Iowa issues a high school equivalency diploma upon successful completion of approved, standardized subject tests. In PY 2015, Iowa used the successful completion of the HiSET® test battery as the basis upon which to issue Iowa high school equivalency diplomas. Students without high school diplomas or equivalents, who completed all five subjects (pass or fail), and exited during the program year by June 30, 2015, were matched for two subsequent quarters to determine if they would be awarded Iowa high school equivalency diplomas.

For many participants in adult education and literacy programs, the main goal is to achieve high school equivalency diplomas. Iowa issued 1,942 high school equivalency diplomas between July 1, 2014 and June 30, 2015. To qualify for the cohort, the participant must have completed all five sub-tests, have a qualified enrollment of 11th or 12th grade, and have exited from the program. The eligible cohort consisted of 1,396 participants, of which 70 were not valid for matching. Based on the remaining cohort participants, 82 percent (1,086) were matched as having earned their high school equivalency diplomas.

(Note: This is the first complete year that Iowa has used HiSET®, as it replaced the GED® in January 2014. Therefore the number of diplomas earned is lower than previous years using the GED® due, in large part, to the smaller pool of test takers.)

Chart 2.13. Core Outcome Measure - Awarded Secondary Diplomas



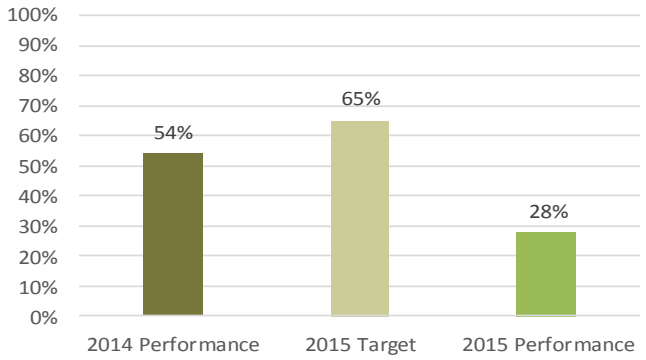
Performance Measure III: Entered Postsecondary Education or Training

Cohort Definition: All learners who have earned a secondary credential while enrolled, hold a secondary credential at entry, or are enrolled in a class specifically designed for transitioning to community college, who exit during the program year.

In this measure the participant must have achieved his or her high school equivalency diploma while enrolled in adult education and literacy programs or have a secondary credential at entry and then exit the program. The participant must then enroll in a transition or postsecondary course or a training program within the program year.

In PY 2015, there were 2,472 participants eligible for this cohort. With an 88 percent match rate, 28 percent (606) entered postsecondary education or training.

Chart 2.14. Enrollment in Postsecondary Outcomes



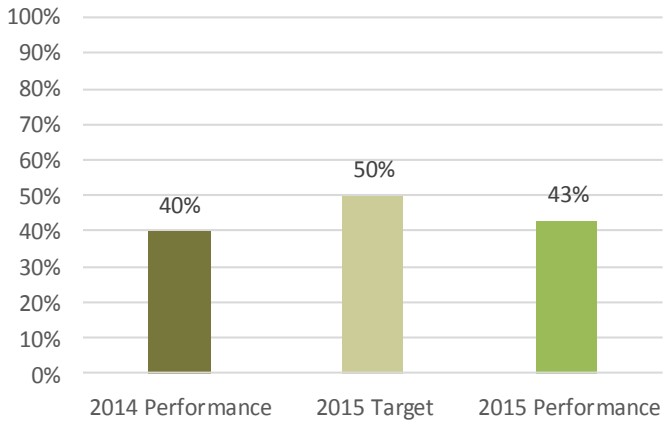
Performance Measure IV: Entered Employment

Cohort Definition: Learners who are not employed at time of entry and in the labor force who exit during the program year.

Upon enrollment in adult education and literacy programs, participants are required to indicate employment status. Of the 12,203 participants reported in the NRS, 1,811 reported they were not seeking employment. Fifty-two percent (52%) of the remaining enrollees self-reported as unemployed. To qualify for follow-up within this cohort to NRS, a participant must also exit the program, either by completing instruction or no longer participating.

There were 2,796 participants who qualified for consideration in this cohort. Iowa participates in data matching via a partnership with Iowa Workforce Development for employment wage information. Twenty-three percent (23%) of the cohort was not able to be matched due to missing social security numbers. However, of the 77 percent that was matched, 934 participants (43 percent) were identified as achieving employment within one quarter of exiting their adult education and literacy program.

Chart 2.15. Entry into Employment Outcomes



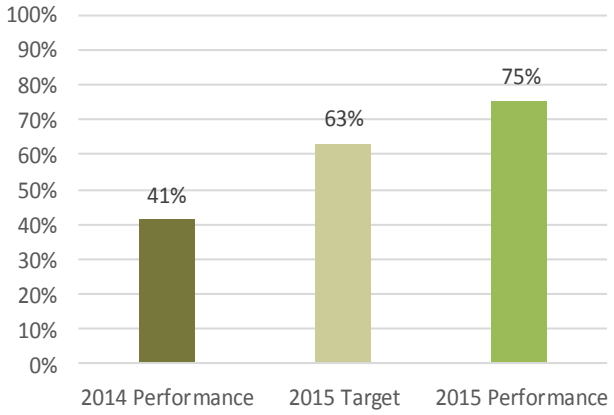
Performance Measure V: Retained Employment

Cohort Definition: Learners employed at entry who exit during the program year; and learners who were not employed at time of entry and in the labor force, who are employed by the first quarter after exit quarter.

In PY 2015, almost 21 percent (2,546) of the 12,203 participants in the adult education and literacy program self-identified as employed. To qualify for follow-up within this cohort to NRS, a participant must also exit the program, either by completing instruction or no longer participating. In addition, all successfully employed participants from the entered employment cohort (934) are added. Therefore, 3,480 participants qualified for consideration in this cohort.

With an 82.6 percent match rate, 2,153 participants (75 percent) retained their employment for the three quarters after their exit from the adult education and literacy program.

Chart 2.16. Retained Employment Outcomes



Future Directions

Iowa will continue to meet EFL benchmarks while maintaining a 60 percent post-test rate. Collaboration through the Workforce Innovation and Opportunity Act (WIOA) will support referrals and the alignment of activities designed to support the core measures. A self-referral process is being developed, along with a shared core partner electronic intake form. Agency referrals are being developed with state-level policy for guidance and a common data dictionary is being developed for core partners. All of these initiatives will improve the services provided to adult education and literacy participants and improve the collection and quality of data.

Report 3: ***Describe how the eligible agency has supported the integration of activities sponsored under Title II with other adult education, career development, and employment training activities. Describe efforts with career pathway systems that include career and technical education, postsecondary education, employers, and economic and workforce development. Include a description of representation on the State and Local Workforce Investment Boards, the provision of core and other services through the One-Stop system, and an estimate of the AEFLA funds being used to support activities and services through the One-Stop delivery system.***

Collaboration, coordination, and cooperation have been the mainstays of the adult education and literacy program from its inception, including: 1) mutual referrals; 2) assessment; 3) tracking client goals and progress; and 4) decisions regarding the planned delivery of services to the client. There has always been strong collaboration with federal employment training programs to help adults prepare for the workforce and become self-sufficient. Adult education and literacy programs, in their local communities, seek out working agreements with Iowa Division of Vocational Rehabilitation, Iowa Department of Human Services, Iowa Department of Workforce Development, adult and juvenile court officials, and other service agencies.

With the increased awareness of the need for a workforce to be able to function in a highly technical environment, more emphasis is being placed on education. The adult education and literacy program has responded to this focus by supplying services either in business and industry or in the classroom. The program consistently provided the following services:

- Assessment
- Instruction in basic academic skills
- English literacy programs
- Workplace literacy
- Job seeking and retention skills
- Communication skills

The Iowa community college consortium-based adult education and literacy delivery system has successfully integrated the activities sponsored under Title II with other relevant adult education, career development and employment, and training activities. The integration has been achieved through the cooperation, collaboration, and coordination efforts of the Iowa Department of Education, Iowa Workforce Development, and Iowa Department of Corrections to achieve common goals and objectives.

In addition, the administrator of the Division of Community Colleges provides input to the State Workforce Investment Board. The provision of core and other services is delineated in the state level Memorandum of Understanding (MOU), which will be modified according to the Workforce Innovation and Opportunity Act (WIOA). The state director for Adult Education participates and encourages involvement with local workforce investment boards. Although some regions have grandfathered existing board structures, participation and involvement are critical during this transition period. While each local program is monitored regarding its involvement with a local participatory planning committee, which serves as an advisory and support board, having the right partners involved in planning discussions is important. These committees provide opportunities to work with required partners as defined by WIOA, which include community and faith-based organizations.

Iowa was awarded a three-year technical assistance grant entitled *Moving Pathways Forward: Supporting Career Pathways Integration.* This initiative will involve customizing technical assistance for participating states regarding the development and advancement of career pathway systems. This initiative seeks to align previous federal and state investments with current state career pathways efforts. Iowa has received access to resources, tools, and guidance which has supported the identification of specific career pathway needs. As a result, a state advisory board for career pathways and sector boards has been formed to guide further discussion and development of unified definitions and an approval process and performance measures for evaluating effectiveness. The results of this work have been included in the *Unified State Plan* created to assist with implementing WIOA.

An estimate would indicate that five percent of Title II funds are used to support activities through the One-Stop delivery system. These funds were allocated to a collaborative initiative that introduced Key Train® curriculum in adult literacy centers statewide, along with the National Career Readiness Certificates by ACT in Iowa Workforce Development sites.

Since the fall of 2014, relevant state agency personnel have been part of an overall WIOA Implementation Steering Committee to develop implementation requirements, conduct policy analysis, and work together to meet key project milestones. While the steering committee meets monthly, subgroups established to address the complex implementation of WIOA meet more frequently. Each subgroup has a defined scope with objectives and goals that are refined by the chairs and members. The subgroups include:

- Governance and Communications
- Policy
- Unified State Planning
- Performance and Data
- One-Stop System Design

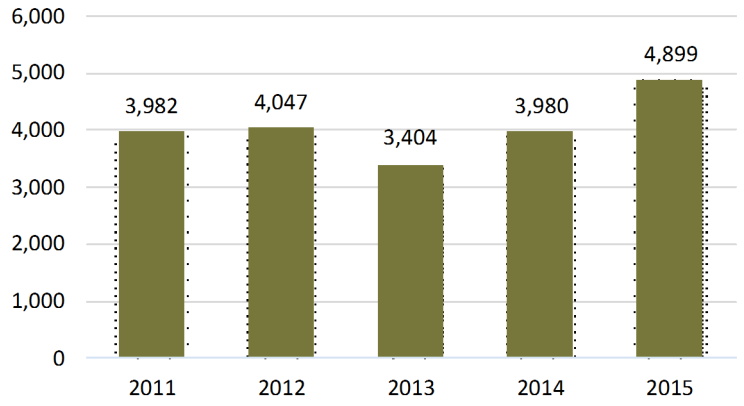
FUTURE DIRECTIONS

With the implementation of the Workforce Innovation and Opportunity Act (WIOA), greater alignment and engagement of key stakeholders and core partners will continue in Iowa. Integrated educational training activities, career pathways, and the Unified State Plan will assist in achieving collaboration and integration of services.

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

The English Language (EL) Civics grants are used to support the English as a Second Language (ESL) population enrolled in integrating civics and citizenship classes. The EL Civics classes are held in all 15 community college consortium sites throughout the state. The addition of the EL Civics funds has enabled local programs to increase the number of classes in order to meet the increasing educational needs of Iowa's immigrant population. As a result, the ESL enrollment constitutes 48 percent the state's total adult literacy enrollment. Iowa's ESL regional specialists support the required integration of civics and ESL instruction in programs and have provided statewide support of these programs. In PY 2015, these specialists conducted webinars and presentations at the Iowa Culture and Language Conference (ICLC) and the AEL Institute.

Chart 4.1. Total ESL Enrollment, 2011—2015



Future Directions

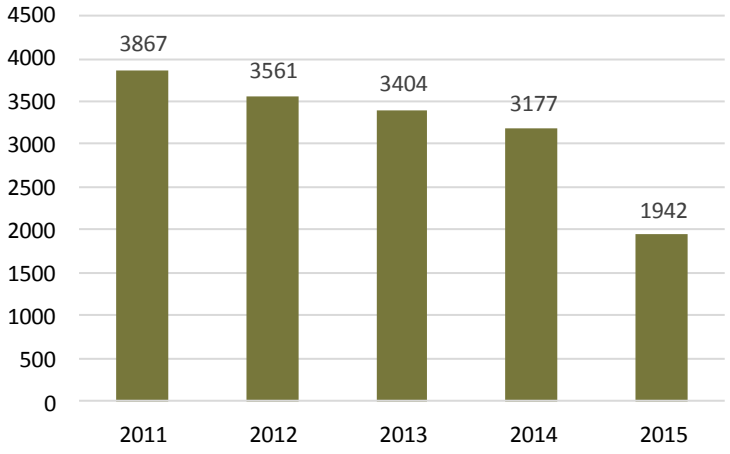
With the implementation of the Workforce Innovation and Opportunity Act (WIOA), greater alignment and engagement of key stakeholders and core partners addressing English language needs will occur in PY 2016. To help guide statewide efforts, the Division of Community Colleges has hired an education program consultant to serve as a specialist for this targeted population. Iowa will continue to include English literacy activities with professional development initiatives such as STAR and Standards in Action. The division will also ensure that ESL is integrated in the delivery of career pathway services. These initiatives will continue in PY 2016.

Report 5: *Describe your state's policies related to how it awards a secondary school diploma or its equivalent to individuals who are no longer enrolled or required to be enrolled in secondary school under state law. Include state recognized tests that are used to award the diploma as well as other criteria that may be recognized, such as competency-based or credit-based methods.*

In PY 2013, Iowa amended its state law, Chapter 32, regarding the issuance of a state high school equivalency diploma (HSED). These changes in law allowed the state to conduct a competitive bid to select a test or tests to use in the awarding of a HSED. In December 2013, Iowa ended the use of one test series and began using the HiSET® exclusively, effective January 2014. The HiSET® assessment meets the requirement set by Iowa Code 259A.1 that the diploma shall be issued on the basis of satisfactory competence as shown by tests covering all of the following: Language Arts-Reading, Language Arts-Writing, Mathematics, Science, and Social Studies. In PY 2015, 1,942 HSED awards were issued by the state.

Beginning November 10, 2014, Iowa embarked on a third-party agreement with DiplomaSender® as the official Iowa HSED diploma and transcript fulfillment documentation agent.

Chart 5.1—HSED Awards, 2011—2015



Future Directions

Iowa will continue to look at viable, statewide methods of awarding high school equivalency diplomas. Adjustments to legislation would be necessary if alternative pathways were to be developed for awarding equivalency diplomas, such as allowing credit- or portfolio-based methods as options.

Report 6: *Describe your state's progress toward implementation of adult education college and career readiness (CCR) standards, including whether your state has formally adopted a validated set of CCR standards. Describe how the state has determined the standards to be representative of CCR and the timeline by which such standards will be or have been implemented by all local programs. Describe how the state is supporting the use of standards by local programs and State Leadership funds that are being used to support implementation.*

In 2010, Iowa adopted the Common Core State Standards (Iowa Core Standards) for K-12, which were to be articulated vertically through all grade levels by the end of PY 2015. While Iowa's adult education and literacy programs had relied on the CASAS content standards and competencies, the adopted administrative rules formally incorporate a set of standards to be used for instruction:

> *23.7(1)(c) Appropriate reading, writing, speaking, mathematics, English language acquisition, distance education, and staff training practices aligned with content standards for adult education.*

This includes the College and Career Readiness Standards for Language Arts and Math and the 21st Century Skills identified in the Iowa Core Standards that align with the Employability Skills Framework promoted by Career and Technical Education. Lead standards are being identified and linked into coherent units of instruction by adult education and English Language Acquisition (ELA) classes as building blocks for the curriculum within and across levels.

In PY 2015, support for this work continued with Standards In Action webinars that were hosted between training sessions to facilitate identification of lead standards and development of units. These were supplemented with Teaching in Adult Literacy (TEAL) Universal Design for Learning online courses including:

- Addressing Barriers (October 2014), Strategy Instruction (January 2015)
- Keys to Motivation and Persistence (March 2015)
- Effective Lesson Planning (April 2015)
- Content-focused training for Math (November 2014), Listening and Speaking (February and April 2015) and English Language Arts (April 2015).

All state leadership funds allocated to local programs were for the explicit use of implementing standards in their instruction. While activities conducted could vary throughout the program and during the year, they were centered on the following five key functional areas:

1) Learn how to identify Lead Standards
2) Design Coherent Units of Instruction
3) Conduct lesson studies
4) Establish "Critical Friends Group"
5) Conduct classroom observations

While this has not been the usual method of allocating funds for program use in the delivery of professional development, due to its restrictive nature, the scope and need to address standards-based instruction was seen as an imperative for funding. By allowing flexibility in the approach, it was the intent that each local program could best adopt professional development to meet its situation and need.

FUTURE DIRECTIONS

To continue building on the implementation of standards-based instruction and designing units of instruction, additional training regarding best practices for incorporating 21st century skills related to employability into lesson plans will be provided. In addition, to ensure that students are driving the instruction and lessons are not becoming lecture based, participatory practices will be reviewed and adopted into lesson plans. Best practices will be identified and highlighted, and a sharing method for developed and vetted lesson plans will be developed to reduce the need to reinvent or duplicate efforts.

FUTURE DIRECTIONS FOR 2016

Iowa's workforce delivery system, of which adult education and literacy plays an integral role, will collaborate to build a *Future Ready Iowa* - a pipeline of skilled workers who are prepared to meet the workforce needs of Iowa's current and emerging industries. In alignment with the *National Governor's Association Talent Pipeline* vision and goals, the WIOA's unified plan is focused on preparing individuals for careers with livable wages through an emphasis on lifelong learning opportunities to meet the needs of employers. Iowa's workforce delivery system will assist Iowans in becoming *Future Ready* by attaining a "new minimum" of high-quality education, training, and work readiness. This will be accomplished through the collaboration of education, rehabilitation, workforce, and economic development resources and staff charged to ensure that all Iowans have access to an integrated, efficient workforce delivery system.

Iowa's WIOA Goals:

Goal I: ***Iowa's employers will have access to advanced, skilled, diverse and Future Ready workers.***

Goal II: ***All Iowans will be provided access to a continuum of high quality education, training, and career opportunities in the nation.***

Goal III: ***Iowa's workforce delivery system will align all programs and services in an accessible, seamless, and integrated manner.***

The goals, strategies and action steps presume and require all partners to provide the necessary services, support, modification or accommodation for ALL Iowan's to be successful. All entities responsible for Iowa's workforce services delivery system will work together to support and encourage a fully accessible and accommodated workforce system that achieves lasting results for ALL Iowans.

Accessibility

The state of Iowa is committed to providing programs and services in a readily accessible format and delivery method.

Integration

The deliverance of workforce services that are better aligned to meet the needs of ALL system beneficiaries is the overarching aim of Iowa's integration strategies.

Sector Partnerships

The state of Iowa will support the development of regionally-based, employer-driven sector initiatives. Sector strategies address the needs of employers through a focus on the workforce needs of specific employer sectors over a specific time period.

Career Pathways

Career Pathways are components of sector strategies. Career Pathways support workers' transitions from training and education into the workforce and into self-sustaining careers. Career Pathways work to increase education, training, and learning opportunities for the current and future workforce.

Integrated Education and Training

Integrated education and training opportunities that prepare ALL Iowans to meet the evolving demands of tomorrow's jobs will allow for the creation of a *Future Ready* workforce. With improved accessibility and alignment of systems, ALL Iowans will be able to participate in the education and training opportunities that support the development of the knowledge, skills, and abilities necessary for rewarding careers.

APPENDICES

APPENDIX A

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

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APPENDIX A

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

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

SEC. 223. STATE LEADERSHIP ACTIVITIES.

a) IN GENERAL. - Each eligible agency shall use funds made available under section 222(a)(2) for one or more of the following adult education and literacy activities:
   1) The establishment or operation of professional development programs to improve the quality of instruction provided pursuant to local activities required under section 231(b), including instruction incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension, and instruction provided by volunteers or by personnel of a state or outlying area.
   2) The provision of technical assistance to eligible providers of adult education and literacy activities.
   3) The provision of technology assistance, including staff training, to eligible providers of adult education and literacy activities to enable the eligible providers to improve the quality of such activities.
   4) The support of state or regional networks of literacy resource centers.
   5) The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities.
   6) Incentives for -
      (A) program coordination and integration; and
      (B) performance awards.
   7) Developing and disseminating curricula, including curricula incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension.
   8) Other activities of statewide significance that promote the purpose of this title.
   9) Coordination with existing support services, such as transportation, child care, and other assistance designed to increase rates of enrollment in, and successful completion of, adult education and literacy activities, to adults enrolled in such activities.
   10) Integration of literacy instruction and occupational skill training, and promoting linkages with employers.
   11) Linkages with postsecondary educational institutions.

Table 1. Adult Education and Literacy Enrollment - MIS* Headcount of Students

College	2011	2012	2013	2014	2015	% Average 5 Year Change
Northeast Iowa	859	577	704	638	440	-15.4
North Iowa Area	840	819	749	531	485	-12.8
Iowa Lakes	329	307	286	241	217	-9.9
Northwest	924	470	468	393	349	-21.6
Iowa Central	1,689	1,553	1,735	1,429	1,515	-2.7
Iowa Valley	1,055	1,582	895	824	895	-4.0
Hawkeye	1,607	1,447	973	962	1,045	-10.2
Eastern Iowa	2,946	2,181	2,088	1,951	1,899	-10.4
Kirkwood	4,009	3,016	3,804	3,386	3,638	-2.4
Des Moines Area	6,270	7,313	4,910	3,844	3,967	-10.8
Western Iowa Tech	1,909	2,191	1,616	1,624	1,458	-6.5
Iowa Western	1,571	1,613	1,219	1,460	1,312	-4.4
Southwestern	488	572	450	377	319	-10.1
Indian Hills	1,103	1,480	948	699	809	-7.5
Southeastern	1,541	1,514	1,545	1,189	1,116	-7.8
Total	**27,140**	**26,635**	**22,390**	**19,548**	**19,464**	**-8.0**

Table 2. Basic Skills and Developmental/Remedial Education*

College	2011	2012	2013	2014	2015	% Average 5 Year Change
Northeast Iowa	529	352	213	251	175	-24.2
North Iowa Area	479	421	371	307	251	-14.9
Iowa Lakes	0	0	0	0	0	
Northwest	649	130	124	97	149	-30.8
Iowa Central	222	505	445	525	536	24.7
Iowa Valley	38	200	162	76	192	49.9
Hawkeye	697	372	228	173	562	-5.2
Eastern Iowa	2,210	1,628	1,613	1,471	1,473	-9.6
Kirkwood	2,055	1,530	1,867	1,686	1,767	-3.7
Des Moines Area	3,178	3,595	1,984	2,086	2,169	-9.1
Western Iowa Tech	0	503	0	0	0	
Iowa Western	445	535	415	695	261	-12.5
Southwestern	93	169	148	106	261	29.4
Indian Hills	546	280	331	155	0	-100.0
Southeastern	255	313	360	849	886	36.5
Total	**11,396**	**10,533**	**8,261**	**8,477**	**8,682**	**-6.6**

*CIP codes 32010100 and 32019900

Table 3. High School Equivalency Certificate Program*

College	2011	2012	2013	2014	2015	% Average 5 Year Change
Northeast Iowa	184	157	395	271	189	0.7
North Iowa Area	296	346	301	197	169	-13.1
Iowa Lakes	313	253	242	181	146	-17.4
Northwest	137	152	219	163	0	-100.0
Iowa Central	969	606	859	478	520	-14.4
Iowa Valley	539	401	428	353	0	-100.0
Hawkeye	763	828	446	453	0	-100.0
Eastern Iowa	327	307	196	109	0	-100.0
Kirkwood	1,832	1,321	1,400	1,135	1,067	-12.6
Des Moines Area	1,043	2,265	1,014	177	0	-100.0
Western Iowa Tech	1,976	932	892	782	564	-26.9
Iowa Western	995	942	655	636	0	-100.0
Southwestern	327	306	262	228	0	-100.0
Indian Hills	342	541	465	376	462	7.8
Southeastern	1,242	1,161	1,141	303	0	-100.0
Total	**11,285**	**10,518**	**8,915**	**5,842**	**3,117**	**-27.5**

*CIP codes 53020100

Table 4. Second Language Learning (ELL)*

College	2011	2012	2013	2014	2015	% Average 5 Year Change
Northeast Iowa	146	68	96	116	76	-15.1
North Iowa Area	62	45	77	27	65	1.2
Iowa Lakes	16	54	44	60	71	45.1
Northwest	138	188	125	133	127	-2.1
Iowa Central	498	442	431	426	459	-2.0
Iowa Valley	478	353	305	395	343	-8.0
Hawkeye	147	248	299	336	460	33.0
Eastern Iowa	409	246	279	371	426	1.0
Kirkwood	480	406	537	565	804	13.8
Des Moines Area	2,049	2,151	1,912	1,581	1,798	-3.2
Western Iowa Tech	723	756	724	842	894	5.5
Iowa Western	131	136	149	129	177	7.8
Southwestern	68	62	40	43	58	-3.9
Indian Hills	215	204	152	168	259	4.8
Southeastern	44	40	44	37	69	11.9
Total	**5,604**	**5,399**	**5,214**	**5,229**	**6,086**	**2.1**

*CIP codes 32010900 and 32010910

Table 5. Adult Education and Literacy Enrollment by Type of Program*

Program Type	2011	2012	2013	2014	2015	% Average 5 Year Change
Basic Skills and Developmental/ Remedial Education	11,396	10,533	8,261	8,477	8,682	-6.6
High School Equivalence Certificate Program	11,285	10,518	8,915	5,842	3,117	-27.5
Second Language Learning	5,604	5,399	5,214	5,229	6,086	2.1
Total	**28,285**	**26,450**	**22,390**	**19,548**	**17,885**	**-10.8**

Table 6. Adult Education and Literacy Total Enrollment - NRS

College	2011	2012	2013	2014	2015	% Average 5 Year Change
Northeast Iowa	374	257	400	300	223	-12.1
North Iowa Area	164	143	159	177	233	9.2
Iowa Lakes	10	126	130	127	146	95.5
Northwest	213	205	84	213	209	-0.5
Iowa Central	697	615	614	632	1,050	10.8
Iowa Valley	651	559	489	488	522	-5.4
Hawkeye	767	791	703	753	804	1.2
Eastern Iowa	1,291	1,276	1,119	970	1,142	-3.0
Kirkwood	750	592	651	859	1,261	13.9
Des Moines Area	3,250	3,524	2,432	2,838	3,460	1.6
Western Iowa Tech	1,015	991	743	1,021	1,105	2.1
Iowa Western	478	397	439	454	696	9.8
Southwestern	224	254	180	177	145	-10.3
Indian Hills	671	609	490	412	481	-8.0
Southeastern	612	582	611	570	726	4.4
Total	**11,167**	**10,921**	**9,244**	**9,991**	**12,203**	**2.2**

* Includes all Enrollees with 12 hours of instruction and a pre test.

Table 7. English as a Second Language (ESL) Enrollment - NRS

College	2011	2012	2013	2014	2015	% Average 5 Year Change
Northeast Iowa	93	35	35	65	57	-11.5
North Iowa Area	20	15	43	23	43	21.1
Iowa Lakes	0	29	26	39	50	-
Northwest	141	129	59	90	91	-10.4
Iowa Central	308	335	321	349	373	4.9
Iowa Valley	370	287	225	296	300	-5.1
Hawkeye	129	179	256	306	416	34.0
Eastern Iowa	205	174	183	246	265	6.6
Kirkwood	183	204	271	355	519	29.8
Des Moines Area	1,576	1,715	1,225	1,295	1,674	1.5
Western Iowa Tech	673	643	502	638	740	2.4
Iowa Western	86	93	111	107	120	8.7
Southwestern	34	45	24	31	37	2.1
Indian Hills	142	141	94	114	164	3.7
Southeastern	22	23	29	26	50	22.8
Total	**3,982**	**4,047**	**3,404**	**3,980**	**4,899**	**5.3**

Table 8. Adult Education and Literacy Enrollment by Type of Program - NRS

Program Type	2011	2012	2013	2014	2015	% Average 5 Year Change
Adult Basic Education	5,254	4,948	4,137	4,739	5,859	2.8
Adult Secondary Education	1,931	1,926	1,703	1,272	1,445	-7.0
English as a Second Language	3,982	4,047	3,404	3,980	4,899	5.3
Total	**11,167**	**10,921**	**9,244**	**9,991**	**12,203**	**2.2**

Table 9. Adult Basic Education Enrollment - NRS

College	2011	2012	2013	2014	2015	% Average 5 Year Change
Northeast Iowa	226	179	223	178	137	-11.8
North Iowa Area	111	100	90	123	147	7.3
Iowa Lakes	5	65	66	56	70	93.4
Northwest	31	56	18	102	95	32.3
Iowa Central	284	196	184	200	569	19.0
Iowa Valley	222	195	155	160	170	-6.5
Hawkeye	475	484	316	323	285	-12.0
Eastern Iowa	919	836	770	622	708	-6.3
Kirkwood	343	307	276	371	553	12.7
Des Moines Area	1,195	1,257	779	1,287	1,507	6.0
Western Iowa Tech	263	245	186	307	292	2.6
Iowa Western	283	204	224	252	476	13.9
Southwestern	66	92	73	85	84	6.2
Indian Hills	350	263	281	244	258	-7.3
Southeastern	481	469	496	429	508	1.4
Total	**5,254**	**4,948**	**4,137**	**4,739**	**5,859**	**2.8**

Table 10. Adult Secondary Education Enrollment - NRS

College	2011	2012	2013	2014	2015	% Average 5 Year Change
Northeast Iowa	55	43	142	57	29	-14.8
North Iowa Area	33	28	26	31	43	6.8
Iowa Lakes	5	32	38	32	26	51.0
Northwest	41	20	7	21	23	-13.5
Iowa Central	105	84	109	83	108	0.7
Iowa Valley	59	77	109	32	52	-3.1
Hawkeye	163	128	131	124	103	-10.8
Eastern Iowa	167	266	166	102	169	0.3
Kirkwood	224	81	104	133	189	-4.2
Des Moines Area	479	552	428	256	279	-12.6
Western Iowa Tech	79	103	55	76	73	-2.0
Iowa Western	109	100	104	95	100	-2.1
Southwestern	124	117	83	61	24	-33.7
Indian Hills	179	205	115	54	59	-24.2
Southeastern	109	90	86	115	168	11.4
Total	**1,931**	**1,926**	**1,703**	**1,272**	**1,445**	-7.0

Table 11. Adult Education Programs Enrollment by College, 2015

College	MIS				TOPS Enterprise					NRS Reported			
	Basic Skills and Devel-opmental / Remedial Education	High School Equivalency Certificate Program	Second Language Learning	Total	Adult Basic Educa-tion	Adult Secondary Education	English as a Sec-ond Lan-guage	Un-known	Total	Adult Basic Edu-cation	Adult Secondary Education	English as a Second Language	Total
Northeast Iowa	175	189	76	440	352	96	69	18	535	137	29	57	223
North Iowa Area	251	169	65	485	211	50	54	0	315	147	43	43	233
Iowa Lakes	0	146	71	217	106	40	71	4	221	70	26	50	146
Northwest	149	0	127	349	144	35	134	8	321	95	23	91	209
Iowa Central	536	520	459	1515	659	130	489	2	1,280	569	108	373	1,050
Iowa Valley	192	0	343	895	233	87	354	4	678	170	52	300	522
Hawkeye	562	0	460	1045	457	126	445	13	1,041	285	103	416	804
Eastern Iowa	1,473	0	426	1899	1,026	220	377	5	1,628	708	169	265	1,142
Kirkwood	1,767	1,067	804	3638	1,184	407	728	255	2,574	553	189	519	1,261
Des Moines Area	2,169	0	1,798	3967	2,244	588	2,182	121	5,135	1,507	279	1,674	3,460
Western Iowa Tech	0	564	894	1458	455	105	879	4	1,443	292	73	740	1,105
Iowa Western	261	0	177	1312	651	154	168	19	992	476	100	120	696
Southwestern	261	0	58	319	128	38	51	103	320	84	24	37	145
Indian Hills	0	550	259	809	421	105	226	13	765	258	59	164	481
Southeastern	886	0	69	1116	758	225	60	30	1,073	508	168	50	726
Total	**8,682**	**3,205**	**6,086**	**19,464**	**9,029**	**2,406**	**6,287**	**599**	**18,321**	**5,859**	**1,445**	**4,899**	**12,203**
% of Total	**44.6**	**16.5**	**31.3**	**100**	**49.3**	**13.1**	**34.3**	**3.3**	**100.0**	**48.0**	**11.8**	**40.1**	**100.0**

Table 12. NRS Enrollment by Entering Educational Functioning Level, Ethnicity and Gender, 2015

Entering Educational Functioning Level	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		White		Native Hawaiian or Other Pacific Islander		Two or More Races		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
ABE Beginning Literacy	+	+	+	+	34	30	39	26	56	50	0	0	0	+	246
ABE Beginning Basic Education	5	+	12	9	132	107	105	91	138	147	+	+	6	7	766
ABE Intermediate Low	16	5	21	17	316	162	159	175	364	297	+	+	18	19	1,574
ABE Intermediate High	25	20	24	28	359	209	266	310	1008	916	+	+	49	57	3,273
ABE Subtotal	**47**	**32**	**61**	**56**	**841**	**508**	**569**	**602**	**1566**	**1410**	**6**	**+**	**73**	**84**	**5,859**
ASE Low	11	+	14	26	70	41	84	76	414	237	+	+	20	9	1,008
ASE High	+	+	6	5	19	9	36	14	242	94	0	0	5	+	437
ASE Subtotal	**15**	**5**	**20**	**31**	**89**	**50**	**120**	**90**	**656**	**331**	**+**	**+**	**25**	**10**	**1,445**
ESL Beginning Literacy	0	0	52	90	33	65	41	52	6	8	0	+	+	+	354
ESL Beginning Low	0	0	68	86	56	72	81	169	7	12	0	0	+	+	557
ESL Beginning High	+	+	136	147	99	120	218	342	20	31	+	+	+	6	1,129
ESL Intermediate Low	0	0	161	166	121	100	268	408	24	50	+	+	6	+	1,312
ESL Intermediate High	0	0	107	161	77	45	179	291	14	47	+	0	+	+	927
ESL Advanced	0	0	57	100	38	20	133	213	20	34	0	+	+	+	620
ESL Subtotal	**+**	**+**	**581**	**750**	**424**	**422**	**920**	**1475**	**91**	**182**	**+**	**7**	**18**	**23**	**4899**
Total	**63**	**38**	**662**	**837**	**1,354**	**980**	**1,609**	**2,167**	**2,313**	**1,923**	**11**	**13**	**116**	**117**	**12,203**

Table 13. NRS Participant by College, Ethnicity and Race, 2015

College	American Indian	Asian	Black	Hispanic or Latino	White	Hawaiian/ Pacific Islander	Two or more races	Total
Northeast	0	10	34	52	122	0	5	223
North Iowa Area	0	11	26	58	128	+	8	233
Iowa Lakes	+	+	+	58	78	0	+	146
Northwest	0	6	+	118	82	0	+	209
Iowa Central	9	95	209	390	332	+	13	1,050
Iowa Valley	14	89	33	260	117	0	9	522
Hawkeye	+	178	210	167	228	+	15	804
Eastern Iowa	8	66	220	322	484	+	41	1,142
Kirkwood	5	98	395	317	410	+	32	1,261
Des Moines Area	22	732	739	967	916	7	77	3,460
Western Iowa Tech	17	142	132	640	164	0	10	1,105
Iowa Western	13	18	111	180	368	+	5	696
Southwestern	0	+	+	37	99	+	+	145
Indian Hills	+	25	63	120	261	+	7	481
Southeastern	7	22	154	90	447	0	6	726
Total	**101**	**1,499**	**2,334**	**3,776**	**4,236**	**24**	**233**	**12,203**

Table 14. NRS Participant by College, Age and Gender, 2015

	16-18		19-24		25-44		45-59		60+		
College	M	F	M	F	M	F	M	F	M	F	Total
Northeast	22	30	29	33	27	50	9	15	5	3	223
North Iowa Area	19	23	38	33	29	64	9	14	2	2	233
Iowa Lakes	20	17	16	19	35	30	3	6	0	0	146
Northwest	14	7	15	26	37	71	11	17	6	5	209
Iowa Central	56	38	217	83	303	177	78	87	3	8	1,050
Iowa Valley	60	34	59	51	106	157	15	28	5	7	522
Hawkeye	24	20	102	109	231	208	32	59	11	8	804
Eastern Iowa	118	84	187	180	214	240	37	68	4	10	1,142
Kirkwood	76	56	151	116	306	331	85	89	22	29	1,261
Des Moines Area	120	113	349	424	747	1,132	201	295	33	46	3,460
Western Iowa Tech	33	18	143	134	238	346	72	94	14	13	1,105
Iowa Western	27	20	123	69	220	148	48	37	2	2	696
Southwestern	18	10	29	18	27	31	3	8	0	1	145
Indian Hills	50	29	74	57	90	88	35	37	12	9	481
Southeastern	30	22	180	48	281	63	67	17	14	4	726
Total	**687**	**521**	**1,712**	**1,400**	**2,891**	**3,136**	**705**	**871**	**133**	**147**	**12,203**

Table 15. Basic Literacy Skill Certificates*

College	2011	2012	2013	2014	2015	% Average 5 year Change
Northeast Iowa	69	42	68	64	52	-6.8
North Iowa Area	28	21	30	111	142	50.1
Iowa Lakes	4	35	40	36	66	101.5
Northwest	29	34	10	71	66	22.8
Iowa Central	320	235	292	267	452	9.0
Iowa Valley	180	167	102	191	283	12.0
Hawkeye	237	296	364	384	446	17.1
Eastern Iowa	231	302	463	518	665	30.3
Kirkwood	227	97	128	229	389	14.4
Des Moines Area	1,187	1,064	585	1,206	1,512	6.2
Western Iowa Tech	426	318	160	286	518	5.0
Iowa Western	130	116	148	205	315	24.8
Southwestern	103	97	63	79	62	-11.9
Indian Hills	321	268	217	168	167	-15.1
Southeastern	146	121	125	133	235	12.6
Total	**4,168**	**3,638**	**3,213**	**2,795**	**5,370**	**6.5**

*Includes NRS Enrollees including corrections and online programs. Counts include at least one level gain (multiple gains are only counted once).

Table 16. High School Equivalency Awards

College	2011	2012	2013	2014	2015	% Average 5 year Change
Northeast Iowa	136	116	159	133	24	-35.2
North Iowa Area	78	69	69	55	54	-8.8
Iowa Lakes	40	41	63	37	37	-1.9
Northwest	31	34	26	35	6	-33.7
Iowa Central	286	281	270	284	212	-7.2
Iowa Valley	113	113	139	98	78	-8.9
Hawkeye	171	171	173	159	46	-28.0
Eastern Iowa	548	457	474	480	381	-8.7
Kirkwood	430	443	450	365	145	-23.8
Des Moines Area	869	787	571	827	502	-12.8
Western Iowa Tech	196	218	197	180	83	-19.3
Iowa Western	222	199	191	317	197	-2.9
Southwestern	41	50	45	56	24	-12.5
Indian Hills	140	148	119	105	80	-13.1
Southeastern	260	277	231	231	73	-27.2
Total	**3,867**	**3,561**	**3,404**	**3,177**	**1,942**	**-15.8**

Table 17. Community College Adult High School Diplomas*

College	2011	2012	2013	2014	2015
Northeast Iowa	0	0	0	0	24
North Iowa Area	0	0	0	0	
Iowa Lakes	NR	0	67	41	44
Northwest	0	0	7	3	2
Iowa Central	0	0	0	0	
Iowa Valley	NR	0	0	0	
Hawkeye	1	1	0	0	
Eastern Iowa	0	0	0	0	
Kirkwood	72	51	72	75	79
Des Moines Area	129	93	63	126	465
Western Iowa Tech	NR	0	0	0	
Iowa Western	13	0	0	0	
Southwestern	0	0	0	0	
Indian Hills	0	0	0	0	
Southeastern	0	0	0	0	
Total	**156**	**173**	**215**	**209**	**614**

*** Awarded by local community college**

Table 18. Enrollment by Program Type - Correction* 2015

Enrollment by Program Type	Students		Attendance Hours	Basic Literacy Skills Certificates	Core Measures	
	M	F			Secondary Cohort	Secondary Achieved
Adult Basic Skills	1130	212	181,524	491	106	90
Adult Secondary Skills	293	37	36,081	150	117	101
English as a Second Language	1	**	21	0		
Total	**1,424**	**249**	**217,605**	**641**	**223**	**191**

*Subset of NRS enrollment

** Core Measures only include those available for match

Table 19. Enrollment by College - Core Measures - Education 2015

College	Secondary Cohort	Participants Unavailable for Matching	Secondary Achieved	Post-Secondary Cohort	Participants Unavailable for Matching	Post-Secondary Achieved
Northeast Iowa	8	+	8	15	+	9
North Iowa Area	46	4	46	60	+	19
Iowa Lakes	26	10	26	36	7	14
Northwest	2	5	2	19	7	4
Iowa Central	143	22	143	200	8	30
Iowa Valley	56	18	56	76	17	17
Hawkeye	42	6	42	82	5	26
Eastern Iowa	281	39	279	334	16	154
Kirkwood	78	20	78	218	31	108
Des Moines Area	151	97	151	644	137	126
Western Iowa Tech	37	35	37	105	28	29
Iowa Western	92	12	92	116	6	29
Southwestern	22	+	22	42	+	15
Indian Hills	42	25	42	59	22	10
Southeastern	62	11	62	166	11	17
Total	**1,088**	**308**	**1,086**	**2,172**	**300**	**607**

Table 20. Enrollment by College - Core Measures - Employment 2015

College	Entered Employment Cohort	Participants Unavailable for Matching	Entered Employment Achieved	Retained Employment Cohort	Participants Unavailable for Matching	Retained Employment Achieved
Northeast Iowa	37	16	21	133	39	96
North Iowa Area	65	+	24	75	21	60
Iowa Lakes	17	+	10	50	18	35
Northwest	9	12	10	42	19	26
Iowa Central	209	46	45	259	109	156
Iowa Valley	132	39	18	62	34	41
Hawkeye	136	10	19	135	30	114
Eastern Iowa	268	30	118	415	180	289
Kirkwood	208	60	79	226	115	162
Des Moines Area	1,098	331	162	999	557	494
Western Iowa Tech	216	62	47	317	141	188
Iowa Western	72	12	33	299	85	193
Southwestern	61	7	20	78	27	52
Indian Hills	147	54	29	223	98	115
Southeastern	158	30	72	186	87	132
Total	**2,833**	**716**	**707**	**3,499**	**1,560**	**2,153**

Table 21. Participant Status on Entry by Program* 2015

Enrollment by Program Type	Employment Status				Highest Level of School Completed					Secondary Status Measures* (optional)		
	Employed	Unemployed	Not Seeking	Not Reported	Grades 0-5	Grades 6-8	Grades 9-12	Grade 12+	Not Report-ed	Single Parent	TANF, WIA, or Other Public Assistance	Dislocated Worker
Adult Basic Skills	1,997		1,339	33	106	623	5,050	80	-	761	648	29
Adult Secondary Skills	531		282	5	7	74	1,271	93	-	107	97	13
English as a Second Language	2,546		188	50	961	952	2,217	769	-	90	147	18
Total	**5,074**		**1,809**	**88**	**1,074**	**1,649**	**8,538**	**942**	**0**	**958**	**892**	**60**

Subset of NRS enrollment

*Top three self reported includes multiple responses

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