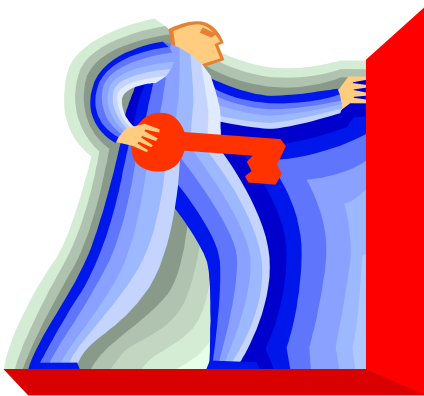


**IOWA'S COMMUNITY COLLEGE BASIC LITERACY  
SKILLS CREDENTIAL PROGRAM**



# **ANNUAL REPORT**



Iowa Department  
of Education

**Program Year 2004**  
July 1, 2003 – June 30, 2004

**State of Iowa**  
**Department of Education**  
Grimes State Office Building  
Des Moines, Iowa  
50319-0146

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**IOWA'S  
COMMUNITY COLLEGE  
BASIC LITERACY SKILLS  
CREDENTIAL PROGRAM**

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Division of Community Colleges and Workforce Preparation**

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

## Introduction and Overview

The purpose of this report is to document the results of Iowa's community college based basic literacy skills credential program for Program Year 2004 (July 1, 2003-June 30, 2004). The credentialing program is administered through Iowa's community colleges and consists of four (4) components: (1) basic literacy skills certification, (2) Iowa High School Equivalency Diploma, (3) community college based adult high school diploma, and (4) traditional high school diploma. A brief description of each component is presented in the following sections.

## Basic Skills Certification Program

The major purpose of Iowa's Basic Skills Certification program is to award certificates for successful attainment of basic literacy skills competencies below the General Educational Development (GED) level. The program issues a total of fifteen (15) basic literacy certificates in the areas of reading, mathematics, writing and listening at four (4) certification levels based on the Comprehensive Adult Student Assessment System (CASAS). Iowa's Basic Literacy Skills Certification program was initiated in Program Year 1998 with the reading and mathematics components. The writing component was initiated during Program Year 2002. The listening component was initiated during Program Year 2004. The listening component provides an opportunity for English Literacy adult learners to qualify for a basic skills certificate. The certification program is authorized under *281 Iowa Administrative Code section 21.2(10)(e)* and *20 U.S.C. section 9212(b)(2)(B) [Section 212(b)(2)(B) of the Adult Education and Family Literacy Act]*. Exhibit 1 delineates the descriptors for each subject area and CASAS level.

## Iowa High School Equivalency Diploma

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

## Adult High School Diploma Program

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

## Traditional High School Diploma

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

## EXHIBIT 1

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

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

## EXHIBIT 1 (Continued)

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

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





## CREDENTIAL PROGRAM RESULTS AND STATISTICAL HIGHLIGHTS

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

- The total number of certificates issued for Program Year 2004 **increased 34%** over Program Year 2003 (5,037 issued in PY 2003 as compared to 6,737 issued in PY 2004). One of the major reasons for this increase was due to the number of writing skill certificates awarded during Program Year 2004.
- The number of writing skill certificates issued **increased 200.01%** over Program Year 2003 (98 issued in PY 2003 as compared to 295 issued in PY 2004). The writing skill certificate component was incorporated into the basic skills certification program during Program Year 2002.
- The number of reading skill certificates issued **increased 21.14%** over Program Year 2003 (3,084 issued in PY 2003 as compared to 3,736 issued in PY 2004).
- The number of mathematics skill certificates issued **increased 37%** over Program Year 2003 (1,855 issued in PY 2003 as compared to 2,543 issued in PY 2004);
- A total of **163 listening skill certificates** were issued during Program Year 2004. The listening skill certificate component was incorporated into the basic skills certification program during the Spring of Program Year 2004.
- The total percent of certificates issued by modality was: (1) **reading 56%**, (2) **mathematics 38%**, (3) **writing 4%**, and (4) **listening 2%**.
- The greatest percentage (67%) of reading certificates was issued at **CASAS Levels C and D**.
- The greatest percentage (75%) of mathematics certificates was issued at **CASAS Levels C and D**.
- The greatest percentage (66%) of writing certificates was issued at **CASAS Levels B and C**.
- The greatest percentage (83%) of listening certificates was issued at **CASAS Levels B and C**.
- The highest number of certificates was issued at **CASAS Level D (41%)** followed by **CASAS Level C (27%)**.

This section of the report is designed to enumerate the credentialing program results for Program Year 2004. The results are displayed in the following tables and graphs:

- **Table 1:** Table 1 provides an overview of the total number of credentials issued for the four (4) components of the credential program;
- **Table 2:** Table 2 provides a breakout of the number of basic literacy skills certificates issued by subject area and CASAS level;
- **Table 3:** Table 3 provides a comparison of the decrease/increase in the number of basic skills certificates issued from Program Year 2003 to Program Year 2004 with a comparison to the state benchmark;

- **Graph 1:** Graph 1 is a pie chart depicting the percentage and number relationship among the four (4) components of the basic skills credential program;
- **Graph 2:** Graph 2 is a pie chart depicting the percentage and number relationship among the four subject areas for Iowa's Basic Skills Certification program;
- **Graph 3:** Graph 3 is a bar chart which provides a breakout of the number and percentage of basic skills certificates issued by CASAS certification level and subject area;
- **Graph 4:** Graph 4 is a bar chart depicting the number and percentage of reading certificates issued by CASAS certification level;
- **Graph 5:** Graph 5 is a bar chart depicting the number and percentage of mathematics certificates issued by CASAS certification level;
- **Graph 6:** Graph 6 is a bar chart depicting the number and percentage of writing certificates issued by CASAS certification level;
- **Graph 7:** Graph 7 is a bar chart depicting the number and percentage of listening certificates issued by CASAS certification level.
- **Graph 8:** Graph 8 is a bar chart which provides a breakout of the number and percentage of basic skills certificates issued by CASAS certification level;
- **Graph 9:** Graph 9 is a bar chart illustrating the total number of basic skills certificates issued for Program Years 1998-2004.

Each one of the tables and graphs is accompanied with an interpretative statement.

**TABLE 1**

**Number of Basic Literacy Skills Certificates, GED Diplomas,  
Adult High School Diplomas and Secondary School Diplomas Issued  
Through Iowa's Community Colleges for Program Year 2004  
(July 1, 2003 – June 30, 2004)**

<b>A Community College</b>	<b>B *Basic Literacy Skills Certificates</b>	<b>C **High School Equivalency Diplomas</b>	<b>D ***CC Adult High School Diplomas</b>	<b>E ****Secondary School Diplomas</b>	<b>F Total</b>
Northeast IA Comm. College	195	96	0	76	<b>367</b>
North IA Area Comm. College	254	113	0	48	<b>415</b>
Iowa Lakes Comm. College	204	72	18	50	<b>344</b>
Northwest IA Comm. College	130	32	25	2	<b>189</b>
Iowa Central Comm. College	1,160	274	2	1,388	<b>2,824</b>
Iowa Valley Comm. College Dist.	406	189	6	54	<b>655</b>
Hawkeye Comm. College	170	186	18	0	<b>374</b>
Eastern IA Comm. College Dist	714	522	0	0	<b>1,236</b>
Kirkwood Comm. College	780	385	167	271	<b>1,603</b>
Des Moines Area Comm. College	569	1,058	111	304	<b>2,042</b>
Western IA Tech Comm. College	427	254	7	0	<b>688</b>
Iowa Western Comm. College	276	225	0	40	<b>541</b>
Southwestern Comm. College	138	40	0	0	<b>178</b>
Indian Hills Comm. College	640	245	0	0	<b>885</b>
Southeastern Comm. College	674	256	0	187	<b>1,117</b>
<b>TOTAL</b>	<b>6,737</b>	<b>3,947</b>	<b>354</b>	<b>2,420</b>	<b>13,458</b>

**Sources:** Iowa Department of Education Program Year 2004 Basic Literacy Skills Certification and High School Diploma Report, and GEDScoring.COM Iowa GED Diploma database.

\* Column B represents the number of basic literacy skills certificates issued in the subject areas of Reading, Mathematics, Writing and Listening for CASAS Levels A-D.

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

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

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

**Interpretation:** The data indicates that 6,737 (50%) basic skills certificates, 3,947 (29%) Iowa High School Equivalency Diplomas, 354 (3%) adult high school diplomas and 2,420 (18%) traditional secondary school diplomas for a total of 13,458 credentials were issued in conjunction with Iowa's community college based basic literacy skills credential program. The basic skills certificates were issued through the statewide community college based adult literacy program. The Iowa High School Equivalency Diplomas were issued by the Iowa Department of Education's Community College based GED Testing Program. The adult high school diplomas were issued through the community college based adult high school diploma program. The traditional secondary school diplomas were issued by the local school districts as a result of a cooperative agreement between the local school districts and the community colleges.

## TABLE 2

### Number of Basic Literacy Skills Certificates Issued by Iowa's Community Colleges by Subject Area and CASAS Certification Level for Program Year 2004 (July 1, 2003 – June 30, 2004)

A Community College	B Reading CASAS LEVEL				C Sub total	D Mathematics CASAS LEVEL				E Sub total	F *Writing CASAS LEVEL				G Sub total	H **Listening CASAS LEVEL			I Sub total	K Total (Col C + Col E + Col G + Col I)
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C		
Northeast IA Comm. College	17	17	34	45	113	1	13	31	8	53	1	6	18	4	29	0	0	0	0	195
North IA Area Comm. College	17	13	23	20	73	14	47	78	42	181	0	0	0	0	0	0	0	0	0	254
IA Lakes Comm. College	4	11	16	90	121	3	2	12	60	77	1	2	3	0	6	0	0	0	0	204
Northwest IA Comm. College	45	31	14	9	99	2	3	4	3	12	11	3	5	0	19	0	0	0	0	130
IA Central Comm. College	66	77	89	419	651	4	30	74	358	466	1	13	15	6	35	7	0	1	8	1160
IA Valley Comm. College Dist.	67	69	56	86	278	1	19	48	53	121	2	3	1	1	7	0	0	0	0	406
Hawkeye Comm. College	2	13	45	31	91	9	40	10	4	63	4	6	5	1	16	0	0	0	0	170
Eastern IA Comm. Coll. Dist	52	60	184	111	407	23	55	77	33	188	0	0	2	2	4	2	64	49	115	714
Kirkwood Comm. College	21	64	75	215	375	14	79	68	221	382	0	7	7	9	23	0	0	0	0	780
Des Moines Area Comm. Coll.	81	174	129	59	443	6	39	36	16	97	5	13	11	0	29	0	0	0	0	569
Western IA Tech Comm. Coll.	48	57	36	90	231	2	10	28	110	150	7	15	2	1	25	13	8	0	21	427
Iowa Western Comm. College	11	23	41	55	130	5	28	42	35	110	7	5	4	2	18	5	6	7	18	276
Southwestern Comm. College	15	6	25	42	88	1	2	21	26	50	0	0	0	0	0	0	0	0	0	138
Indian Hills Comm. College	31	66	72	153	322	21	47	89	100	257	13	22	13	13	61	0	0	0	0	640
Southeastern Comm. College	24	33	107	150	314	27	99	130	80	336	0	5	9	9	23	1	0	0	1	674
<b>TOTAL</b>	501	714	946	1,575	3,736	133	513	748	1,149	2,543	52	100	95	48	295	28	78	57	163	6,737

**Source:** Program Year 2004 Basic Literacy Skills Certification and High School Diploma Report for Program Year 2004: Iowa Department of Education

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

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

**Interpretation:** The data indicates that 3,736 (56%) reading certificates, 2,543 (38%) mathematics certificates, 295 (4%) writing certificates and 163 (2%) listening certificates for a total of 6,737 certificates, which were issued during Program Year 2004. The greatest percentage (67%) of reading certificates was issued at CASAS C and D levels. The greatest percentage (75%) of mathematics certificates was issued at CASAS C and D levels. The greatest percentage (66%) of writing certificates was issued at CASAS B and C levels. The greatest percentage of listening certificates (83%) was issued at CASAS levels B and C.

**TABLE 3****Basic Skills Certificate Percentage Decrease/Increase  
from Program Year 2003 to Program Year 2004**

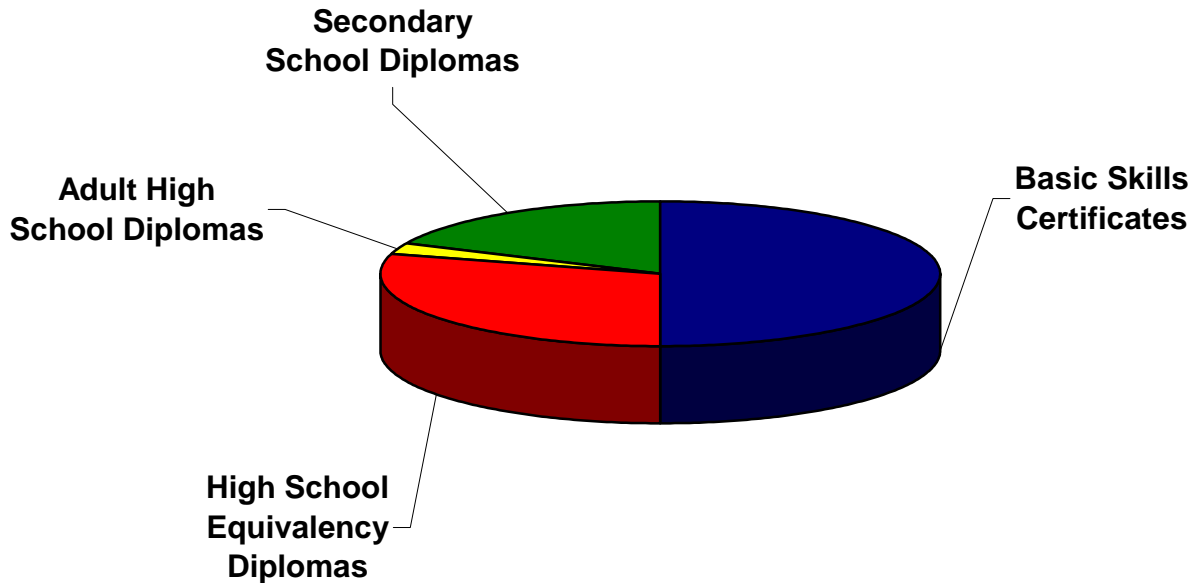
<b>Community College District Name</b>	<b>Certificates Issued PY 03</b>	<b>Certificates Issued PY 04</b>	<b>Percentage Decrease/ Increase</b>	<b>% Below or Above State Benchmark (14%)</b>
Northeast Iowa Comm. College	159	195	22.64%	8.64%
North Iowa Area Comm. College	167	254	52.10%	38.10%
Iowa Lakes Community College	111	204	83.78%	69.78%
Northwest Iowa Comm. College	58	130	124.14%	110.14%
Iowa Central Comm. College	643	1,160	80.40%	66.40%
Iowa Valley Community College Dist.	370	406	9.73%	-4.27%
Hawkeye Comm. College	124	170	37.10%	23.10%
Eastern Iowa Community College Dist.	703	714	1.56%	- 12.44%
Kirkwood Community College	543	780	43.65%	29.65%
Des Moines Area Community College	711	569	- 19.97%	- 33.97%
Western Iowa Tech Comm. College	192	427	122.40%	108.40%
Iowa Western Comm. College	206	276	33.98%	19.98%
Southwestern Comm. College	114	138	21.05%	7.05%
Indian Hills Comm. College	394	640	62.44%	48.44%
Southeastern Comm. College	542	674	24.35%	10.35%
<b>Total</b>	<b>5,037</b>	<b>6,737</b>	<b>33.75%</b>	<b>19.75%</b>

**Source:** Iowa's Community College Basic Literacy Skills Credential Program Years 2003-2004; Tables 1 and 2

**Interpretation:** The results indicate that 12 out of 15 community colleges (80%) met or exceeded the state benchmark. The state program exceeded the benchmark by 19.75%.

## GRAPH 1

### Number and Percent of Basic Skills Certificates, High School Equivalency Diplomas, Adult High School Diplomas and Secondary School Diplomas Issued for Program Year 2004



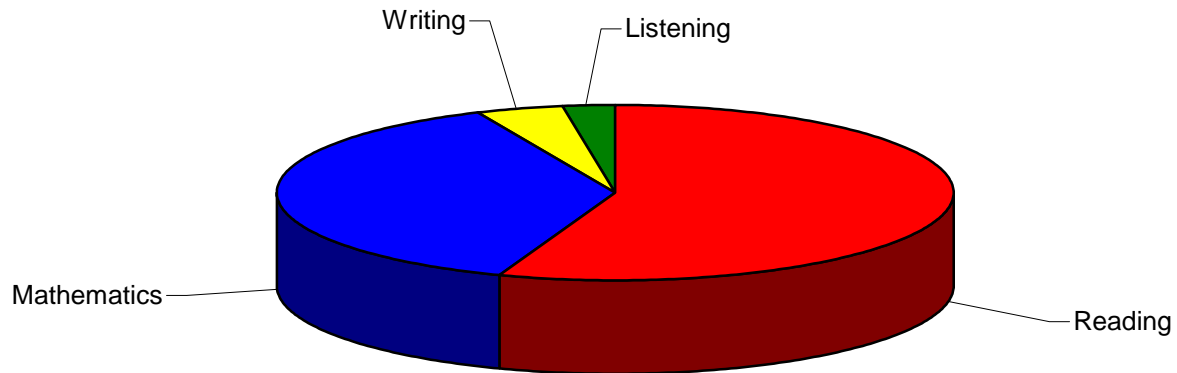
**Interpretation:** The highest percentage of credentials issued was in the Basic Skills Certificate component (50%) followed by the Iowa High School Equivalency Diploma component (29%).

CREDENTIAL COMPONENT	N	%
Basic Skills Certificates	6,737	50
High School Equivalency Diplomas	3,947	29
Adult High School Diplomas	354	3
Secondary School Diplomas	<u>2,420</u>	<u>18</u>
Total	13,458	100

**Source:** Iowa Department of Education Program Year 2004 Basic Literacy Skills Certification and High School Diploma Report; GED Scoring.COM Iowa GED Diploma data base.

## GRAPH 2

### Number and Percent of Basic Skills Certificates Issued by Subject Area for Program Year 2004



**Interpretation:** The highest percentage of basic skills certificates issued was in the reading subject area (56%) followed by the mathematics subject area (38%). Program Year 2002 was the first year that certificates were issued for the writing subject area. Program Year 2004 was the first year that certificates were issued for the listening subject area.

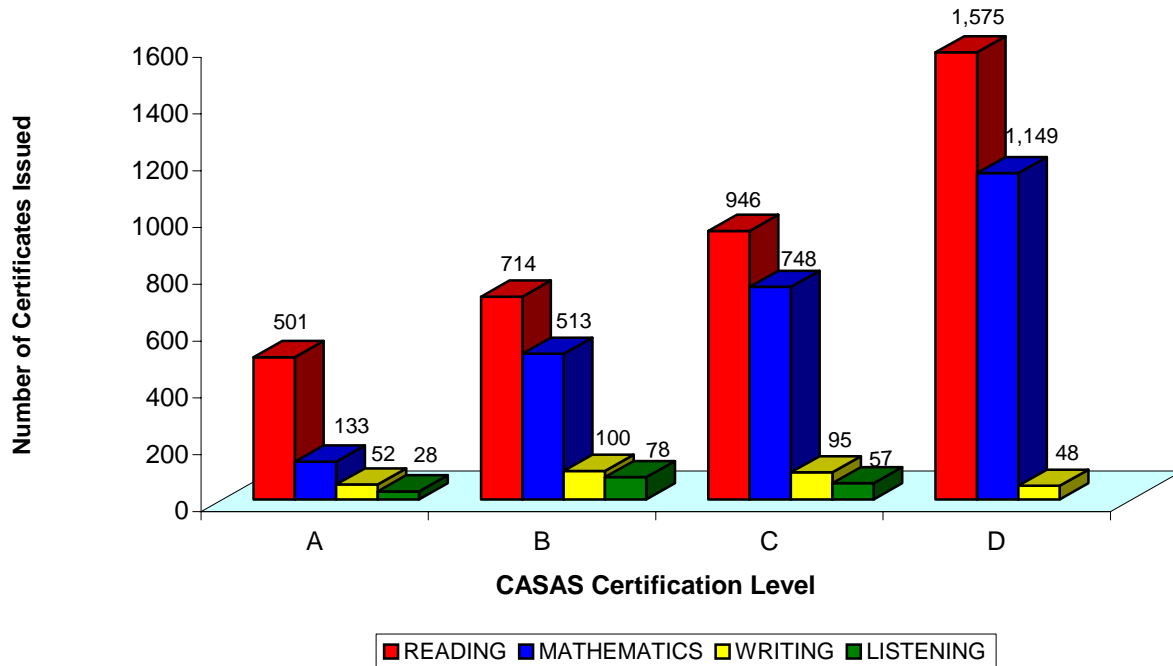
SUBJECT AREA	N	%
Reading	3,736	56
Mathematics	2,543	38
Writing	295	4
Listening	163	2
Total	6,737	100

**Source:** Program Year 2004 Iowa Basic Skills Certification Report: Iowa Department of Education.



### GRAPH 3

**Number and Percent of Basic Skills Certificates Issued by CASAS Certification Level and Subject Area for Program Year 2004**



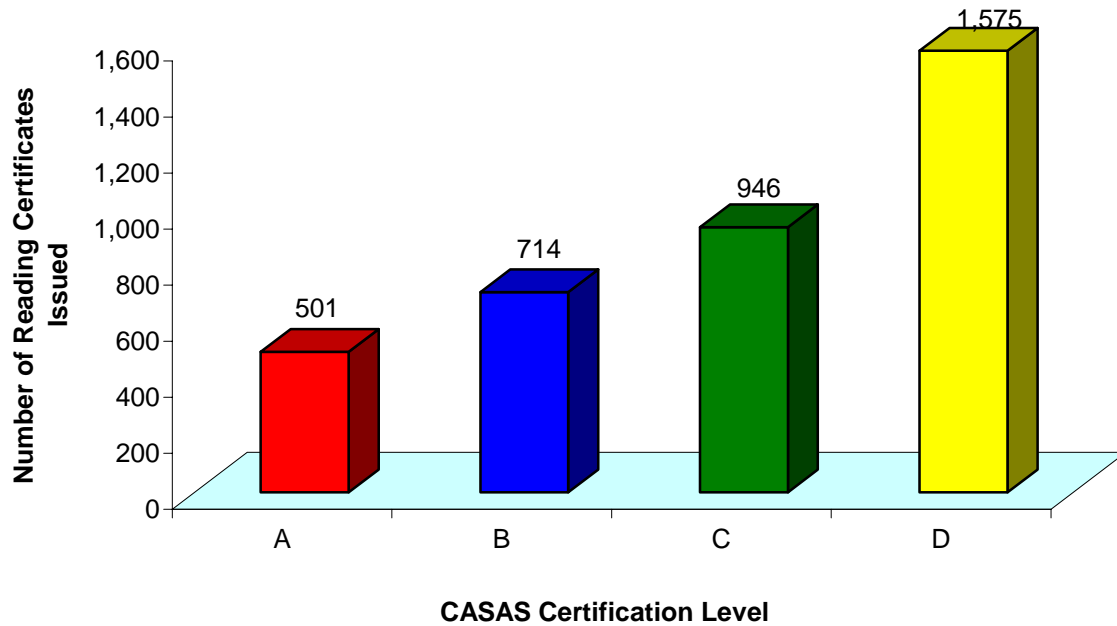
**Interpretation:** The highest number of certificates issued for the reading subject area was at CASAS Level D (1,575). The highest number of certificates issued for the mathematics subject area was at CASAS Level D (1,149). The highest number of certificates issued for the writing subject area was at CASAS Level B (100). The highest number of certificates issued for the listening subject area was at CASAS Level B (78).

CASAS LEVEL	READING		MATHEMATICS		WRITING		LISTENING		TOTAL
	N	%	N	%	N	%	N	%	
A	501	70	133	19	52	7	28	4	714
B	714	51	513	37	100	7	78	5	1,405
C	946	51	748	41	95	5	57	3	1,846
D	<u>1,575</u>	<u>57</u>	<u>1,149</u>	<u>41</u>	<u>48</u>	<u>2</u>	<u>NA</u>	<u>NA</u>	<u>2,772</u>
Total	3,736	56	2,543	38	295	4	163	2	6,737

**Source:** Program Year 2004 Iowa Basic Skills Certification Report: Iowa Department of Education.

## GRAPH 4

**Number and Percent of Reading  
Certificates Issued by CASAS Certification  
Level for Program Year 2004**



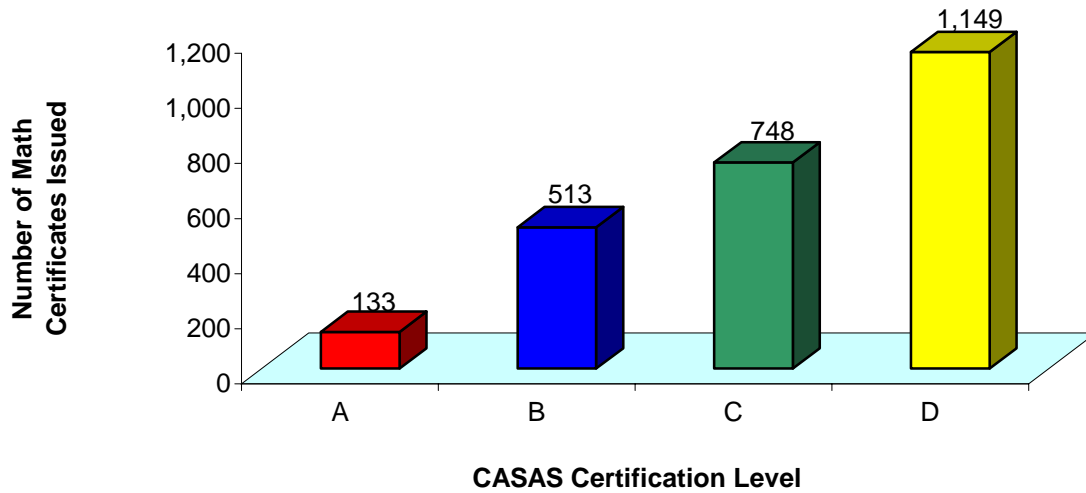
**Interpretation:** The highest number of certificates issued for the reading subject area was at CASAS Level D (1,525).

CASAS LEVEL	READING	
	N	%
A	501	13
B	714	19
C	946	26
D	<u>1,575</u>	<u>42</u>
Total	3,736	100

**Source:** Program Year 2004 Iowa Basic Skills Certification Report: Iowa Department of Education.

## GRAPH 5

**Number and Percent of Mathematics  
Certificates Issued by CASAS Certification  
Level for Program Year 2004**



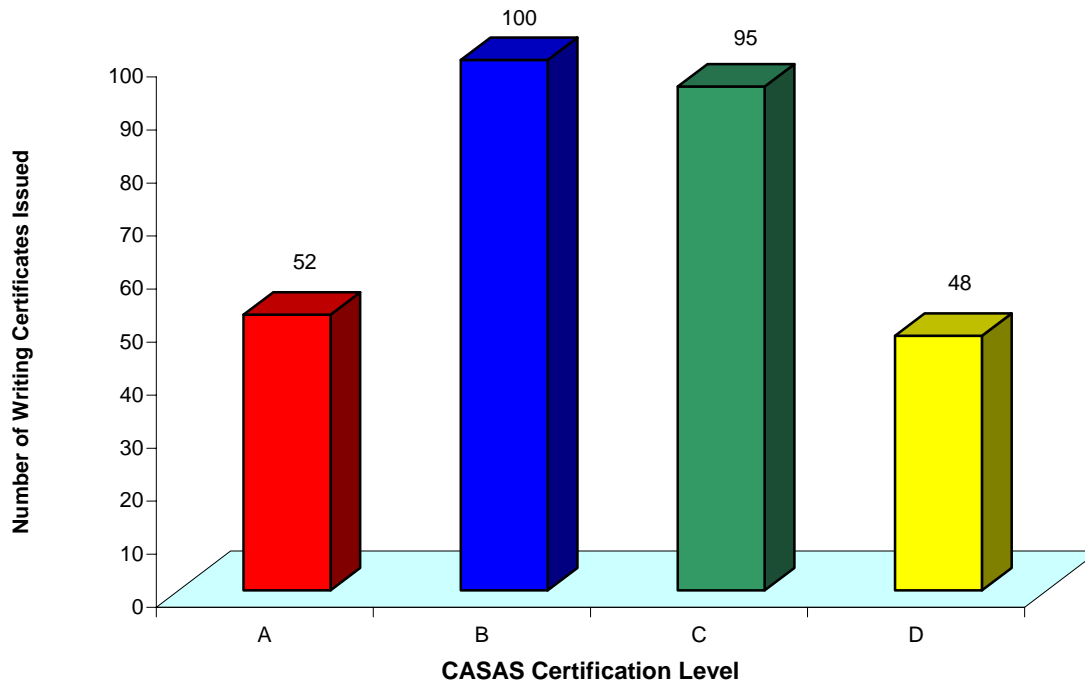
**Interpretation:** The highest number of certificates issued for the mathematics subject area was at CASAS Level D (1,149).

CASAS LEVEL	MATHEMATICS	
	N	%
A	133	5
B	513	20
C	748	30
D	<u>1,149</u>	<u>45</u>
Total	2,543	100

**Source:** Program Year 2004 Iowa Basic Skills Certification Report: Iowa Department of Education.

## GRAPH 6

### Number and Percent of Writing Certificates Issued by CASAS Certification Level for Program Year 2004



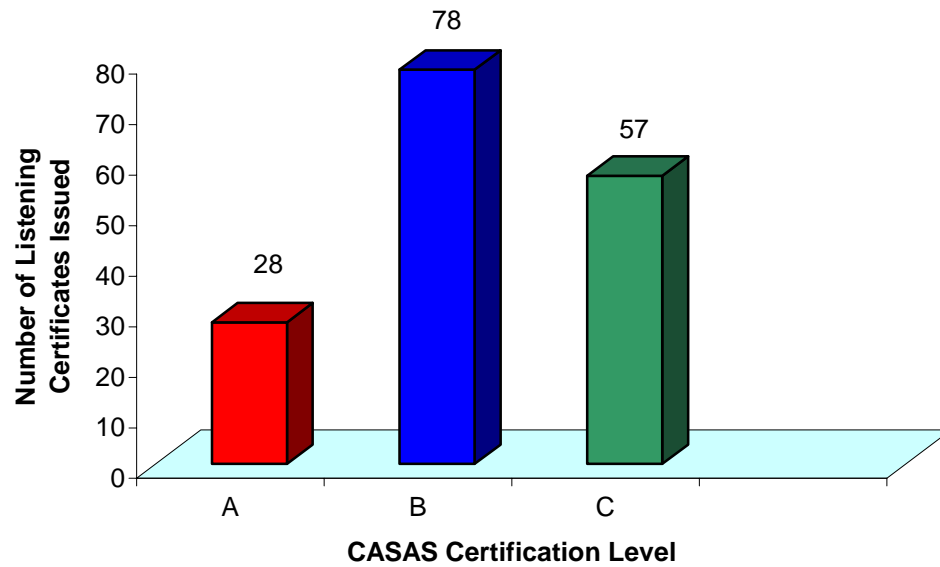
**Interpretation:** The highest number of certificates issued for the writing subject area was at CASAS Level B (100).

CASAS LEVEL	WRITING	
	N	%
A	52	18
B	100	34
C	95	32
D	48	16
Total	295	100

**Source:** Program Year 2004 Iowa Basic Skills Certification Report: Iowa Department of Education.

## GRAPH 7

### Number and Percent of Listening Certificates Issued by CASAS Certification Level for Program Year 2004



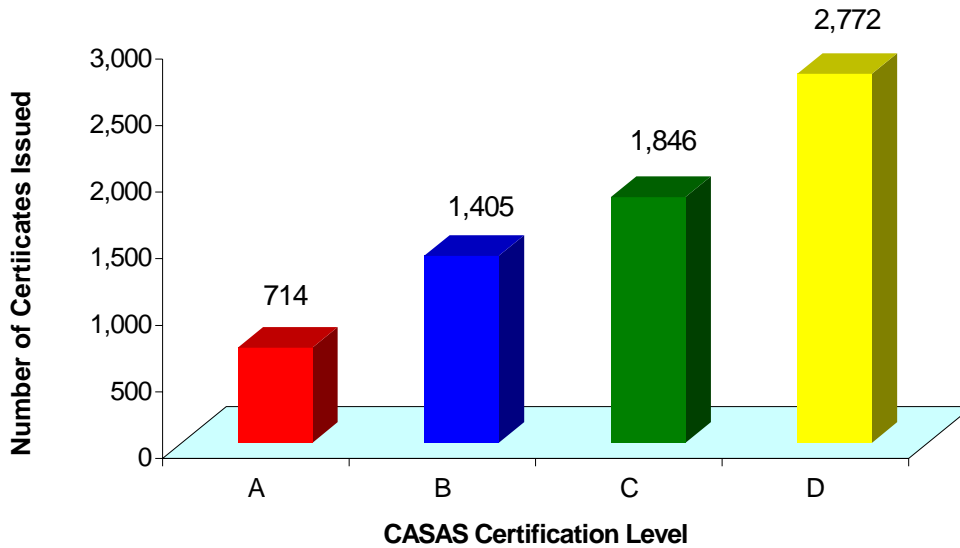
**Interpretation:** The highest number of certificates issued for the listening subject area was at CASAS Level B (78).

CASAS LEVEL	LISTENING N	%
A	28	17
B	78	48
C	<u>57</u>	<u>35</u>
Total	163	100

**Source:** Program Year 2004 Iowa Basic Skills Certification Report: Iowa Department of Education.

## GRAPH 8

**Number of Basic Skills Certificates Issued  
by CASAS Certification Level for  
Program Year 2004**



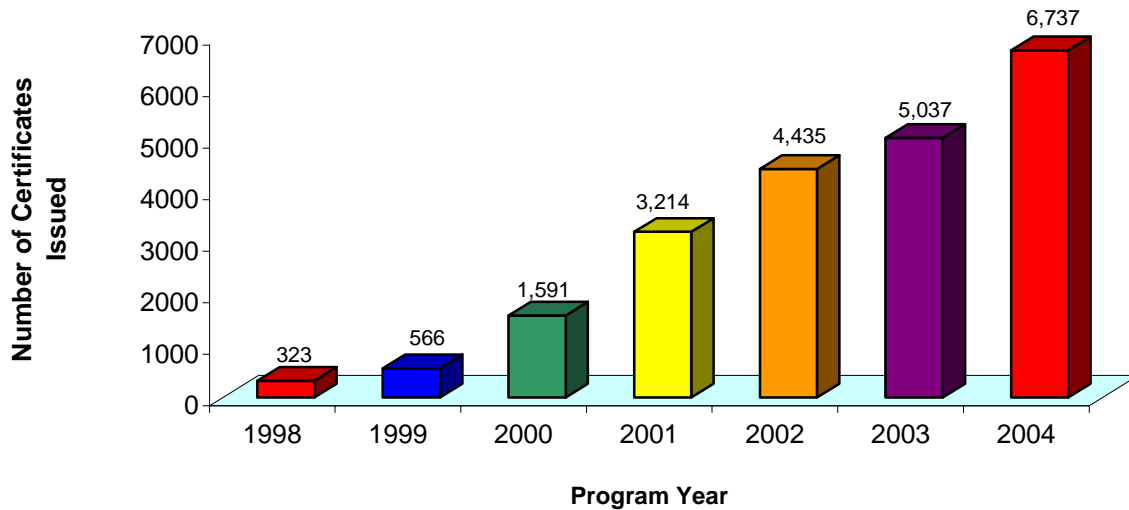
**Interpretation:** The highest number of certificates was issued at CASAS Certification Level D (2,772) followed by CASAS Certification Level C (1,846).

CASAS LEVEL	READING	MATHEMATICS	WRITING	LISTENING	TOTAL	PERCENT ISSUED
A	501	133	52	28	714	11
B	714	513	100	78	1,405	21
C	946	748	95	57	1,846	27
D	<u>1,575</u>	<u>1,149</u>	<u>48</u>	<u>NA</u>	<u>2,772</u>	<u>41</u>
Total	3,736	2,543	295	163	6,737	100

**Source:** Program Year 2004 Iowa Basic Skills Certification Report: Iowa Department of Education.

## GRAPH 9

### Total Number of Basic Skills Certificates Issued for Program Years 1998-2004



**Interpretation:** A total of 6,737 basic skills certificates were awarded during Program Year 2004, which represents a 34% increase over the number of basic skills certificates issued during Program Year 2003 (5,037). Program Year 2001 was the first year that all of Iowa’s community colleges participated in the Iowa Basic Skills Certification program.

PROGRAM YEAR	NUMBER OF CERTIFICATES ISSUED	PROGRAM YEAR % INCREASE	NUMBER OF COMMUNITY COLLEGES PARTICIPATING
1998	323	NA	4
1999	566	75	6
2000	1,591	181	12
2001	3,214	102	15
2002	4,435	38	15
2003	5,037	14	15
2004	6,737	34	15
Total	21,903		

**Source:** Program Years 1998-2004 Iowa Basic Skills Certification Reports: Iowa Department of Education.

## OBSERVATIONS

- The Iowa Basic Skills Certification program, Iowa High School Equivalency Diploma, and Adult High School Diploma components of the community college based basic literacy skills credential program provide a comprehensive program of issuance of basic literacy skills certificates and secondary school credentials to adults lacking basic literacy skills or a traditional high school diploma;
- The basic skills certification component is the fastest growing segment of the basic literacy skills credential program.
- The Traditional High School Diploma component offers in school youth the opportunity to participate in vocational-technical programs and advanced college placement courses and obtain credit for such participation toward the completion of a high school diploma awarded by the local school district.
- The credential program documents educational gains achieved by the program participants.
- The credential program is a key indicator of program accountability.
- The number of certificates issued for CASAS Level D reading, CASAS Level D mathematics and CASAS Level D writing should be granted to adult learners preparing to take the GED 2002 test battery. The CASAS/GED correlation study documents the high GED pass rate for candidates who perform at CASAS Level D. This strategy will insure that Iowa will maintain a 94-96 GED percent pass rate given that 97 percent of the Iowa GED candidates who did not successfully complete the GED 2002 test battery did not meet the state standard on either the *Language Arts, Writing* or *Mathematics* subtests or a combination of the two subtests.