



IOWA'S ADULT LITERACY PROGRAM

ANNUAL  
BENCHMARK  
REPORT

**EXECUTIVE SUMMARY**

Iowa Department  
of Education

Program Year 2003  
July 1, 2002 – June 30, 2003

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## INTRODUCTION AND BACKGROUND

The purpose of this publication is to present the Executive Summary for the Program Year 2003 report on Iowa's adult literacy program benchmarks.<sup>1</sup> The passage of the Workforce Investment Act (WIA) of 1998 [Public Law 105-220] by the 105<sup>th</sup> Congress has 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.

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 skills 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 indicator established for Iowa's adult literacy program was the inclusion of the Iowa Basic Literacy Skills Certification Program. The certification program was pilot tested for one year (Program Year 1998) by four community college pilot sites. The results indicated that this program is a valid and reliable program performance indicator.

<sup>1</sup> The reader is referred to the full report titled **Iowa's Adult Literacy Program Annual Benchmark Report: Program Year 2003**. The report is available at <http://www.readiowa.org>.

## OVERVIEW OF THE NATIONAL REPORTING SYSTEM MEASURES AND METHODS

The outcome from the first two phases of the National Reporting System (NRS) project was the development of measurement definitions, methodologies and reporting formats for the NRS, which become effective for the program year beginning July 1, 2000. The pilot phase also produced an overall framework of NRS operation at the local, state and Federal levels.

### 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 basic education delivery system and the need for *compatibility of the definitions* with related adult basic education and training programs.

As a state-administered program, the nature of adult basic education service delivery varies widely across states in its goals, objectives and the resources available to states to collect and report data. It is especially important that the definitions for outcome measures be broad enough to accommodate these differences, yet concrete and standardized sufficiently to allow the NRS to establish a uniform, national database. Similarly, other adult education, employment and training programs with which adult education works have systems of accountability and outcome measures.

To ensure this accommodation to the diverse delivery system and compatibility with related systems, NRS staff conducted a thorough review of measure definitions planned or in use currently by all states and all Federal employment and training programs. To identify state measures used, for example, NRS staff conducted an evaluability assessment of all states in early 1998 and obtained copies of measure definitions from states that had their own measures. In addition, NRS staff reviewed the existing measure definitions used for USDE:DAEL's Annual Statistical Performance Report and measures and definitions currently planned by the Department of Education for Title I of WIA.

The 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 education stakeholders believe are important to understanding and evaluating adult basic 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. While by no means the only measures that could be used to evaluate adult basic education programs, the outcome measures selected represent what a broad consensus of adult educators believe are appropriate for providing a national picture of the performance of the program. The multi-year process employed by the NRS to identify and define the measures included input from state directors of adult education, Federal education officials, local education providers, representatives of volunteer literacy organizations and experts in performance accountability systems.

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 basic 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.	<ul style="list-style-type: none"> <li>• Educational gains (achieve skills to advance one or more educational functioning level)</li> </ul>
Assist parents to obtain the skills necessary to be full partners in their children's educational development. Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement.	Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement.	<ul style="list-style-type: none"> <li>• Entered employment</li> <li>• Retained employment</li> <li>• Placement in postsecondary education or training</li> </ul>
Assist adults in the completion of secondary school education.	Receipt of a secondary school diploma or its recognized equivalent.	<ul style="list-style-type: none"> <li>• Receipt of a secondary school diploma or pass GED tests.</li> </ul>

Educational gain, a key outcome in the NRS, provides a measure of student literacy gains resulting from instruction. This measure applies to all students in the program (except pre-designated "work-based project learners"). To determine this measure, local programs assess students on intake to determine their *educational functioning level*. There are four levels for adult basic education (ABE), two for adult secondary education (ASE) and six levels of 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
<b>Adult Basic Education (ABE)</b>	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
<b>Adult Secondary Education (ASE)</b>	ASE Low	Level D	236 to 245
	ASE High	Level E	246 and Above
<b>ESL/ESL/ Citizenship (ESL)</b>	ESL Beginning Literacy	Level A	165 to 180
	ESL Beginning	Level A	181 to 200
	ESL Intermediate Low	Level B	201 to 210
	ESL Intermediate High	Level B	211 to 220
	ESL Advanced Low	Level C	221 to 235
	ESL Advanced High	Level D, E	236 to 245

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 progress assessment. The State of Iowa adopted the Comprehensive Adult Student Assessment System (CASAS) as the primary system to assess instructional progress. States may also use additional educational levels and skill area descriptors, as long as they are compatible with NRS levels and skills.

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.

A summary of the NRS core outcome measures follows:

- **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:** 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 implemented the Iowa adult literacy continuous improvement benchmark model (IALCIBM) during Program Years 2002-2003.<sup>2</sup> The purpose of the IALCIBM 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. The model is not static nor are the principles upon which the model is based "cast in concrete".
- \* 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).
- \* Flexible, adaptable and adoptable to meet local/state program, agency or organizational unique needs.
- \* Practitioner based, realistic and easily understood by ABE program directors 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. The seven (7) steps are:

- \* Step 1: plan a strategy,
- \* Step 2: collect data,
- \* Step 3: analyze data,
- \* Step 4: identify program strengths and weaknesses,
- \* Step 5: identify solutions,
- \* Step 6: implement action plan,
- \* Step 7: measure benchmark improvement.

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.

<sup>2</sup> A complete PowerPoint presentation describing the Iowa adult literacy continuous improvement benchmark model is available at <http://www.readiowa.org>.

# IOWA'S ADULT LITERACY PROGRAM BENCHMARKS

This section is designed to report on Iowa's statewide adult literacy program benchmark results for Program Year 2003 (July 1, 2002 through June 30, 2003). This section provides a review of the tables and graphs which display the results for each benchmark. The following sections provide an overview of each core set of benchmarks: (1) educational gains, (2) adult learner follow-up measures and (3) number of basic literacy skills certificates issued. The section titled "Iowa's Adult Literacy Benchmark" provides an overall state literacy benchmark to be achieved by 2010. This benchmark statement was designated as the literacy benchmark to be incorporated in the overall Iowa Community College benchmark document.

## Iowa's State Adult Literacy Benchmark

### Background

Approximately 36-39% (N=800,000) of Iowa's adult population ages 16+ perform in the two lowest levels of literacy proficiency as documented by the Iowa State Adult Literacy Survey (IASALS) conducted in 1992. Adults who score in the two lowest levels of literacy proficiency do have limited literacy skills. However, they are not likely to be able to perform the range of complex tasks that the National Education Goals Panel considers important from competing successfully in a global economy and exercising fully the rights and responsibilities of citizenship. By the same token, approximately 61-65% (N=1,287,000) of Iowa's adult population ages 16+ perform in the highest three levels of literacy proficiency as documented by the IASALS. The National Education Goals Panel considers adults functioning in the three highest levels of literacy proficiency as possessing the necessary skills to successfully complete in a global economy and fully exercising the rights and responsibilities of citizenship.

A key indicator of Iowa's adult literacy proficiency level is educational attainment. Recent research studies have concluded that attained level of education is the best overall predictor of adult literacy proficiency levels. A trend analysis of the 1940-2000 federal census data indicates that the percentage of adults age 18+ and lacking a high school diploma or its equivalency decreased from 67% in 1940 to 14% in 2000. Therefore, a reasonable projection would forecast that the 2010 census data will indicate an additional drop of 2-3%. This projection would bring the percentage range to 8-9 percent. A benchmark goal of attaining an 85-90% Iowa adult proficiency level by the year 2010 is a realistic and attainable goal.

### Benchmark Goal

**The overall Iowa benchmark literacy goal states that by the year 2010, 85-90% of Iowa's adult population will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.** The attainment of this goal is contingent on continuing to provide adult literacy classes, offered through Iowa's community colleges and related agencies, to Iowa's adult literacy target populations. The ability to quantify the attainment of this goal is through: (1) the number of Iowa High School Equivalency Diplomas issued on an annual basis, (2) the number of basic skills literacy certificates issued on an annual basis, and (3) a replication of the IASALS study in 2010 with appropriate comparisons made to the 1992 NALS study.

## Benchmark Strategy

The following strategies must be implemented in order to obtain Iowa's adult literacy goal by 2010:

- The number of Iowa High School Equivalency Diplomas issued on an annual basis should approximate a range of 5,000-5,200. A trend analysis of the number of Iowa High School Equivalency Diplomas issued between Calendar Years 1980-2002 indicates this objective can be successfully accomplished.
- The number of Iowa Basic Literacy Skills Certificates issued on an annual basis should approximate a range of 4,000-5,000. A trend analysis of the number of Iowa basic literacy skills certificates issued between Program Years 1998-2003 indicates this objective can be successfully accomplished.
- The 1992 IASALS study should be replicated in 2010. The results should be compared with the 1992 IASALS study results. This comparison strategy will provide a 20 year comparison between the 1992 and 2010 IASALS study to determine the amount of progress in achieving the benchmark goal.

## Overview of State Level Results

The results of the state level benchmarks are presented in Tables 1-4. Table 1 depicts the relationship between total enrollment and the number and percentage of adult learners who received pre and post assessments. The results are as follows:

- a total of **82.65%** received pre-post assessments in the Adult Basic Education instructional program which represents an increase of **5.38%** over Program Year 2002 (77.27% for Program Year 2002);
- a total of **83.35%** received pre-post assessments in the Adult Secondary Education instructional program which represents an increase of **1.71%** over Program Year 2002 (81.64% for Program Year 2002);
- a total of **52.74%** received pre-post assessments in the English-as-a Second Language instructional program which represents an increase of **23.98%** over Program Year 2002 (28.76% for Program Year 2002);
- a total of **74.24%** received pre-post assessments across the three instructional programs which represented an overall increase of **8.78%** over Program Year 2002 (65.46% for Program Year 2002);
- the overall **74.24%** pre-post assessment rate exceeded the Program Year 2003 projected target standard of 65.33% by 8.91%.

Table 2 presents a comparison of the percentage relationship among: (1) the negotiated benchmark levels, (2) the attained benchmark levels without pre-post assessment, and (3) the attained benchmark levels with pre-post assessment for the core measure of Educational Gains. The results indicated that **consistently higher benchmarks percentages were achieved across all three instructional programs for those learners who received pre-post assessments**. The results are as follows:

- The Iowa statewide adult literacy program met or exceeded **6 out of 11 (54.55%)** educational gains benchmarks when calculated against total enrollment.
- The Iowa statewide adult literacy program met or exceeded **8 out of 11 (72.73%)** educational gains benchmarks when calculated against those adult learners who were pre-post assessed.

Table 2 also indicates the educational functioning levels in which the benchmark attainment levels fell below the negotiated benchmark levels and where the attained benchmark levels met or exceeded the negotiated benchmarks for both the “Total Enrollment” and “Pre-Post Assessment” categories. The following educational functioning levels **did not meet** the negotiated benchmark levels for the “Total Enrollment” category: (1) Adult Basic Education; Beginning Literacy, (2) English-as-a-Second Language; Beginning ESL, High Intermediate ESL, Low Advanced ESL, High Advanced ESL. The following educational functioning levels **did not meet** the negotiated benchmark levels for the “Pre-Post Assessment” category: (1) Adult Basic Education; Beginning Literacy, (2) English-as-a-Second Language; Low Advanced, (3) English-as-a-Second Language; High Advanced.<sup>3</sup>

Table 3 presents a comparison of the percentage relationship between: (1) the negotiated benchmark levels, and (2) the attained benchmark levels for the core follow-up measures. The results indicate that the **attained percentages exceeded the negotiated percentages by significant margins for the four follow-up measures.**

Table 4 displays the results for the number of basic skills certificates issued and the number of local programs participating for Program Years 1998 through 2003. The results indicate that the number of basic skills certificates issued during Program Year 2003 increased by **14%** over Program Year 2002.<sup>4</sup>

The Iowa statewide adult literacy program met or exceeded **11 out of 16 (68.75%)** benchmarks according to the Federal calculation criteria (e.g. calculating against the “Total Enrollment” category.) Conversely, Iowa’s statewide adult literacy program met or exceeded **13 out of 16 (81.25%) benchmarks** if the “Pre/Post Assessment” category is utilized as the criteria for benchmark calculations.

<sup>3</sup> *The Federal criteria to determine whether educational gains 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 6 of 11 (54.55%) of the educational gains benchmarks. Conversely, if benchmark attainment is calculated against the pre/post assessment category, Iowa met or exceeded 8 of 11 (72.73%) of the educational gains benchmarks.*

<sup>4</sup> *Refer to the report titled **Iowa’s Community College Basic Literacy Skills Credential Program Annual Report: Program Year 2003** for Iowa’s basic literacy skills certification program statistics. This report is available at <http://www.readiowa.org>.*

Table 1

**PRE/POST ASSESSMENT PERCENTAGE  
BY INSTRUCTIONAL PROGRAM AND EDUCATIONAL FUNCTIONING LEVEL**

<b>Instructional Program</b>	<b>Educational Functioning Level</b>	<b>*Total Enrollment</b>	<b>**Pre/Post Assessment Enrollment</b>	<b>Percentage Pre/Post Assessed</b>
<b>Adult Basic Education (ABE)</b>	Beginning Literacy ABE	934	790	84.58%
	Beginning Basic Education ABE	864	656	75.93%
	Low Intermediate ABE	2,201	1,810	82.24%
	High Intermediate ABE	4,731	3,959	83.68%
	<b>Subtotal</b>	<b>8,730</b>	<b>7,215</b>	<b>82.65%</b>
<b>Adult Secondary Education (ASE)</b>	Low Adult Secondary Education	2,281	1,910	83.74%
	High Adult Secondary Education	668	548	82.04%
	<b>Subtotal</b>	<b>2,949</b>	<b>2,458</b>	<b>83.35%</b>
<b>English-as-a-Second Language (ESL)</b>	Beginning Literacy ESL	602	258	42.86%
	Beginning ESL	1,370	651	47.52%
	Low Intermediate ESL	1,137	647	56.90%
	High Intermediate ESL	726	407	56.06%
	Low Advanced ESL	720	438	60.83%
	High Advanced ESL	104	56	53.85%
	<b>Subtotal</b>	<b>4,659</b>	<b>2457</b>	<b>52.74%</b>
	<b>Total</b>	<b>16,338</b>	<b>12,130</b>	<b>74.24%</b>

\* **Source:** Iowa's National Reporting System (NRS) report for Program Year 2003; Table 4, Column B; State Aggregated Report.

\*\* **Source:** Iowa's National Reporting System (NRS) report for Program Year 2003; Table 4B, Column B; State Aggregated Report.

**Table 2**

**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.

<b>Instructional Program</b>	<b>Educational Functioning Level</b>	<b>*Negotiated %</b>	<b>**Total Enrollment %</b>	<b>***Pre/Post Assessment %</b>
<b>Adult Basic Education (ABE)</b>	Beginning Literacy	28%	<b>17.5%</b>	<b>20.6%</b>
	Beginning Basic Education ABE	30%	30.9%	40.7%
	Low Intermediate ABE	31%	44.8%	54.4%
	High Intermediate ABE	35%	40.6%	48.5%
<b>Adult Secondary Education (ASE)</b>	Low Adult Secondary Education	36%	60.1%	71.7%
<b>English-as-a-Second Language (ESL)</b>	Beginning Literacy ESL	27%	27.6%	64.3%
	Beginning ESL	30%	<b>26.7%</b>	56.2%
	Low Intermediate ESL	30%	31.3%	55.0%
	High Intermediate ESL	32%	<b>25.5%</b>	45.5%
	Low Advanced ESL	33%	<b>15.3%</b>	<b>25.1%</b>
	High Advanced ESL	33%	<b>15.4%</b>	<b>28.6%</b>

The **Bold** percentages 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 State Plan for Adult Basic Education: Fiscal Years 2000-2004; Revised Table #12.* This column represents the negotiated percentage for the core indicators between the Iowa Department of Education and the United States Department of Education: Division of Adult Education and Literacy (USDE:DAEL).

**\*\*Source:** Iowa’s National Reporting System (NRS) report for Program Year 2003 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 2003 Table 4B, column H. This column represents the percent of total enrollees who were pre/post assessed with pared scores and completed each educational functioning level.

**Table 3**

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

**Core Indicator #2 [Follow-up Measures]:** Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.

Follow-up Measure	*Negotiated Percent	**Attained Percent
Entered Employment <sup>1</sup>	55%	65.8%
Retained Employment <sup>1</sup>	75%	83.7%
Obtained a GED or Adult Secondary School Diploma <sup>2</sup>	44%	63.5%
Entered Postsecondary Education or Training <sup>3</sup>	17%	52.6%

**\*Source:** *Iowa's State Plan for Adult Basic Education: Fiscal Years 2000-2004; Revised Table #12.* This column represents the negotiated percentage for the core indicators between the Iowa Department of Education and the United States Department of Education: Division of Adult Education and Literacy (USDE:DAEL).

**\*\*Source:** Iowa's National Reporting System (NRS) report for Program Year 2003 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, 2002 through September 30, 2003 for the Entered Employment outcome measure and October 1, 2002 through September 30, 2003 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) for the first quarter of Program Year 2004 (July 1, 2003-September 30, 2003).

**Table 4**

**Percentage Comparison of Iowa's Adult Literacy Program  
Performance Measures for State of Iowa Core Indicator #3**

**Core Indicator #3 [Basic Skills Certificates]:** A program designed to issue basic literacy skills certificates based on the attainment of demonstrated literacy competencies at pre-established levels. **The benchmark for Iowa's Basic Skills Certification Program was to have Iowa's 15 community colleges participating in the basic skill certification program by Program Year 2002.**

<b>Program Year</b>	<b>Number of Certificates Issued</b>	<b>Program Year % Increase</b>	<b>No. of Community Colleges Participating</b>
1998	323	--	4
1999	566	75%	6
2000	1,591	182%	12
2001	3,214	102%	15
2002	4,435	38%	15
2003	5,037	14%	15
<b>Total</b>	<b>15,166</b>		

- Source(s):**
1. *Iowa's State Plan for Adult Basic Education: Program Years 2000-2004*; Section 5.3.1 (pp. 65-73).
  2. *Iowa Basic Skills Certification Reports for Program Years 1998-2003*.

## Summary of Iowa's Adult Literacy Program Benchmark Results

The central measures of Iowa's adult literacy program accountability system are: (1) pre/post assessment performance, (2) NRS core outcome measures, (3) number of issued basic literacy skills certificates, and (4) overall GED candidate pass rate. The five NRS core outcome measures address the requirements for core indicators of performance in the Adult Education and Family Literacy Act which is referenced as Title II of the Workforce Investment Act of 1998.

The Program Year 2003 data represents the third year of reporting under the full requirements of the Adult Education and Family Literacy Act. The data from Program Year 2003 establishes performance benchmarks for each of the core outcome measures and will be used to evaluate continuous improvement efforts of Iowa's adult literacy program over the remaining years of AEFLA.

The data displayed in Exhibits 3-12 on each of the core outcome measures compare actual performance to targeted performance and provides state totals for the number of adults achieving each of the program outcomes. **The data indicated that statewide the performance on each of the core outcome measures met or exceeded the performance target for each measure.**

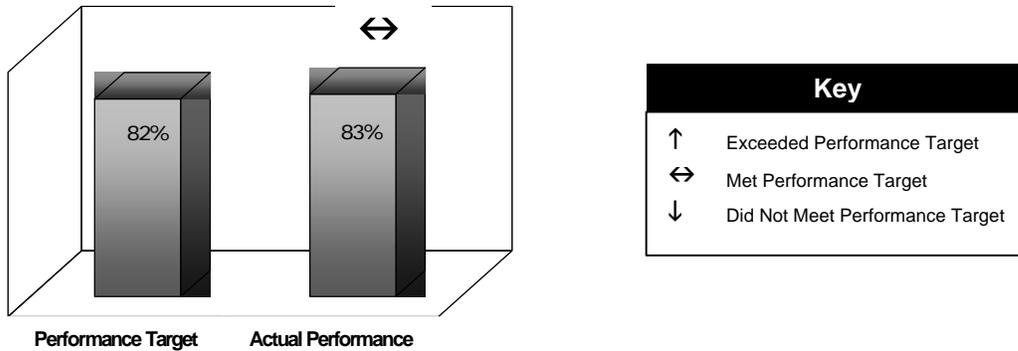
In each exhibit, the State's performance target is compared to its actual performance on each measure with an arrow located over the "Actual Performance" bar. The arrow indicates whether Iowa's adult literacy program met, exceeded or did not meet its performance target. The "actual performance" percentage must exceed the "performance target" percentage by three (3) percentage points to meet the criteria of "exceeded performance target". If the "actual performance percentage" falls within three (3) percentage point range of the "performance target" percentage, then the "met performance target" criteria is applied. The bullet identifies the number of enrolled adults achieving each outcome.<sup>5</sup>

<sup>5</sup> *The format for this section of the report was adapted from the report titled **Adult Education and Family Literacy Act: Report to Congress on State Performance, Program Year 2000-2001**; pp. 7-11. This report was produced by the U.S. Department of Education, Office of Vocational and Adult Education, Washington, D.C. 20002. The report is available on the Department's website at <http://www.ed.gov/about/offices/list/ovae/resource/aereport/aereport00-01.doc>.*

### Exhibit 3

#### Pre/Post Assessment Percentage For Basic Literacy Skills

Percent of adults enrolled in the adult basic education instructional program who had paired test data.



- 7,215 enrollees were pre/post assessed in the adult basic education instructional program.

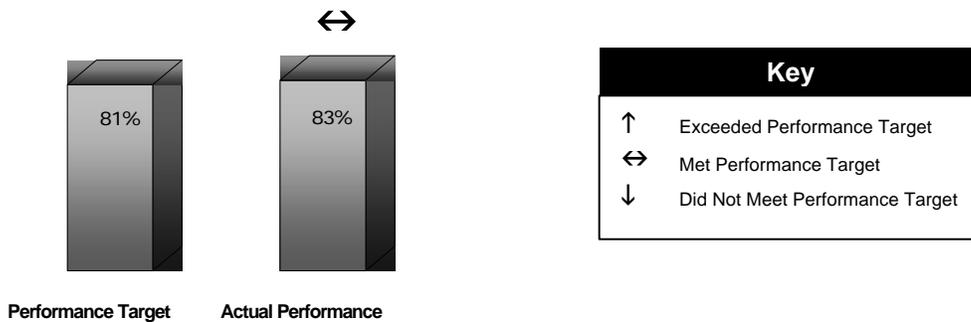
**SOURCE:** Program Year 2003 Annual Performance Report: Table 4, Column B; Table 4B, Column B.

Exhibit 3 compares actual performance to targeted performance for the adult basic education instructional program pre/post assessment measure. Statewide, eighty-three percent of adults enrolled in the adult basic education instructional program had paired test data obtained through pre/post CASAS assessment intervention strategies.

### Exhibit 4

#### Pre/Post Assessment Percentage For Adult Secondary Education

Percent of adults enrolled in the adult secondary education instructional program who had paired test data.



- 2,458 enrollees were pre/post assessed in the adult secondary education instructional program.

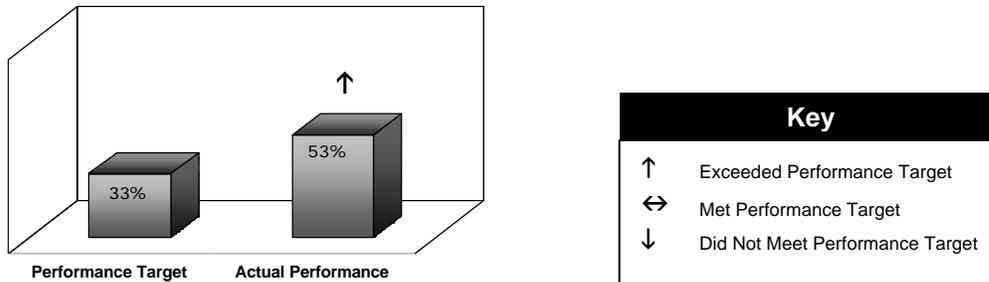
**SOURCE:** Program Year 2003 Annual Performance Report: Table 4, Column B; Table 4B, Column B.

Exhibit 4 compares actual performance to targeted performance for the adult secondary education instructional program pre/post assessment measure. Statewide, eighty-three percent of adults enrolled in the adult secondary education instructional program had paired test data obtained through pre/post CASAS assessment intervention strategies.

## Exhibit 5

### Pre/Post Assessment Percentage For English Language Acquisition

*Percent of adults enrolled in the English-as-a-Second Language instructional program who had paired test data.*



- 2,457 enrollees were pre/post assessed in the English-as-a-Second Language instructional program.

**SOURCE:** Program Year 2003 Annual Performance Report: Table 4, Column B; Table 4B, Column B.

Exhibit 5 compares actual performance to targeted performance for the English-as-a-Second Language instructional program pre/post assessment measure. Statewide, fifty-three percent of adults enrolled in the English-as-a-Second Language instructional program had paired test data obtained through pre/post CASAS assessment intervention strategies.

## Exhibit 6

### Education Gain For Basic Literacy Skills

*Percent of adults enrolled in the adult basic education and adult secondary education instructional programs who had paired test data and acquired the level of basic literacy skills needed to complete an educational functioning level.*



- 5,060 adult learners enrolled in the adult basic education and adult secondary education instructional programs completed an educational functioning level.

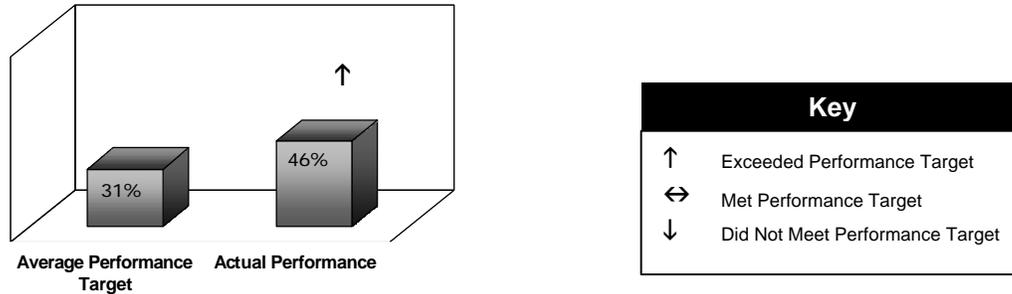
**SOURCE:** Program Year 2003 Annual Performance Report: Table 4, Columns D and H.

Exhibit 6 compares actual performance to average targeted performance for the basic skill educational gain measure. The “average performance target percentage” is the average of the five (5) NRS educational functioning levels performance target percentages which comprise the adult basic education and secondary education instructional programs. Statewide, fifty percent of adults enrolled in basic skills instruction (reading, numeracy, English language arts, problem solving, etc.) demonstrated improvement in basic skills and completed an educational functioning level. Each enrolled adult is initially placed (through formalized CASAS assessment) in one of five educational functioning levels, which are arranged in a hierarchy from beginning literacy to the high school level, and demonstrate educational gain through subsequent CASAS formal assessment.

## Exhibit 7

### Education Gain For English Language Acquisition Skills

Percent of adults enrolled in the English-as-a-Second Language instructional program who had paired test data and acquired the level of English language skills needed to complete an educational functioning level.



- 1,199 adult learners enrolled in the English-as-a-Second Language instructional programs completed an educational functioning level.

**SOURCE:** Program Year 2003 Annual Performance Report: Table 4, Columns D and H.

Exhibit 7 compares actual performance to average targeted performance for the English Literacy educational gain measure. The “average performance target percentage” is the average of the six (6) NRS educational functioning levels performance target percentages which comprise the English-as-a-Second Language instructional program. Statewide, forty-six percent of adults enrolled in English Literacy instruction demonstrated improvement in English language skills and completed an educational functioning level. Each enrolled adult is initially placed (through formalized CASAS assessment) into one of six educational functioning levels, which are arranged in a hierarchy of skills from non-speakers of English to highly proficient speakers of English and demonstrate English language acquisition through subsequent formal CASAS assessment.

## Exhibit 8

### Follow-up Measure for Iowa High School Equivalency Diploma

Percent of enrolled adults with a goal of earning an Iowa High School Equivalency Diploma (GED).



- 2,054 adults earned an Iowa High School Equivalency Diploma (GED).

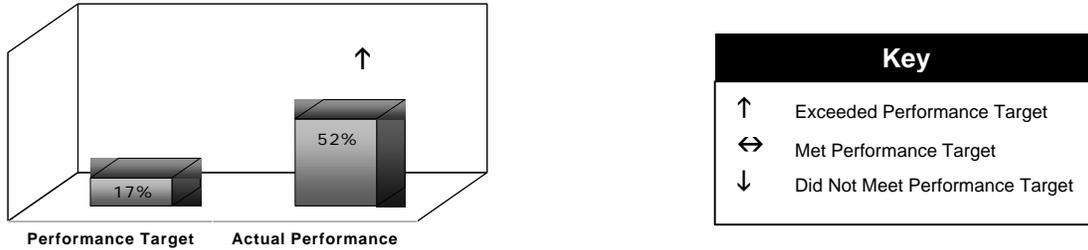
**SOURCE:** Program Year 2003 Annual Performance Report: Table 5, Columns F and G.

Exhibit 8 compares actual performance to targeted performance for the high school equivalency completion measure. Statewide, sixty-four percent of all enrolled adults with a high school completion goal obtained an Iowa High School Equivalency Diploma (GED).

## Exhibit 9

### Follow-up Measure for Entered Postsecondary Education and Training

*Percent of enrolled adults with a goal to transition to postsecondary education or training who enrolled in a postsecondary education or training program after exiting the adult literacy program.*



- 633 adults enrolled in postsecondary education or training.

**SOURCE:** Program Year 2003 Annual Performance Report: Table 5; Columns F and G.

Exhibit 9 compares actual performance to targeted performance for the postsecondary education or training measure. Statewide, fifty-two percent of enrolled adults who had a goal of furthering their education after completing the Iowa adult literacy program transitioned into a postsecondary education or training program.

## Exhibit 10

### Follow-up Measure for Entered Employment

*Percent of enrolled adults with an employment goal who were employed one quarter after exiting the adult literacy program.*



- 802 adults were employed one quarter after exiting the adult literacy program

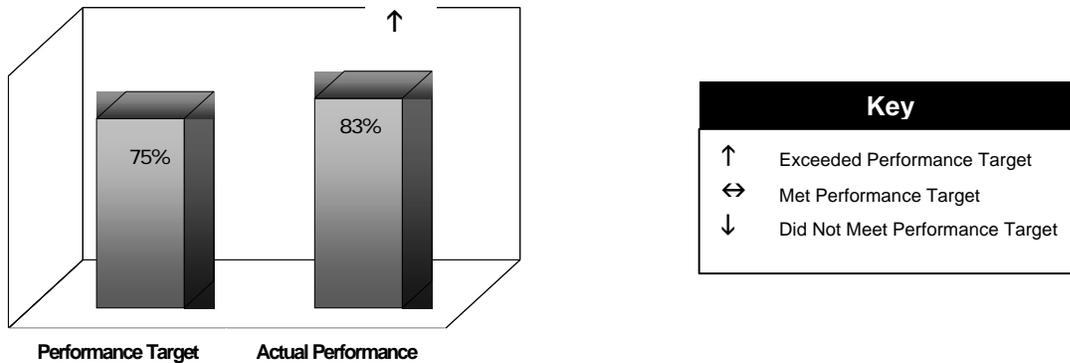
**SOURCE:** Program Year 2003 Annual Performance Report: Table 5; Columns F and G.

Exhibit 10 compares actual performance to targeted performance for the entered employment measure. Statewide, sixty-five percent of enrolled adults with an employment goal were employed one quarter after exiting the Iowa adult literacy program.

## Exhibit 11

### Follow-up Measure for Job Retention

Percent of enrolled adults with an employment goal of job retention who retained employment three quarters after exiting the adult literacy program.



- 675 adults retained employment three quarters after exiting the adult literacy program.

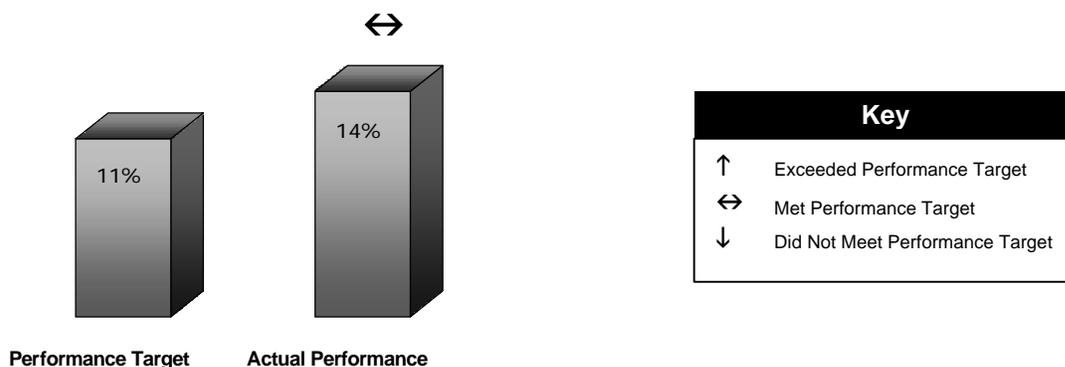
**SOURCE:** Program Year 2003 Annual Performance Report: Table 5: Columns F and G.

Exhibit 11 compares actual performance to targeted performance for the job retention measure. Statewide, eighty-three percent of adults who had obtained a job one quarter after exiting the Iowa adult literacy program and/or enrolled in the program with a goal to retain or improve their job status were still employed three quarters after exiting the Iowa adult literacy program.

## Exhibit 12

### Basic Literacy Skills Certificates

Percent increase in the number of basic literacy skills certificates awarded to adults enrolled in the adult literacy program.



- 5,037 basic literacy skills certificates were issued.

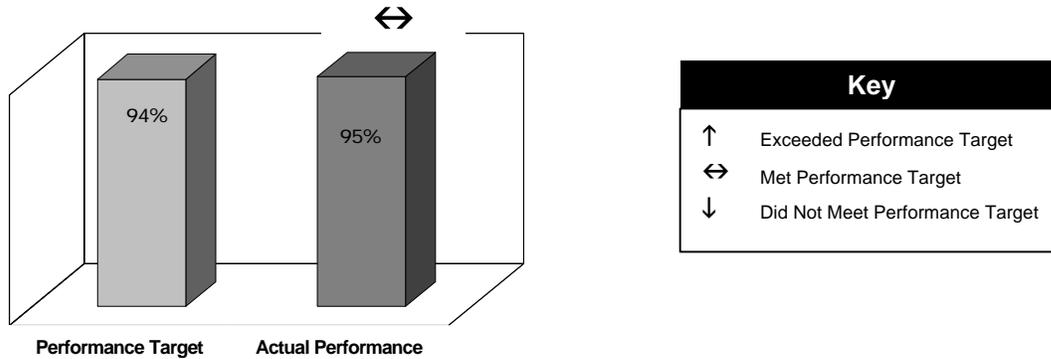
**SOURCE:** Iowa's Community College Basic Literacy Skills Credential Program Annual Report: Program Year 2003

Exhibit 12 compares actual performance to targeted performance for the basic literacy skills certificate measure. Statewide, there was a fourteen percent increase in the number of basic skills certificates issued during Program Year 2003 over Program Year 2002.

## Exhibit 13

### Iowa High School Equivalency Diploma Pass Rate

Percent of General Educational Development (GED) candidates who successfully completed the GED 2002 test battery and received the Iowa High School Equivalency Diploma (GED diploma).



- 3,675 GED candidates earned an Iowa High School Equivalency Diploma.

**SOURCE:** Iowa official GED record database for Program Year 2003 located at the GEDScoring.COM website.

Exhibit 13 compares actual performance to targeted performance for the General Educational Development (GED) state pass rate measure. This performance measure includes the total number of GED candidates who successfully completed the GED 2002 test battery for Program Year 2003 vis-à-vis the number of enrolled adults in Iowa's adult literacy program who successfully completed the GED 2002 test battery. (See *Exhibit 8*). Statewide, ninety-five percent successfully completed the GED 2002 test battery and received the Iowa High School Equivalency Diploma (GED based diploma).

## Skill Level Gains

The data presented in Graphs 1 and 2 are designed to depict the percent of skill level gains achieved in the areas of reading and mathematics. The skill level gains strategy is designed to present another methodology for measuring educational gains. A skill level value ranging from 0-5 was assigned to each NRS/CASAS based educational functioning level for the Adult Basic Education and Adult Secondary Education instructional program. For example, a skill level value of “2” was assigned to the educational functioning level titled *ABE Beginning Basic* which has a CASAS standard score range of 201-210. (See the ledgers for Graphs 1, 2 and Appendix A for a complete listing of skill level values in relation to CASAS standard score ranges and educational functioning levels).

The skill level gains graphs display the percent of the enrolled adult learners who advanced one or more skill levels from the skill level initially assigned as determined by pre-post assessment results. The graphs depict two skill level gain results for each skill level value: (1) the percent who advanced one or more skill levels from the assigned entry skill level and, (2) the percent who advanced two or more skill levels from the assigned entry skill level. For example, Graph 1 displays two percentage bars for the skill level value of “2”: (1) 26.76% of the learners initially assigned a skill level value “2” in mathematics advanced one or more skill levels, and (2) 12.00% of the learners initially assigned a skill level value of “2” in mathematics advanced two or more skill levels. Therefore, a total of 38.76% of the learners initially assigned a skill level value of “2” in mathematics made skill level advancements.

Graph 1 depicts the skill level gains in the subject area of mathematics. The results are as follows:

- The greatest skill level gain (38.57%), for those learners who advanced **one or more skill levels**, was at skill level “3” which is the educational functioning level titled “ABE Intermediate Low”;
- The second greatest skill level gain (28.20%), for those learners who advanced **one or more skill levels**, was at skill level “5” which is the educational functioning level titled “ASE Low”;
- The greatest skill level gain (12.00%), for those learners who advanced **two or more skill levels**, was at skill level “2” which is the educational functioning level titled “ABE Beginning Basic”;
- The second greatest skill level gain (10.74%), for those learners who advanced **two or more skill levels**, was at skill level “4” which is the educational functioning level titled “ABE Intermediate High”;
- The average skill level gain across all skill level values for those learners who advanced one or more skill levels was **27.20%**.
- The average skill level gain across all skill levels for those learners who advanced two or more skill levels was **7.66%**.

Graph 2 depicts the skill level gains in the subject area of reading. The results are as follows:

- The greatest skill level gain (52.57%), for those learners who advanced **one or more skill levels**, was at skill level “3” which is the educational functioning level titled “ABE Intermediate Low”;
- The second greatest skill level gain (32.84%), for those learners who advanced **one or more skill levels**, was at skill level “2” which is the educational functioning level titled “ABE Beginning Basic”;
- The greatest skill level gain (16.73%), for those learners who advanced **two or more skill levels**, was at skill level “2” which is the educational functioning level titled “ABE Beginning Basic”;

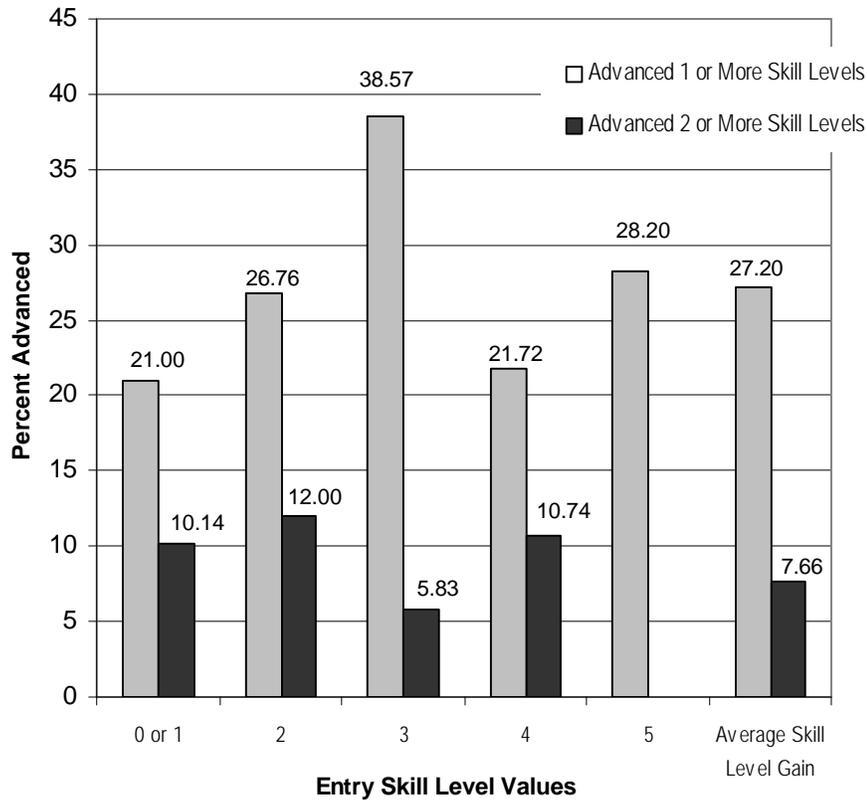
- The second greatest skill level gain (10.50%), for those learners who advanced **two or more skill levels**, was at skill level “4” which is the educational functioning level titled “ABE Intermediate High”;
- The average skill level gain across all skill level values for those learners who advanced **one or more skill levels** was **28.73%**.
- The average skill level gain across all skill levels for those learners who advanced **two or more skill levels** was **6.31%**.

The following observations were extrapolated from the data presented in Graphs 1 and 2:

- There were substantial skill level gains made at **all skill levels** in the areas of reading and mathematics;
- The **greatest percentage increase** in skill level gains were observed at the ABE Intermediate Low educational functioning level (i.e. skill level value “3” for both mathematics and reading);
- The **average percent skill level gain** across all skill levels for those learners who advanced **one or more skill levels** was virtually the same for mathematics (27.20%) and reading (28.73%).
- There was a difference of 1.35 percentage points for the average percent skill level gain for those learners **who advanced two or more skill levels**. The greatest average skill level gain was mathematics (7.66%) as compared to reading (6.31%).

## GRAPH 1

# Iowa's Adult Literacy Program Percentage Skill Level Gains for Mathematics

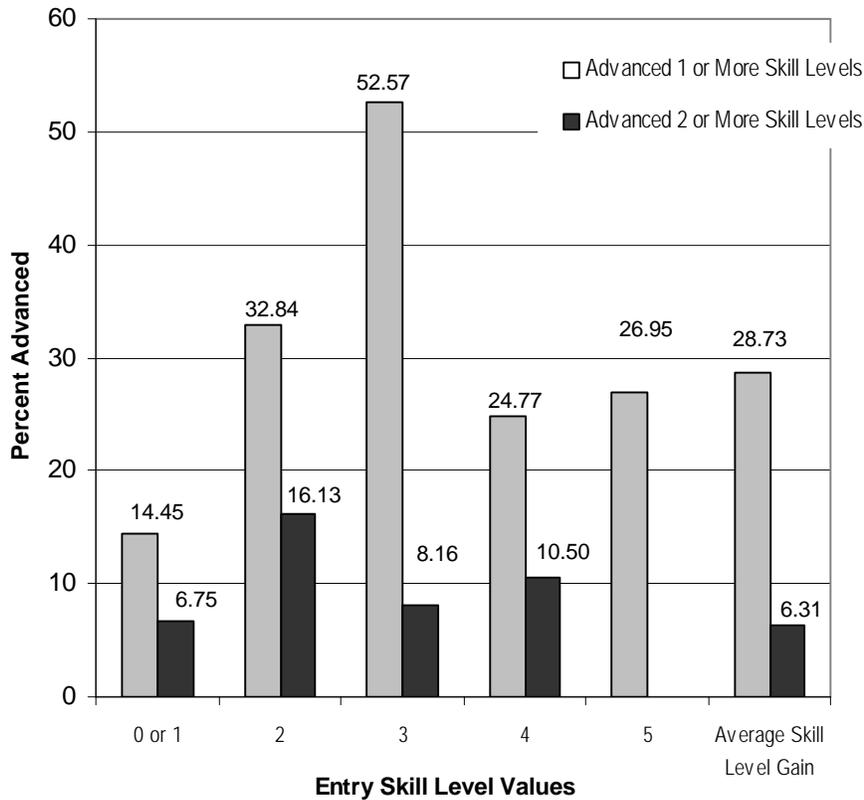


CASAS Entry Levels	CASAS Standard Score Ranges	Educational Functioning Levels	Skill Level Value	Number At Entry Skill Level	Number Advanced 1 or More Skill Levels	Number Advanced 2 or More Skill Levels
A	Under 200	ABE Beginning Literacy	0 or 1	562	118	57
B	201-210	ABE Beginning Basic	2	725	194	87
B	211-220	ABE Intermediate Low	3	1,955	754	114
C	221-235	ABE Intermediate High	4	3,660	795	393
D	236-245	ASE Low	5	1,592	449	n/a
<b>TOTAL</b>				<b>8,494</b>	<b>2,310</b>	<b>651</b>

**Source:** State Aggregated Report for Program Year 2003

## GRAPH 2

# Iowa's Adult Literacy Program Percentage Skill Level Gains for Reading



CASAS Entry Levels	CASAS Standard Score Ranges	Educational Functioning Levels	Skill Level Value	Number At Entry Skill Level	Number Advanced 1 or More Skill Levels	Number Advanced 2 or More Skill Levels
A	Under 200	ABE Beginning Literacy	0 or 1	533	77	36
B	201-210	ABE Beginning Basic	2	341	112	55
B	211-220	ABE Intermediate Low	3	993	522	81
C	221-235	ABE Intermediate High	4	3,104	769	326
D	236-245	ASE Low	5	2,920	787	n/a
<b>TOTAL</b>				<b>7,891</b>	<b>2,267</b>	<b>498</b>

**Source:** State Aggregated Report for Program Year 2003

## BENCHMARK ANALYSIS

The purpose of this section of the report is to present an analysis of benchmark attainment for Program Year 2003. This section documents the overall benchmark performance for each local program and for each benchmark. The analysis results are displayed in Tables 5-11

- **Tables 5-7:** Tables 5-7 provide a matrix of each community college district's benchmark performance by instructional program and associated educational functioning levels for the Federally mandated benchmarks and the state mandated benchmark.
- **Table 5:** Table 5 provides a matrix of each community college district's benchmark performance for the **Adult Basic Education and Adult Secondary Education** instructional programs and the five (5) associated educational functioning levels. Table 5 displays which community colleges: (1) met the state benchmark level, (2) did not meet the state benchmark level, and (3) no data reported for each educational functioning level.
- **Table 6:** Table 6 provides a matrix of each community college district's benchmark performance for the **English-as-a-Second Language** instructional program and the six (6) associated educational functioning levels. Table 6 displays which community colleges: (1) met the state benchmark level, (2) did not meet the state benchmark level, and (3) no data reported for each educational functioning level.
- **Table 7:** Table 7 provides a matrix of each community college district's benchmark performance for the **four (4) core follow-up measures and Iowa's basic skills certification program**. Table 7 displays which community colleges: (1) met the state benchmark level, (2) did not meet the state benchmark level, and (3) no data reported for each outcome measure.
- **Tables 8-9:** Tables 8-9 provide a **numerical and percentage analysis** of the matrices presented in Tables 5-7.
- **Table 8:** Table 8 provides a **numerical analysis** of the number of benchmarks for each community college district which was: (1) above the state negotiated benchmark level, (2) below the state negotiated benchmark level, and (3) no data reported.
- **Table 9:** Table 9 provides a **percentage analysis** of the percent of benchmarks for each community college district which was: (1) above the state negotiated benchmark level, (2) below the state negotiated benchmark level, and (3) no data reported.
- **Table 10:** Table 10 provides a **numerical analysis** of the number of community college districts for each benchmark which was: (1) above the state negotiated benchmark level, (2) below the state negotiated benchmark level, and (3) no data reported.
- **Table 11:** Table 11 provides a **percentage analysis** of the percent of community college districts for each benchmark which was; (1) above the state negotiated benchmark level, (2) below the state negotiated benchmark level, and (3) no data reported.

**TABLE 5**

**\* NRS PROGRAM BENCHMARK ANALYSIS MATRIX OF  
IOWA'S COMMUNITY COLLEGES BENCHMARK PERFORMANCE FOR THE  
ADULT BASIC EDUCATION/ADULT SECONDARY EDUCATION INSTRUCTIONAL PROGRAMS**

COMMUNITY COLLEGE DISTRICT	ADULT BASIC EDUCATION (ABE) EDUCATIONAL FUNCTIONING LEVELS				ADULT SECONDARY EDUCATION ASE Low
	ABE Beginning Literacy	ABE Beginning Basic	ABE Intermediate Low	ABE Intermediate High	
Northeast Iowa Comm. College	Y	N	Y	Y	Y
North Iowa Area Comm. College	Y	N	Y	Y	Y
Iowa Lakes Community College	Y	Y	Y	Y	Y
Northwest Iowa Comm. College	Y	N	Y	Y	Y
Iowa Central Comm. College	N	Y	Y	N	Y
Iowa Valley Community College Dist.	N	Y	Y	Y	Y
Hawkeye Comm. College	N	Y	Y	N	N
Eastern Iowa Community College Dist.	Y	Y	Y	Y	Y
Kirkwood Community College	N	Y	Y	Y	Y
Des Moines Area Community College	Y	N	Y	Y	Y
Western Iowa Tech Comm. College	Y	Y	Y	Y	Y
Iowa Western Comm. College	Y	Y	Y	N	Y
Southwestern Comm. College	Y	Y	Y	Y	Y
Indian Hills Comm. College	N	Y	Y	Y	Y
Southeastern Comm. College	Y	Y	Y	Y	Y

Y = Met state benchmark level

N = Did not meet state benchmark level

ND = No data reported

\* The benchmark analysis was performed utilizing the data displayed in NRS Table 4B, Column H, as opposed to the data displayed in NRS Table 4, Column H. The data presented in NRS Table 4B is based on the number of adult enrollees who received pre-post assessments. The data presented in NRS Table 4 is based on the total number of adult enrollees.

**Source:** State Aggregated NRS Report: Program Year 2003

TABLE 6

**\*NRS BENCHMARK ANALYSIS MATRIX OF IOWA'S COMMUNITY COLLEGES BENCHMARK PERFORMANCE FOR THE ENGLISH-AS-A-SECOND LANGUAGE INSTRUCTIONAL PROGRAM**

COMMUNITY COLLEGE DISTRICT	ENGLISH-AS-A-SECOND LANGUAGE (ESL) EDUCATIONAL FUNCTIONING LEVELS					
	ESL BEGINNING LITERACY	ESL BEGINNING	ESL INTERMEDIATE LOW	ESL INTERMEDIATE HIGH	ESL ADVANCED LOW	ESL ADVANCED HIGH
Northeast Iowa Comm. College	Y	Y	Y	Y	Y	Y
North Iowa Area Comm. College	Y	Y	Y	Y	Y	ND
Iowa Lakes Community College	Y	Y	Y	Y	Y	ND
Northwest Iowa Comm. College	Y	Y	Y	Y	Y	ND
Iowa Central Comm. College	Y	N	Y	Y	N	N
Iowa Valley Community College Dist.	Y	Y	Y	Y	N	Y
Hawkeye Comm. College	Y	Y	Y	Y	N	N
Eastern Iowa Community College Dist.	Y	Y	Y	Y	Y	Y
Kirkwood Community College	N	Y	Y	N	N	ND
Des Moines Area Community College	Y	Y	Y	Y	N	N
Western Iowa Tech Comm. College	Y	Y	Y	Y	N	ND
Iowa Western Comm. College	Y	Y	Y	Y	Y	Y
Southwestern Comm. College	Y	Y	Y	Y	Y	Y
Indian Hills Comm. College	Y	Y	Y	Y	Y	Y
Southeastern Comm. College	Y	Y	Y	Y	Y	ND

Y = Met state benchmark level

N = Did not meet state benchmark level

ND = No data reported

\* The benchmark analysis was performed utilizing the data displayed in NRS Table 4B, Column H, as opposed to the data displayed in NRS Table 4, Column H. The data presented in NRS Table 4B is based on the number of adult enrollees who received pre-post assessments. The data presented in NRS Table 4 is based on the total number of adult enrollees.

**Source:** State Aggregated NRS Report: Program Year 2003

**TABLE 7**

**NRS BENCHMARK ANALYSIS MATRIX OF IOWA'S COMMUNITY COLLEGES BENCHMARK PERFORMANCE FOR THE FOLLOW-UP MEASURES AND IOWA BASIC LITERACY SKILLS CERTIFICATE PROGRAM**

COMMUNITY COLLEGE DISTRICT	FOLLOW-UP MEASURES				IOWA BASIC LITERACY SKILLS CERTIFICATES
	Entered Employment	Retained Employment	Obtained a GED or Secondary School Diploma	Entered Postsecondary Educ. Or Training	
Northeast Iowa Comm. College	Y	Y	Y	Y	Y
North Iowa Area Comm. College	Y	Y	Y	Y	Y
Iowa Lakes Community College	Y	Y	Y	Y	Y
Northwest Iowa Comm. College	Y	Y	Y	Y	Y
Iowa Central Comm. College	Y	Y	Y	Y	Y
Iowa Valley Community College Dist.	Y	Y	Y	Y	Y
Hawkeye Comm. College	Y	Y	Y	Y	Y
Eastern Iowa Community College Dist.	Y	Y	Y	Y	Y
Kirkwood Community College	Y	Y	Y	Y	Y
Des Moines Area Community College	Y	Y	Y	Y	Y
Western Iowa Tech Comm. College	Y	Y	Y	Y	Y
Iowa Western Comm. College	Y	Y	Y	Y	Y
Southwestern Comm. College	Y	Y	Y	Y	Y
Indian Hills Comm. College	Y	Y	Y	Y	Y
Southeastern Comm. College	Y	Y	Y	Y	Y

Y = Met state benchmark level  
 N = Did not meet state benchmark level  
 ND = No data reported

**Source:** Iowa's Adult Basic Education Annual Benchmark Report: Program Year 2003; Tables 16-19.  
 Iowa's Community College Basic Literacy Skills Credential Program Annual Report: Program Year 2003; Tables 1-2.

**TABLE 8**

**NRS BENCHMARK PERFORMANCE REPORTED BY THE  
NUMBER ABOVE BENCHMARK LEVEL, NUMBER BELOW BENCHMARK LEVEL  
AND NUMBER NO DATA REPORTED REFERENCED BY IOWA COMMUNITY COLLEGE DISTRICT**

<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D (Col. B + Col. C)</b>	<b>Column E</b>	<b>Column F (Col. D + Col. E)</b>
<b>COMMUNITY COLLEGE DISTRICT</b>	<b># ABOVE BENCHMARK LEVEL</b>	<b># BELOW BENCHMARK LEVEL</b>	<b># OF BENCHMARKS REPORTED</b>	<b># OF BENCHMARKS NO DATA REPORTED</b>	<b>TOTAL # OF BENCHMARKS</b>
Northeast Iowa Comm. College	15	1	16	0	16
North Iowa Area Comm. College	14	1	15	1	16
Iowa Lakes Community College	15	0	15	1	16
Northwest Iowa Comm. College	14	1	15	1	16
Iowa Central Comm. College	11	5	16	0	16
Iowa Valley Community College Dist.	14	2	16	0	16
Hawkeye Comm. College	11	5	16	0	16
Eastern Iowa Community College Dist.	16	0	16	0	16
Kirkwood Community College	11	4	15	1	16
Des Moines Area Community College	13	3	16	0	16
Western Iowa Tech Comm. College	14	1	15	1	16
Iowa Western Comm. College	15	1	16	0	16
Southwestern Comm. College	16	0	16	0	16
Indian Hills Comm. College	15	1	16	0	16
Southeastern Comm. College	15	0	15	1	16

**Source:** Iowa's Adult Basic Education Annual Benchmark Report: Program Year 2003; Tables 5-19.  
Iowa's Community College Basic Literacy Skills Credential Program Annual Report: Program Year 2003; Tables 1-2.

**TABLE 9**

**NRS BENCHMARK PERFORMANCE REPORTED BY THE  
PERCENT ABOVE BENCHMARK LEVEL, PERCENT BELOW BENCHMARK LEVEL  
AND PERCENT NO DATA REPORTED REFERENCED BY IOWA COMMUNITY COLLEGE DISTRICT**

<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D (Col. B + Col. C)</b>	<b>Column E</b>	<b>Column F (Col. D + Col. E)</b>
<b>COMMUNITY COLLEGE DISTRICT</b>	<b>% ABOVE BENCHMARK LEVEL</b>	<b>% BELOW BENCHMARK LEVEL</b>	<b>% OF BENCHMARKS REPORTED</b>	<b>% OF BENCHMARKS NO DATA REPORTED</b>	<b>% TOTAL OF BENCHMARKS</b>
Northeast Iowa Comm. College	93.75%	6.25%	<b>100.00%</b>	0.00%	<b>100.00%</b>
North Iowa Area Comm. College	87.50%	6.25%	<b>93.75%</b>	6.25%	<b>100.00%</b>
Iowa Lakes Community College	93.75%	0.00%	<b>93.75%</b>	6.25%	<b>100.00%</b>
Northwest Iowa Comm. College	87.50%	6.25%	<b>93.75%</b>	6.25%	<b>100.00%</b>
Iowa Central Comm. College	68.75%	31.25%	<b>100.00%</b>	0.00%	<b>100.00%</b>
Iowa Valley Community College Dist.	87.50%	12.50%	<b>100.00%</b>	0.00%	<b>100.00%</b>
Hawkeye Comm. College	68.75%	31.25%	<b>100.00%</b>	0.00%	<b>100.00%</b>
Eastern Iowa Community College Dist.	100.00%	0.00%	<b>100.00%</b>	0.00%	<b>100.00%</b>
Kirkwood Community College	68.75%	31.25%	<b>93.75%</b>	6.25%	<b>100.00%</b>
Des Moines Area Community College	81.25%	18.75%	<b>100.00%</b>	0.00%	<b>100.00%</b>
Western Iowa Tech Comm. College	87.50%	6.25%	<b>93.75%</b>	6.25%	<b>100.00%</b>
Iowa Western Comm. College	93.75%	6.25%	<b>100.00%</b>	0.00%	<b>100.00%</b>
Southwestern Comm. College	100.00%	0.00%	<b>100.00%</b>	0.00%	<b>100.00%</b>
Indian Hills Comm. College	93.75%	6.25%	<b>100.00%</b>	0.00%	<b>100.00%</b>
Southeastern Comm. College	93.75%	0.00%	<b>93.75%</b>	6.25%	<b>100.00%</b>

**Source:** Iowa's Adult Basic Education Annual Benchmark Report: Program Year 2003; Tables 5-19.  
Iowa's Community College Basic Literacy Skills Credential Program Annual Report: Program Year 2003; Tables 1-2.

**TABLE 10**

**NRS BENCHMARK PERFORMANCE REPORTED BY THE  
NUMBER ABOVE BENCHMARK LEVEL, NUMBER BELOW BENCHMARK LEVEL AND NUMBER NO DATA  
REPORTED REFERENCED BY INSTRUCTIONAL PROGRAM AND EDUCATIONAL FUNCTIONING LEVEL**

<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D (Col. B + Col. C)</b>	<b>Column E</b>	<b>Column F (Col. D + Col. E)</b>	<b>Column G (Col. E + Col F)</b>
<b>INSTRUCTIONAL PROGRAM</b>	<b>EDUCATIONAL FUNCTIONING LEVEL</b>	<b># OF COMMUNITY COLLEGES ABOVE BENCHMARK LEVEL</b>	<b># OF COMMUNITY COLLEGES BELOW BENCHMARK LEVEL</b>	<b># OF COMMUNITY COLLEGES REPORTING</b>	<b># OF COMMUNITY COLLEGES NO DATA REPORTED</b>	<b>TOTAL # OF COMMUNITY COLLEGES</b>
<b>ADULT BASIC EDUCATION (ABE)</b>	ABE Beginning Literacy	10	5	15	0	15
	ABE Beginning Basic	11	4	15	0	15
	ABE Intermediate Low	15	0	15	0	15
	ABE Intermediate High	12	3	15	0	15
<b>ADULT SECONDARY EDUCATION</b>	ASE Low	14	1	15	0	15
<b>ENGLISH AS-A SECOND LANGUAGE (ESL)</b>	ESL Beginning Literacy	14	1	15	0	15
	ESL Beginning	14	1	15	0	15
	ESL Intermediate Low	15	0	15	0	15
	ESL Intermediate High	14	1	15	0	15
	ESL Advanced Low	9	6	15	0	15
	ESL Advanced High	6	3	9	6	15
<b>FOLLOW-UP MEASURES</b>	Entered Employment	15	0	15	0	15
	Retained Employment	15	0	15	0	15
	Obtained a GED or Secondary School Diploma	15	0	15	0	15
	Entered Postsecondary Education Or Training	15	0	15	0	15
<b>IOWA BASIC LITERACY SKILLS CERTIFICATES</b>		15	0	15	0	15

**Source:** Iowa's Adult Basic Education Annual Benchmark Report: Program Year 2003; Tables 5-19.  
Iowa's Community College Basic Literacy Skills Credential Program Annual Report: Program Year 2003; Tables 1-2.

**TABLE 11**

**NRS BENCHMARK PERFORMANCE REPORTED BY THE  
PERCENT ABOVE BENCHMARK LEVEL, PERCENT BELOW BENCHMARK LEVEL AND PERCENT NO DATA  
REPORTED REFERENCED BY INSTRUCTIONAL PROGRAM AND EDUCATIONAL FUNCTIONING LEVEL**

<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D (Col. B + Col. C)</b>	<b>Column E</b>	<b>Column F (Col. D + Col. E)</b>	<b>Column G (Col. E + Col F)</b>
<b>INSTRUCTIONAL PROGRAM</b>	<b>EDUCATIONAL FUNCTIONING LEVEL</b>	<b>% OF COMMUNITY COLLEGES ABOVE BENCHMARK LEVEL</b>	<b>% OF COMMUNITY COLLEGES BELOW BENCHMARK LEVEL</b>	<b>% OF COMMUNITY COLLEGES REPORTING</b>	<b>% OF COMMUNITY COLLEGES NO DATA REPORTED</b>	<b>TOTAL % OF COMMUNITY COLLEGES</b>
<b>ADULT BASIC EDUCATION (ABE)</b>	ABE Beginning Literacy	66.67%	33.33%	<b>100.00%</b>	0.00%	<b>100.00%</b>
	ABE Beginning Basic	73.33%	26.67%	<b>100.00%</b>	0.00%	<b>100.00%</b>
	ABE Intermediate Low	100.00%	0.00%	<b>100.00%</b>	0.00%	<b>100.00%</b>
	ABE Intermediate High	80.00%	20.00%	<b>100.00%</b>	0.00%	<b>100.00%</b>
<b>ADULT SECONDARY EDUCATION</b>	ASE Low	93.33%	6.67%	<b>100.00%</b>	0.00%	<b>100.00%</b>
<b>ENGLISH AS-A SECOND LANGUAGE (ESL)</b>	ESL Beginning Literacy	93.33%	6.67%	<b>100.00%</b>	0.00%	<b>100.00%</b>
	ESL Beginning	93.33%	6.67%	<b>100.00%</b>	0.00%	<b>100.00%</b>
	ESL Intermediate Low	100.00%	0.00%	<b>100.00%</b>	0.00%	<b>100.00%</b>
	ESL Intermediate High	93.33%	6.67%	<b>100.00%</b>	0.00%	<b>100.00%</b>
	ESL Advanced Low	60.00%	40.00%	<b>100.00%</b>	0.00%	<b>100.00%</b>
	ESL Advanced High	40.00%	20.00%	<b>60.00%</b>	40.00%	<b>100.00%</b>
<b>FOLLOW-UP MEASURES</b>	Entered Employment	100.00%	0.00%	<b>100.00%</b>	0.00%	<b>100.00%</b>
	Retained Employment	100.00%	0.00%	<b>100.00%</b>	0.00%	<b>100.00%</b>
	Obtained a GED or Secondary School Diploma	100.00%	0.00%	<b>100.00%</b>	0.00%	<b>100.00%</b>
	Entered Postsecondary Education Or Training	100.00%	0.00%	<b>100.00%</b>	0.00%	<b>100.00%</b>
<b>IOWA BASIC LITERACY SKILLS CERTIFICATES</b>		100.00%	0.00%	<b>100.00%</b>	0.00%	<b>100.00%</b>

**Source:** Iowa's Adult Basic Education Annual Benchmark Report: Program Year 2003; Tables 5-19.  
Iowa's Community College Basic Literacy Skills Credential Program Annual Report: Program Year 2003; Tables 1-2.

## SUMMARY AND OBSERVATIONS

The purpose of this section is to summarize the benchmark results for Program Year 2003 and to provide observations which can serve as the basis for program improvement. The following observations provide a summary of benchmark attainment:

- **Pre/Post Assessment Results** – An analysis of pre/post assessment results indicates that **74.24%** of the total enrollees who were pre-assessed were also post-assessed. This percentage represents a diligent effort to obtain post assessment results. **The goal for Program Year 2003 was to achieve a 60-65% pre/post assessment result for all program enrollees.**
- **Educational Gains Core Indicator** – An analysis of benchmark attainment for pre/post-assessment indicates that **8 of the 11 (72.7%) educational functioning level benchmarks met or exceeded the negotiated benchmark levels and 3 of the 11 (27.2%) benchmarks fell short of the negotiated benchmark levels.** The three educational functioning levels which did not meet the negotiated benchmarks were: (1) ABE Beginning Literacy, (2) Low Advanced ESL, and (3) High Advanced ESL.
- **Iowa's Basic Literacy Skills Certification Program Core Indicator** – An analysis of benchmark attainment indicates that there was a **14% increase** in the number of basic skills certificates issued during Program Year 2003 as compared to Program Year 2002. This increase is significant since all fifteen community colleges participated in the program beginning in Program Year 2001.
- **Follow-up Core Measures** – Iowa **exceeded the negotiated benchmark levels** for the four follow-up core indicators (100% attainment).
- **Benchmark Attainment Performance** – Iowa's statewide adult literacy program met or exceeded **11 out of 16 (69%)** benchmarks according to the Federal calculation criteria (e.g. calculating against the "Total Enrollment" category). Conversely, Iowa's statewide adult literacy program met or exceeded **13 out of 16 (81%)** benchmarks if the "Pre/Post Assessment" category is utilized for benchmark calculations.
- **Overall Benchmark Attainment-During Program Year 2003** – Iowa's statewide adult literacy program met or exceeded **13 of the 16 (81%) benchmark levels.**
- **Skill Level Gains:** Skill level gains were achieved at all educational functioning levels. The highest percentage skill level gains were observed at the intermediate educational functioning levels in Reading and Mathematics.

Program Year 2003 was the third 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 areas of focus for benchmark improvement during Program Year 2004 are: (1) low level literacy educational functioning levels, and (2) ESL educational functioning levels. The areas in which the benchmarks were successfully attained by the majority of the local program providers were: (1) intermediate ABE, advanced ABE and ASE educational functioning levels, (2) entered employment, (3) retained employment, (4) GED diploma attainment, and (5) entered post-secondary education and training.

In summary, it is observed that there was definite improvement between Program Year 2002 and Program Year 2003 regarding the percentage of adult learners who were pre-post assessed and the percentage of benchmarks which were successfully achieved. This improvement pattern clearly demonstrates the principles of Iowa's benchmark improvement model. **The major focus area for benchmark attainment improvement during Program Year 2004 will be the English-as-a-Second Language instructional program.** This report provides base line benchmark data against which succeeding program year's benchmark data can be evaluated. The benchmark data can serve as the basis for local and state program improvement for Program Year 2004. **The overall goal for benchmark improvement for Program Year 2004 is to increase benchmark attainment from 81% to 95%.**