



IOWA'S ADULT BASIC EDUCATION PROGRAM

**ANNUAL
BENCHMARK
REPORT**

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INTRODUCTION AND BACKGROUND

The purpose of this publication is to present the first annual report on Iowa's Adult Basic Education Program Benchmarks. The passage of the Workforce Investment Act (WIA) of 1998 [Public Law 105-220] by the 105th 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 measure 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 (i.e. The Iowa Department of Education and local grant recipients) 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 adult basic education and literacy activities. The additional indicator established for Iowa's statewide basic skills programs was the inclusion of the Iowa

Basic Skills Certification Program. The certification program was pilot tested for one year (1997) by four community college pilot sites. The results indicated that this program is a valid and reliable program performance indicator.

HISTORY AND OVERVIEW OF THE NATIONAL REPORTING SYSTEM

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

History Of The NRS

The NRS was born in the 1990s, a decade known for its emphasis on accountability of Federal programs. During this time, all publicly funded programs and agencies faced increasing pressures to demonstrate that they have met their legislative goals and have an impact on their client populations. The requirement to demonstrate program impact was mandated in 1993 through the Government Performance and Review Act (GPR). GPR required all Federal agencies to develop strategic plans to ensure that services were delivered efficiently and in a manner that best suits client needs, and to develop indicators of performance to demonstrate their agency's impact.

In 1995, the U.S. Congress considered eliminating adult basic education as a separate delivery system by integrating the program into a general system of workforce development. Strong and convincing data on the impact of adult basic education at the state and federal levels were demanded to demonstrate its importance as a separate education program. Similar demands were raised at the state level. In response to these demands, the state directors of adult basic education asked the Division of Adult Education and Literacy (DAEL) to work toward developing a national system for collecting information on adult basic education student outcomes.

To meet this request, DAEL devoted its March 1996 national meeting of state directors of adult education to developing a framework for program accountability. This framework specified the purposes of the adult basic education program, the essential characteristics of an accountability system and identified seven categories of outcome measures. At the March 1997 DAEL national meeting, a broad group of adult basic education stakeholders validated the framework, identified outcome measures for a new national reporting system, and discussed possible methodologies for the system. Based on these decisions, the NRS was designed and formally began in October 1997.

The proposed voluntary nature of the NRS changed in August 1998, when the Adult Education and Family Literacy Act within the Workforce Investment Act became law. This Act established accountability requirements, including that states develop outcome-based performance standards for adult basic education programs, as one means of determining program effectiveness. The NRS mandate was then expanded to establish the measures and methods to conform to the Workforce Investment Act requirements.

NRS Project Activities

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

The first phase, *standardization*, involved the development of standard measure definitions for state and local programs, standard data collection methodologies, and software standards for automated data reporting. In the summer of 1998, interim software standards were established, methodologies were identified for pilot testing and draft definitions for use in the pilot test were distributed to adult basic education stakeholders.

The *pilot test* was the second phase of the project and was designed to have a small number of volunteer states and local programs test the draft measure definitions and proposed methodologies under realistic conditions. The pilot assessed whether the draft measure definitions worked or needed refinement, as well as the costs, burden, and other difficulties in collecting the data using the proposed methodologies. The pilot test was completed in January 1999. Measures and methodologies were revised based on the pilot test.

The third phase of the project, *training and technical assistance*, beginning in the summer of 1999, will support state and local program implementation of the NRS. The different types of assistance will include instructional training packets that will be suitable for states to use in a "train the trainer" environment; technology-based materials for state and local staff that explain the NRS measures and methods; and individual technical assistance to states to support their implementation efforts.

Throughout the course of the project, an advisory board consisting of state directors of adult basic education, representatives from volunteer provider agencies, directors of local adult education programs and experts on accountability systems, has guided the project, meeting three times between December 1997 and March 1999.

OVERVIEW OF THE NRS MEASURES AND METHODS

The outcome from the first two phases of the 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 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 of WIA 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"> ▲ Educational gains (achieve skills to advance educational functioning level)
Assist parents to obtain the skills necessary to be full partners in their children’s educational development. Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement.	Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement.	<ul style="list-style-type: none"> ▲ Entered employment ▲ Retained employment ▲ Placement in postsecondary education or training
Assist adults in the completion of secondary school education.	Receipt of a secondary school diploma or its recognized equivalent.	<ul style="list-style-type: none"> ▲ Receipt of a secondary school diploma or pass GED tests.

Educational gain, a key outcome in the NRS, provides a measure of student literacy gains resulting from instruction. This measure applies to all students in the program (except pre-designated “work-based project learners”). To determine this measure, local programs assess students on intake to determine their *educational functioning level*. There are four levels for adult basic education (ABE), two for adult secondary education (ASE) and six levels 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 between the major instructional program type and the educational functioning levels within each major program type. The educational functioning levels describe the learner's entry level ability in the areas of reading, writing, numeracy and functional workplace skills. (See Appendix A for a description of the educational functioning level descriptors).

Exhibit 2

Relationship Between Instructional Programs And Educational Functional Levels

NRS Program Type	Educational Functioning Level	CASAS Level	CASAS Standard Score Range
Adult Basic Education (ABE)	ABE Beginning Literacy	Level A	Under 200
	ABE Beginning Basic Education	Level B	201 to 210
	ABE Intermediate Low	Level B	211 to 220
	ABE Intermediate High	Level C	221 to 235
Adult Secondary Education (ASE)	ASE Low	Level D	236 to 245
	ASE High	Level E	246 and Above
ESL/ESL/ Citizenship (ESL)	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	210 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. 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. [See Appendix B for Iowa's NRS Report for Program Year 2001.]

IOWA'S ADULT BASIC EDUCATION ELECTRONIC REPORTING SYSTEM

The Iowa Department of Education, in conjunction with the statewide community college consortia and the Comprehensive Adult Student Assessment System (CASAS), has adopted the CASAS based Tracking of Programs and Students (TOPSpro) electronic data management system as the vehicle to report participant outcomes and to monitor local and state program performance in relation to specific benchmark attainment criteria that the Iowa Department of Education negotiated with the U.S. Department of Education: Division of Adult Education and Literacy. The TOPSpro system is designed to produce the federally mandated NRS Performance Report and to meet the accountability mandates delineated in the Adult Education and Family Literacy Act. The Iowa Department of Education has developed two (2) documents to assist local programs to record and report standardized data and information. The two documents are: (1) *Iowa TOPSpro Data Dictionary* and (2) *TOPSpro/NRS Coding Guidelines*.

The main purpose of the *Iowa TOPSpro Data Dictionary* is to provide statewide standardized set of instructions and definitions for coding the TOPSpro scannable forms. This document is designed to serve as a companion to the *TOPSpro Technical Manual* produced by CASAS. The data dictionary integrates information from various data sources to provide uniform data sets and definitions which meet local, state and Federal reporting mandates.

The main purpose of the *TOPSpro/NRS Coding Guidelines* is to provide Iowa TOPSpro users with information regarding the relationship between coding TOPSpro Entry, Update and Test forms and the NRS Federal Tables reporting structure. The document is designed to serve as a supplement to the *Iowa TOPSpro Data Dictionary*.

A comprehensive staff development plan has been initiated to provide technical assistance to local program regarding: (1) TOPSpro software training, (2) NRS updates, (3) state policy updates. A series of quadrant staff development seminars are held each fall and spring to update local programs on new procedures and policies. In addition, TOPSpro software training workshops are conducted for the TOPSpro Record's Specialists. These workshops are conducted by Iowa's CASAS certified state TOPSpro trainer.

The documents and staff development seminars are revised on a bi-yearly basis to reflect changes in: (1) updated versions of the TOPSpro software, (2) changes in NRS requirements, and (3) state level policy changes. Given the amount of documentation and staff development opportunities available for Iowa's local ABE programs, the reports generated from the statewide electronic reporting system contain a high degree of validity and reliability.

IOWA'S BENCHMARKS

This section is designed to report on Iowa's statewide literacy program benchmark results for Program Year 2001 (July 1, 2000 through June 30, 2001). The 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 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 1940-1990 federal census data indicates that the percentage of adults age 18+ and lacking a high school diploma or its equivalency based on successful completion of the General Educational Development (GED) test batteries decreased from 67% in 1940 to 19% in 1990. The IASALS data further indicated that, by 1992, this figure had dropped to 17%. Therefore, a reasonable projection would forecast that the 2000 census data will indicate an additional drop of 2-3%. This projection would bring the percentage range to 10-12 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 1980-2000 indicates this objective can be successfully accomplished.
- The number of Iowa Basic Skills Certificates issued on an annual basis should approximate a range of 3,500-4,500. A trend analysis of the number of Iowa Basic Literacy Skills Certificates issued between Fiscal Years 1997-2001 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 bench mark 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 **58.54%** received pre-post assessments in Adult Basic Education;
- a total of **70.65%** received pre-post assessments in Adult Secondary Education;
- a total of **7.80%** received pre-post assessments in English-as-a Second Language;
- a total of **48.98%** received pre-post assessments across the three program types.

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 program types for those learners who received pre-post assessments.**

Table 3 presents a comparison of the percentage relationship among: (1) the negotiated benchmark levels, (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 on two of 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 2001. The results indicate that the **benchmark has been successfully achieved within the projected time frame.**

Table 1

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

Program Type	Educational Functioning Level	*Total Enrollment	**Total Pre/Post Assessment Enrollment	Percentage Pre/Post Assessed
Adult Basic Education (ABE)	Beginning Literacy ABE	2,506	1,255	50.08
	Beginning Basic Education ABE	2,012	907	45.08
	Low Intermediate ABE	2,719	1,609	59.18
	High Intermediate ABE	4,555	3,132	68.76
	Subtotal	11,792	6,903	58.54
Adult Secondary Education (ASE)	Low Adult Secondary Education	2,888	2,099	72.68
	High Adult Secondary Education	802	508	63.34
	Subtotal	3,690	2,607	70.65
ESL/ESL/ Citizenship (ESL)	Beginning Literacy ESL	1,372	25	1.82
	Beginning ESL	1,598	107	6.69
	Low Intermediate ESL	823	84	10.20
	High Intermediate ESL	420	71	16.90
	Low Advanced ESL	364	56	15.38
	High Advanced ESL	102	22	21.57
	Subtotal	4,679	365	7.80
	Total	20,161	9,875	48.98

* **Source:** Iowa's National Reporting System; Table 4, Column B; State Aggregated Report

** **Source:** Iowa's National Reporting System; Table 4B, Column B; State Aggregated Report

Table 2

**Percentage Comparison of Iowa's Adult Basic Education 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.

Program Type	Educational Functioning Level	*Negotiated %	**Total Enrollment %	***Pre/Post Assessment %
Adult Basic Education (ABE)	Beginning Literacy	20	7.7	15.3
	Beginning Basic Education ABE	22	13.4	29.8
	Low Intermediate ABE	20	22.3	37.6
	High Intermediate ABE	22	29.9	43.6
English-as-a-Second Language (ESL)	Beginning Literacy ESL	26	1.2	68.0
	Beginning ESL	24	3.1	46.7
	Low Intermediate ESL	29	4.9	47.6
	High Intermediate ESL	31	8.1	47.9
	Low Advanced ESL	32	2.5	16.1
	High Advanced ESL	32	6.9	31.8
Adult Secondary Education (ASE)	Low Adult Secondary Education	32	53.3	73.4

***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 2001; Table 4, column H. This column represents the percent of total enrollees who completed each educational functioning level based on total enrollment. **(N= 20,161)**

*****Source:** Iowa's National Reporting System (NRS) report for Program Year 2001; Table 4B, column H. This column represents the percent of total enrollees who were pre/post accessed with pared scores and completed each educational functioning level. **(N= 9,875)**

Table 3

**Percentage Comparison of Iowa's Adult Basic Education 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 ¹	52	75.2
Retained Employment ¹	77	71.1
Obtained a GED or Adult Secondary School Diploma ²	42	51.0
Entered Postsecondary Education or Training ³	14	10.1

***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 2001; 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 basic education electronic reporting system and the Iowa Workforce Development's base and benefits wage records for the period of July 1, 2000 through September 30, 2001 for the *Entered Employment* outcome measure and October 1, 2000 through September 30, 2001 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 basic education electronic reporting system and the Iowa Department of Education's Iowa High School Equivalency Diploma database, Iowa's GED candidate data base at GEDScoring.COM and the number of Adult High School Diplomas issued.
3. The percent attained data reported for the follow-up measure of *Entered Postsecondary Education and Training* were obtained as a result of data matches between: (1) the Iowa adult basic education electronic reporting system and the Iowa Department of Education's Community College Management Information System for the first quarter of Program year 2002 (July 1, 2001-September 30, 2001), and (2) the Iowa adult basic education electronic reporting system and each community college's full time enrollment database.

Table 4

**Comparison of Iowa's Adult Basic Education 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 2001.**

Fiscal Year	Number of Certificates Issued	Fiscal Year % Increase	No. of Community Colleges Participating
1998	323	--	4
1999	566	75	6
2000	1,591	182	12
2001	3,214	102	15
Total	5,694		

- Source(s):**
1. *Iowa's State Plan for Adult Basic Education: Fiscal Years 2000-2004*, Section 5.3.1 (pp. 65-73).
 2. *Iowa Basic Skills Certification Reports for Fiscal Years 1998-2001*.

Educational Gains Benchmarks

The Educational Gains core measures are presented in Tables 5-15. The NRS definition of Educational Gain states “the learner completes or advances one or more educational functioning levels from starting level measured on entry into the program”. To determine gain, the learner should be assessed at the time of entry into the program and then at appropriate intervals during the course of instruction. An “advance” or “completion” is recorded if, according to a subsequent assessment, the learner has entry level skills corresponding to one or more educational functioning levels higher than the incoming level in the areas initially used for placement (i.e. reading and/or mathematics). The lowest functioning level is used to make the educational level gain determination.

The data presented in Tables 5-15 provide the benchmark percentage comparisons for each major program type and each educational functioning level within each program type for all local programs and the state. (*Refer to Exhibit 2 for a chart depicting the relationship between instructional programs and educational functioning levels*).

Adult Basic Education and Adult Secondary Education Benchmarks

The data displayed in Tables 5-8 provide the benchmark percentage comparisons for the Adult Basic Education program type and the four (4) educational functioning levels designated for this program type. The overall results indicated that the **overall state benchmarks for three of the four educational functioning levels met or exceeded the negotiated benchmarks**. The educational functioning level that fell below the negotiated benchmark was “ABE Beginning Literacy”.

The data displayed in Table 9 provides the benchmark percentage comparison for the Adult Secondary Education program type and the educational functioning levels designated for this program type for which there was a negotiated benchmark. (*Exhibit B indicates two educational functioning levels for the Adult Secondary Education program type. However, the U.S. Department of Education only negotiated a benchmark percentage for the educational functioning level designated as “ASE Low”. The “ASE High” educational functioning level is assumed to be the same as level as the number of candidates who receive the state GED credential. This benchmark is referenced in the follow-up core benchmarks*). The results indicated that the **overall state benchmark exceeded the negotiated benchmark by a significant percentage**.

Table 5

Benchmark Comparison for Educational Functioning Level ABE Beginning Literacy

Program Type: Adult Basic Education

Educational Functioning Level Category: ABE Beg. Literacy

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (20%)
Northeast Iowa Comm. College	163	13	7.98%	-12.02%
North Iowa Area Comm. College	20	8	40.00%	+20.00%
Iowa Lakes Community College	71	11	15.49%	-4.51%
Northwest Iowa Comm. College	22	5	22.73%	+2.73%
Iowa Central Comm. College	47	5	10.64%	-9.36%
Iowa Valley Community College Dist.	41	13	31.71%	+11.71%
Hawkeye Comm. College	180	32	17.78%	-2.22%
Eastern Iowa Community College Dist.	14	4	28.57%	+8.57%
Kirkwood Community College	18	0	0.00%	NA
Des Moines Area Community College	243	51	20.99%	+0.99%
Western Iowa Tech Comm. College	120	3	2.50%	-17.5%
Iowa Western Comm. College	42	21	50.00%	+30.00%
Southwestern Comm. College	118	0	0.00%	NA
Indian Hills Comm. College	80	22	27.50%	+7.50%
Southeastern Comm. College	76	4	5.26%	-14.74%
TOTAL	1,255	192	15.30%	-4.70%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2001 was 20%. The last column indicates the percentage points above or below the state benchmark for each community college district.

*Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column B.

**Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column D.

*** Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column H.

Table 6

Benchmark Comparison for Educational Functioning Level ABE Beginning Basic

Program Type: Adult Basic EducationEducational Functioning Level Category: ABE Beg. Basic

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (22%)
Northeast Iowa Comm. College	46	7	15.22%	-6.78%
North Iowa Area Comm. College	5	2	40.00%	+18.00%
Iowa Lakes Community College	12	5	41.67%	+19.67%
Northwest Iowa Comm. College	5	1	20.00%	-2.00%
Iowa Central Comm. College	65	9	13.85%	-8.15%
Iowa Valley Community College Dist.	59	26	44.07%	+22.07%
Hawkeye Comm. College	179	46	25.70%	+3.70%
Eastern Iowa Community College Dist.	59	7	11.86%	-10.14%
Kirkwood Community College	7	4	57.14%	+35.14%
Des Moines Area Community College	278	88	31.65%	+9.65%
Western Iowa Tech Comm. College	56	11	19.64%	-2.36%
Iowa Western Comm. College	62	36	58.06%	+36.06%
Southwestern Comm. College	5	3	60.00%	+38.00%
Indian Hills Comm. College	35	18	51.43%	+29.43%
Southeastern Comm. College	34	7	20.59%	-1.41%
TOTAL	907	270	29.77%	+7.77%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2001 was 22%. The last column indicates the percentage points above or below the state benchmark for each community college district.

*Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column B.

**Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column D.

*** Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column H.

Table 7

Benchmark Comparison for Educational Functioning Level ABE Intermediate Low

Program Type: Adult Basic Education

Educational Functioning Level Category: ABE Int. Low

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (20%)
Northeast Iowa Comm. College	40	1	2.50%	-17.50%
North Iowa Area Comm. College	64	31	48.44%	+28.44%
Iowa Lakes Community College	25	12	48.00%	+28.00%
Northwest Iowa Comm. College	3	2	66.67%	+46.67%
Iowa Central Comm. College	110	10	9.09%	-10.91%
Iowa Valley Community College Dist.	125	59	47.20%	+27.20%
Hawkeye Comm. College	259	95	36.68%	+16.68%
Eastern Iowa Community College Dist.	231	59	25.54%	+5.54%
Kirkwood Community College	35	35	100.00%	+80.00%
Des Moines Area Community College	390	150	38.46%	+18.46%
Western Iowa Tech Comm. College	75	24	32.00%	+12.00%
Iowa Western Comm. College	73	47	64.38%	+44.38%
Southwestern Comm. College	9	7	77.78%	+57.78%
Indian Hills Comm. College	71	42	59.15%	+39.15%
Southeastern Comm. College	99	31	31.31%	+11.31%
TOTAL	1,609	605	37.60%	+17.60%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2001 was 20%. The last column indicates the percentage points above or below the state benchmark for each community college district.

*Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column B.

**Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column D.

*** Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column H.

Table 8

Benchmark Comparison for Educational Functioning Level ABE Intermediate High

Program Type: Adult Basic Education

Educational Functioning Level Category: ABE Int. Hi.

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (22%)
Northeast Iowa Comm. College	149	43	28.86%	+6.86%
North Iowa Area Comm. College	56	23	41.07%	+19.07%
Iowa Lakes Community College	72	46	63.89%	+41.89%
Northwest Iowa Comm. College	71	48	67.61%	+45.61%
Iowa Central Comm. College	311	85	27.33%	+5.33%
Iowa Valley Community College Dist.	224	97	43.30%	+21.30%
Hawkeye Comm. College	119	52	43.70%	+21.70%
Eastern Iowa Community College Dist.	697	248	35.58%	+13.58%
Kirkwood Community College	81	80	98.77%	+76.77%
Des Moines Area Community College	504	159	31.55%	+9.55%
Western Iowa Tech Comm. College	205	107	52.20%	+30.20%
Iowa Western Comm. College	200	103	51.50%	+29.50%
Southwestern Comm. College	25	19	76.00%	+54.00%
Indian Hills Comm. College	241	149	61.83%	+39.83%
Southeastern Comm. College	177	105	59.32%	+37.32%
TOTAL	3,132	1,364	43.55%	+21.55%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2001 was 22%. The last column indicates the percentage points above or below the state benchmark for each community college district.

*Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column B.

**Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column D.

*** Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column H.

Table 9

Benchmark Comparison for Educational Functioning Level ASE Low

Program Type: Adult Secondary Education

Educational Functioning Level Category: ASE Low

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (32%)
Northeast Iowa Comm. College	84	26	30.95%	-1.05%
North Iowa Area Comm. College	67	39	58.21%	+26.21%
Iowa Lakes Community College	37	30	81.08%	+49.08%
Northwest Iowa Comm. College	624	623	99.84%	+67.84%
Iowa Central Comm. College	145	42	28.97%	-3.03%
Iowa Valley Community College Dist.	107	60	56.07%	+24.07%
Hawkeye Comm. College	34	14	41.18%	+9.18%
Eastern Iowa Community College Dist.	214	133	62.15%	+30.15%
Kirkwood Community College	147	145	98.64%	+66.64%
Des Moines Area Community College	175	94	53.71%	+21.71%
Western Iowa Tech Comm. College	104	71	68.27%	+36.27%
Iowa Western Comm. College	104	83	79.81%	+47.81%
Southwestern Comm. College	43	42	97.67%	+65.67%
Indian Hills Comm. College	122	75	61.48%	+29.48%
Southeastern Comm. College	92	63	68.48%	+36.48%
TOTAL	2,099	1,540	73.37%	+41.37%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2001 was 32%. The last column indicates the percentage points above or below the state benchmark for each community college district.

*Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column B.

**Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column D.

*** Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column H.

English-as-a-Second Language Benchmarks

The data displayed in Tables 10-15 provide the benchmark percentage comparisons for the English-as-a-Second Language program type and the six (6) educational functioning levels designated for this program type. The overall results indicated that:

- **the overall state benchmarks for four of the six educational functioning levels met or exceeded the negotiated benchmarks;**
- **the overall state benchmarks for two of the six educational functioning levels fell below the negotiated benchmarks.**

The Program Year 2001 benchmark data for Iowa's ESL program type is sketchy and incomplete. This phenomenon is due to the fact that local programs have not, as yet, adopted standard assessment procedures for pre-post assessment of ESL adult learners. Therefore, the benchmark results attained for Program Year 2001 may indicate a "false positive". In order to reliably and accurately report benchmark ESL results, the Iowa Department of Education has initiated a three year English Literacy Pilot Project in conjunction with CASAS. One of the major goals of this project is to identify, pilot test and implement appropriate assessment instruments to effectively and reliability measure and report educational functioning level gains and skill level gains in the areas of speaking and listening. Given the anticipated results of this project, **a major benchmark goal for Program Year 2002 (July 1, 2001-June 30, 2002) is to develop the necessary assessment procedures to insure that the ESL benchmark results will be complete, accurate, valid and reliable.**

Table 10

Benchmark Comparison for Educational Functioning Level ESL Beginning Literacy

Program Type: English-as-a-Second LanguageEducational Functioning Level Category: ESL Beg. Lit.

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (26%)
Northeast Iowa Comm. College	2	2	100.00%	+74.00%
North Iowa Area Comm. College	0	0	N/A	N/A
Iowa Lakes Community College	3	3	100.00%	+74.00%
Northwest Iowa Comm. College	1	1	100.00%	+74.00%
Iowa Central Comm. College	7	7	100.00%	+74.00%
Iowa Valley Community College Dist.	1	0	0.00%	-26.00%
Hawkeye Comm. College	0	0	N/A	N/A
Eastern Iowa Community College Dist.	0	0	N/A	N/A
Kirkwood Community College	0	0	N/A	N/A
Des Moines Area Community College	1	1	100.00%	+74.00%
Western Iowa Tech Comm. College	0	0	N/A	N/A
Iowa Western Comm. College	0	0	N/A	N/A
Southwestern Comm. College	2	0	0.00%	NA
Indian Hills Comm. College	8	3	37.50%	+11.50%
Southeastern Comm. College	0	0	N/A	N/A
TOTAL	25	17	68.00%	+42.00%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2001 was 26%. The last column indicates the percentage points above or below the state benchmark for each community college district.

*Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column B.

**Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column D.

*** Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column H.

Table 11

Benchmark Comparison for Educational Functioning Level ESL Beginning

Program Type: English-as-a-Second Language

Educational Functioning Level Category: ESL Beg.

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (24%)
Northeast Iowa Comm. College	16	10	62.50%	+38.50%
North Iowa Area Comm. College	0	0	N/A	N/A
Iowa Lakes Community College	5	5	100.00%	+76.00%
Northwest Iowa Comm. College	3	2	66.67%	+42.67%
Iowa Central Comm. College	53	23	43.40%	+19.40%
Iowa Valley Community College Dist.	1	0	0.00%	NA
Hawkeye Comm. College	0	0	N/A	N/A
Eastern Iowa Community College Dist.	0	0	N/A	N/A
Kirkwood Community College	0	0	N/A	N/A
Des Moines Area Community College	0	0	N/A	N/A
Western Iowa Tech Comm. College	2	1	50.00%	+26.00%
Iowa Western Comm. College	0	0	N/A	N/A
Southwestern Comm. College	0	0	N/A	N/A
Indian Hills Comm. College	27	9	33.33%	+9.33%
Southeastern Comm. College	0	0	N/A	N/A
TOTAL	107	50	46.73%	+22.73%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2001 was 24%. The last column indicates the percentage points above or below the state benchmark for each community college district.

*Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column B.

**Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column D.

*** Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column H.

Table 12

Benchmark Comparison for Educational Functioning Level ESL Intermediate Low

Program Type: English-as-a-Second Language

Educational Functioning Level Category: ESL Int. Low

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (29%)
Northeast Iowa Comm. College	9	2	22.22%	-6.78%
North Iowa Area Comm. College	0	0	N/A	N/A
Iowa Lakes Community College	13	8	61.54%	+32.54%
Northwest Iowa Comm. College	7	2	28.57%	-0.43%
Iowa Central Comm. College	29	16	55.17%	+26.17%
Iowa Valley Community College Dist.	0	0	N/A	N/A
Hawkeye Comm. College	1	1	100.00%	+71.00%
Eastern Iowa Community College Dist.	1	0	0.00%	NA
Kirkwood Community College	0	0	N/A	N/A
Des Moines Area Community College	1	1	100.00%	+71.00%
Western Iowa Tech Comm. College	13	3	23.08%	-5.92%
Iowa Western Comm. College	0	0	N/A	N/A
Southwestern Comm. College	0	0	N/A	N/A
Indian Hills Comm. College	9	7	77.78%	+48.78%
Southeastern Comm. College	1	0	0.00%	NA
TOTAL	84	40	47.62%	+18.62%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2001 was 29%. The last column indicates the percentage points above or below the state benchmark for each community college district.

*Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column B.

**Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column D.

*** Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column H.

Table 13

Benchmark Comparison for Educational Functioning Level ESL Intermediate High

Program Type: English-as-a-Second Language

Educational Functioning Level Category: ESL Int. High

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (31%)
Northeast Iowa Comm. College	13	7	53.85%	+22.85%
North Iowa Area Comm. College	0	0	N/A	N/A
Iowa Lakes Community College	5	4	80.00%	+49.00%
Northwest Iowa Comm. College	1	0	0.00%	NA
Iowa Central Comm. College	25	14	56.00%	+25.00%
Iowa Valley Community College Dist.	0	0	N/A	N/A
Hawkeye Comm. College	2	0	0.00%	NA
Eastern Iowa Community College Dist.	2	0	0.00%	NA
Kirkwood Community College	1	1	100.00%	+69.00%
Des Moines Area Community College	6	1	16.67%	-14.33%
Western Iowa Tech Comm. College	9	4	44.44%	+13.44%
Iowa Western Comm. College	0	0	N/A	N/A
Southwestern Comm. College	0	0	N/A	N/A
Indian Hills Comm. College	7	3	42.86%	+11.86%
Southeastern Comm. College	0	0	N/A	N/A
TOTAL	71	34	47.89%	+16.89%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2001 was 31%. The last column indicates the percentage points above or below the state benchmark for each community college district.

*Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column B.

**Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column D.

*** Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column H.

Table 14

Benchmark Comparison for Educational Functioning Level ESL Low Advanced

Program Type: English-as-a-Second Language

Educational Functioning Level Category: ESL Low Adv.

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (32%)
Northeast Iowa Comm. College	8	3	37.50%	+5.50%
North Iowa Area Comm. College	0	0	N/A	N/A
Iowa Lakes Community College	2	1	50.00%	+18.00%
Northwest Iowa Comm. College	1	0	0.00%	NA
Iowa Central Comm. College	19	3	15.79%	-16.21%
Iowa Valley Community College Dist.	0	0	N/A	N/A
Hawkeye Comm. College	0	0	N/A	N/A
Eastern Iowa Community College Dist.	0	0	N/A	N/A
Kirkwood Community College	0	0	N/A	N/A
Des Moines Area Community College	6	1	16.67%	-15.33%
Western Iowa Tech Comm. College	16	0	0.00%	NA
Iowa Western Comm. College	0	0	N/A	N/A
Southwestern Comm. College	0	0	N/A	N/A
Indian Hills Comm. College	4	1	25.00%	-7.00%
Southeastern Comm. College	0	0	N/A	N/A
TOTAL	56	9	16.07%	-15.93%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2001 was 32%. The last column indicates the percentage points above or below the state benchmark for each community college district.

*Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column B.

**Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column D.

*** Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column H.

Table 15

Benchmark Comparison for Educational Functioning Level ESL High Advanced

Program Type: English-as-a-Second Language

Educational Functioning Level Category: ESL High Adv.

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (32%)
Northeast Iowa Comm. College	4	1	25.00%	-7.00%
North Iowa Area Comm. College	0	0	N/A	N/A
Iowa Lakes Community College	3	1	33.33%	+1.33%
Northwest Iowa Comm. College	1	1	100.00%	+68.00%
Iowa Central Comm. College	7	1	14.29%	-17.71%
Iowa Valley Community College Dist.	0	0	N/A	N/A
Hawkeye Comm. College	0	0	N/A	N/A
Eastern Iowa Community College Dist.	0	0	N/A	N/A
Kirkwood Community College	0	0	N/A	N/A
Des Moines Area Community College	0	0	N/A	N/A
Western Iowa Tech Comm. College	3	0	0.00%	NA
Iowa Western Comm. College	0	0	N/A	N/A
Southwestern Comm. College	2	2	100.00%	+68.00%
Indian Hills Comm. College	2	1	50.00%	+18.00%
Southeastern Comm. College	0	0	N/A	N/A
TOTAL	22	7	31.82%	-0.18%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2001 was 32%. The last column indicates the percentage points above or below the state benchmark for each community college district.

*Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column B.

**Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column D.

*** Source: State Aggregated NRS Report for Program Year 2001: Table 4B, Column H

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 0-6 was assigned to each NRS/CASAS based educational functioning level for the Adult Basic Education and Adult Secondary Education program types. 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) 27.39% of the learners initially assigned a skill level value “2” in mathematics advanced one or more skill levels, and (2) 11.24% of the learners initially assigned a skill level value of “2” in mathematics advanced two or more skill levels. Therefore, a total of 38.63% 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 area of mathematics. The results are as follows:

- The greatest skill level gain (48.64%), for those learners who advanced **one or more levels**, was at skill level “5” which is the educational functioning level titled “ASE Low”;
- The second greatest skill level gain (27.39%), for those learners who advanced **one or more skill levels**, was at skill level “2” which is the educational functioning level titled “ABE Beginning Intermediate”;
- The greatest skill level gain (11.28%), for those learners who advanced **two or more skill levels**, was at skill level “2” which is the educational functioning level titled “ABE Beginning Intermediate”;
- The second greatest skill level gain (10.41%), 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 **29.38%**.
- The average skill level gain across all skill levels for those learners who advanced two or more skill levels was **7.64%**.

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

- The greatest skill level gain (36.10%), for those learners who advanced **one or more levels**, was at skill level “5” which is the educational functioning level titled “ASE Low”;
- The second greatest skill level gain (26.34%), 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”;

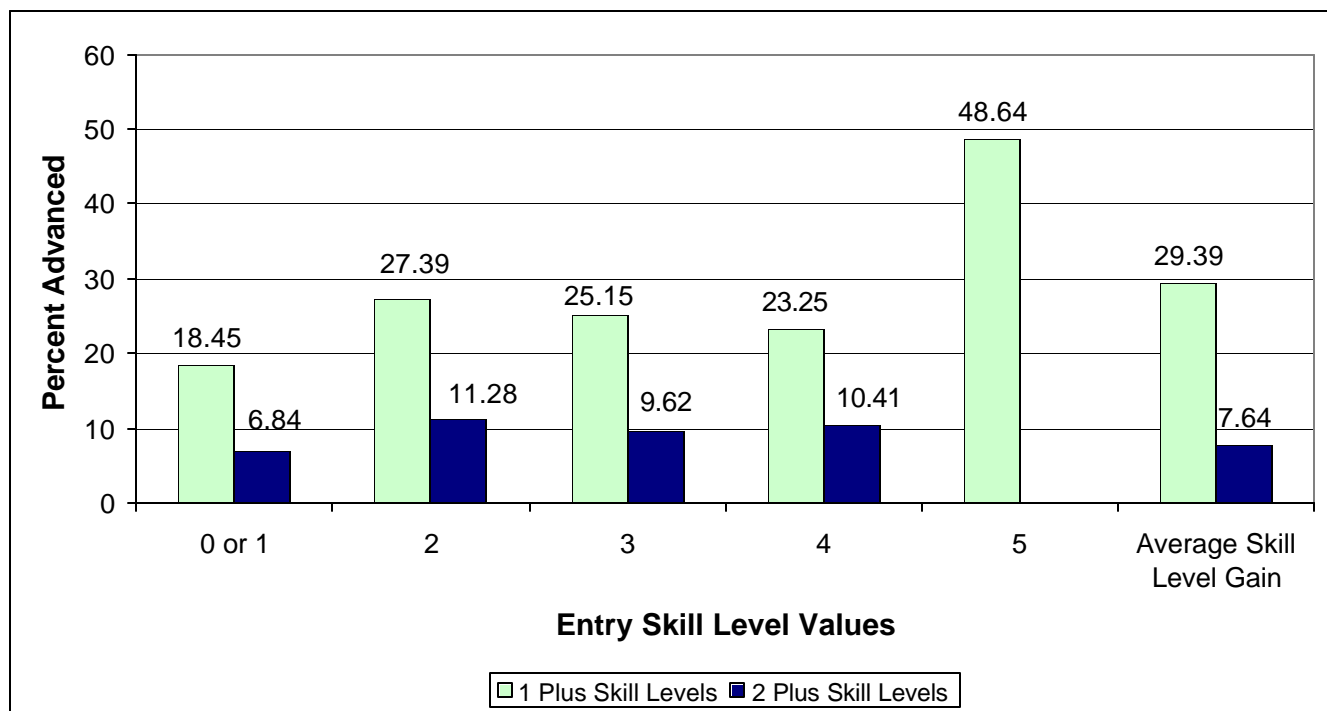
- The greatest skill level gain (7.89%), for those learners who advanced **two or more skill levels**, was at skill level “2” which is the educational functioning level titled “ABE Beginning Intermediate”;
- The second greatest skill level gain (7.30%), for those learners who advanced **two or more skill 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 **27.15%**.
- The average skill level gain across all skill levels for those learners who advanced two or more skill levels was **4.05%**.

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 advanced levels (i.e. skill level value “5”);
- 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 reading (27.15%) and mathematics (29.38%).

GRAPH 1

Adult Basic Education Program Percentage Skill Level Gains for Mathematics

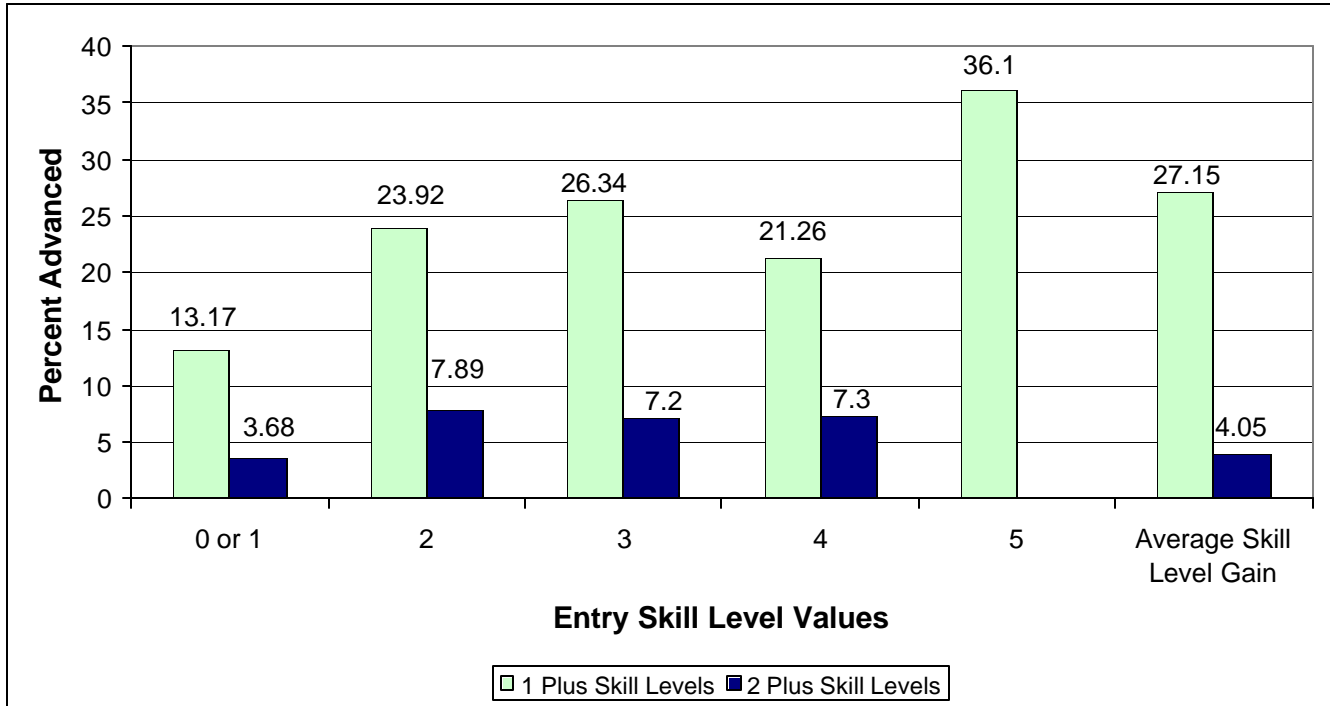


CASAS Entry Levels	CASAS Standard Score Ranges	Educational Functioning Levels	Skill Level Value	Number At Entry Skill Level	Number Advanced 1 or More Skill Levels	Number Advanced 2 or More Skills Levels
A	Under 200	ABE Beginning Literacy	0 or 1	775	143	53
B	201-210	ABE Beginning Basic	2	869	238	98
B	211-220	ABE Intermediate Low	3	1777	447	171
C	221-235	ABE Intermediate High	4	2873	668	299
D	236-245	ASE Low	5	1836	893	n/a
Total				8130	2389	621

Source: State Aggregated Report for Program Year 2001

GRAPH 2

Adult Basic Education 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 Skills Levels
A	Under 200	ABE Beginning Literacy	0 or 1	706	93	26
B	201-210	ABE Beginning Basic	2	393	94	31
B	211-220	ABE Intermediate Low	3	805	212	58
C	221-235	ABE Intermediate High	4	2700	574	197
D	236-245	ASE Low	5	3091	1116	n/a
Total				7695	2089	312

Source: State Aggregated Report for Program Year 2001

Follow-up Measures Benchmarks

The follow-up core measures are presented in Tables 16-19. The intent of the core follow-up measures is to determine how many learners actually achieved their stated goals after exiting the adult basic education program in the areas of: (1) employability, (2) obtaining a state issued GED based credential or adult high school diploma, and (3) placement in postsecondary education or training. The employability follow-up core measures are divided into: (1) entered employment, and (2) retained employment.

Data Matching Methodologies

The results for the core follow-up measure were obtained by data matching the state level Iowa Adult Basic Education electronic program file for Program Year 2001 with other relevant data bases. Data matching refers to the procedures where two or more state agencies pool and share data on a common group of participants. The data consist of individual records collected by each of the agencies that can be linked through a common identifier, typically a Social Security number. Matching the pooled data using the common identifier produces a new individual record or an aggregated data report containing data from one or more of the additional agencies. Each agency can use the new, pooled data records or reports to understand the impact on their respective programs on participants and to obtain data to meet reporting and accountability requirements.

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

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

The Iowa Department of Education utilized the following agencies referenced in Exhibit 3 to obtain data match results for the NRS core follow-up measures.

Exhibit 3

Data Matching Schema for the NRS Follow-up Core Measures

Core Follow-up Measure	Agency	Data Base for Data Matching
1. Entered Employment	Iowa Workforce Development	Customer Tracking System (Base and Wage File)
2. Retained Employment	Iowa Workforce Development	Customer Tracking System (Base and Wage File)
3. Obtained GED or Adult Secondary School Diploma	Iowa Department of Education GEDScoring.Com website Local Program Reports for issued Adult High School Diploma	GED Diploma File GEDScoring.Com Iowa GED Candidate File
4. Postsecondary Training	Iowa Department of Education	Iowa Community College MIS File

Core Follow-up Measure Results

The core follow-up measure results are presented for Tables 16-19. The data displayed in Table 16 provides the benchmark percentage comparison for the “Entered Employment” follow-up measure. The results indicated that all local programs who reported on this benchmark **met or exceeded the negotiated benchmark level. The state benchmark exceeded the negotiated benchmark by 23 percentage points.**

The data displayed in Table 17 provides the benchmark percentage comparison for the “Retained Employment” follow-up measure. The results indicated that the **state benchmark fell short of the negotiated benchmark by approximately six percentage points.**

The data displayed in Table 18 provides the benchmark percentage comparison for the “Obtained a GED or Secondary School Diploma” follow-up measure. The results indicated that the **state benchmark exceeded the negotiated benchmark by 9 percentage points.**

The data displayed in Table 19 provides the benchmark percentage comparison for the “Entered Postsecondary or Training” follow-up measure. The results indicated that **the state benchmark fell short of the negotiated benchmark by approximately 4 percentage points.**

Table 16

Iowa's Results for NRS Core Follow-up Measure "Entered Employment"

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**DATA MATCH RESULTS FOR ENTERED EMPLOYMENT	PERCENT ENTERED EMPLOYMENT	% BELOW OR ABOVE STATE BENCHMARK (52%)
Northeast Iowa Comm. College	40	25	62.50	+10.50
North Iowa Area Comm. College	5	4	80.00	+28.00
Iowa Lakes Community College	0	0	0.00	NA
Northwest Iowa Comm. College	0	0	0.00	NA
Iowa Central Comm. College	56	36	64.28	+12.28
Iowa Valley Community College Dist.	39	28	71.79	+19.79
Hawkeye Comm. College	37	27	72.97	+20.97
Eastern Iowa Community College Dist.	148	109	73/64	+21.64
Kirkwood Community College	78	59	75.64	+23.64
Des Moines Area Community College	81	67	82.71	+30.71
Western Iowa Tech Comm. College	54	41	75.92	+23.92
Iowa Western Comm. College	109	79	72.47	+20.47
Southwestern Comm. College	3	2	66.66	+14.66
Indian Hills Comm. College	119	97	81.51	+29.51
Southeastern Comm. College	117	93	79.48	+27.48
TOTAL	886	667	75.28	+23.28

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome follow-up measure of "Entered Employment". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2001 was 52%. The last column indicates the percentage points above or below the state benchmark for each community college district.

*Source: State Aggregated NRS Report for Program Year 2001: Table 5, Column B.

**Source: Data match results between the State Aggregated NRS Report for Program Year 2001 and the Iowa Workforce Development's Customer Tracking System (Base and Wage File) for the time period of July 1, 2000 through June 30, 2001.

Table 17

Iowa's Results for NRS Core Follow-up Measure "Retained Employment"

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**DATA MATCH RESULTS FOR RETAINED EMPLOYMENT	PERCENT RETAINED EMPLOYMENT	% BELOW OR ABOVE STATE BENCHMARK (77%)
Northeast Iowa Comm. College	12	6	50.00	-27.00
North Iowa Area Comm. College	5	3	60.00	-17.00
Iowa Lakes Community College	0	0	0.00	NA
Northwest Iowa Comm. College	65	47	72.30	-4.70
Iowa Central Comm. College	10	9	90.00	+13.00
Iowa Valley Community College Dist.	7	4	57.14	-19.86
Hawkeye Comm. College	6	6	100.00	+23.00
Eastern Iowa Community College Dist.	32	30	93.75	+16.75
Kirkwood Community College	52	43	82.69	+5.69
Des Moines Area Community College	46	35	76.08	-0.92
Western Iowa Tech Comm. College	31	18	58.06	-18.94
Iowa Western Comm. College	20	18	90.00	+13.00
Southwestern Comm. College	4	3	75.00	-2.00
Indian Hills Comm. College	63	29	46.03	-30.97
Southeastern Comm. College	15	11	73.33	-3.67
TOTAL	368	262	71.19	-5.81

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome follow-up measure of "Retained Employment". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2001 was 77%. The last column indicates the percentage points above or below the state benchmark for each community college district.

*Source: State Aggregated NRS Report for Program Year 2001: Table 5, Column B.

**Source: Data match results between the State Aggregated NRS Report for Program Year 2001 and the Iowa Workforce Development's Customer Tracking System (Base and Wage File) for the time period of October 1, 2000 through June 30, 2001.

Table 18

Iowa's Results for NRS Core follow-up Measure "Obtained a GED or Secondary School Diploma"

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**DATA MATCH RESULTS FOR OBTAINED GED OR ADULT HIGH SCHOOL DIPLOMA	PERCENT OBTAINED GED OR ADULT HIGH SCHOOL DIPLOMA	% BELOW OR ABOVE STATE BENCHMARK (42%)
Northeast Iowa Comm. College	220	83	37.72	-4.28
North Iowa Area Comm. College	83	53	63.85	+21.85
Iowa Lakes Community College	99	70	70.70	+28.70
Northwest Iowa Comm. College	68	53	77.94	+35.94
Iowa Central Comm. College	392	161	41.07	-0.93
Iowa Valley Community College Dist.	400	231	57.75	+15.75
Hawkeye Comm. College	277	206	74.36	+32.36
Eastern Iowa Community College Dist.	1,329	545	41.00	-1.00
Kirkwood Community College	1,058	472	44.61	+2.61
Des Moines Area Community College	791	496	62.70	+20.70
Western Iowa Tech Comm. College	280	129	46.07	+4.07
Iowa Western Comm. College	806	343	42.55	+0.55
Southwestern Comm. College	180	84	46.66	+4.66
Indian Hills Comm. College	365	239	65.47	+23.47
Southeastern Comm. College	365	259	70.95	+28.95
TOTAL	6,713	3,424	51.00	+9.00

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome follow-up measure of "Obtained GED or Secondary School Diploma". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2001 was 42%. The last column indicates the percentage points above or below the state benchmark for each community college district.

*Source: State Aggregated NRS Report for Program Year 2001: Table 5, Column B.

**Source: Data match results between the State Aggregated NRS Report for Program Year 2001, the Iowa Department of Education's GED diploma data base and Iowa's GED candidate data base at GEDScoring.COM and number of Adult High School Diplomas issued.

Table 19

Iowa's Results for NRS Core follow-up Measure "Entered Postsecondary Education or Training"

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**DATA MATCH RESULTS ENTERED POST-SECONDARY EDUCATION OR TRAINING	PERCENT ENTERED POST-SECONDARY EDUCATION OR TRAINING	% BELOW OR ABOVE STATE BENCH MARK (14%)
Northeast Iowa Comm. College	117	11	9.40	-4.60
North Iowa Area Comm. College	16	0	N/A	N/A
Iowa Lakes Community College	35	2	5.71	-8.29
Northwest Iowa Comm. College	5	1	20.00	+6.00
Iowa Central Comm. College	153	13	8.49	-5.51
Iowa Valley Community College Dist.	129	14	10.85	-3.15
Hawkeye Comm. College	121	19	15.70	+1.70
Eastern Iowa Community College Dist.	441	35	7.93	-6.07
Kirkwood Community College	399	45	11.27	-2.73
Des Moines Area Community College	369	29	7.85	-6.15
Western Iowa Tech Comm. College	108	17	15.74	+1.74
Iowa Western Comm. College	354	27	7.62	-6.38
Southwestern Comm. College	77	7	9.09	-4.91
Indian Hills Comm. College	185	32	17.29	+3.29
Southeastern Comm. College	139	17	12.23	-1.77
TOTAL	2,648	269	10.15	-3.85

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome follow-up measure of "Entered Post-Secondary Education or Training". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2001 was 14%. The last column indicates the percentage points above or below the state benchmark for each community college district.

*Source: State Aggregated NRS Report for Program Year 2001: Table 5, Column B.

**Source: Data match results between the State Aggregated NRS Report for Program Year 2001, the Iowa Department of Education's Community College MIS for the First Quarter of Program Year 2002 (July 1, 2001 – September 30, 2001).

Educational Functioning Level Descriptors and
Outcomes Measure Definitions for ABE & Adult Secondary Education

SUMMARY AND OBSERVATIONS

The purpose of this section is to summarize the benchmark results for Program Year 2001 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 a total of 48.98% 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 2002 is to achieve a 60-65% pre/post assessment result for all program enrollees.**
- **Educational Gains Core Indicator**-An analysis of benchmark attainment indicates that **8 of the 11 educational functioning level benchmarks met or exceeded the negotiated benchmarks (72.7%) and 3 of the 11 benchmarks fell short of the negotiated benchmarks (27.2%)**. The three educational functioning levels which did not meet the negotiated benchmarks were: (1) ABE Beginning Literacy, (2) Low Advanced ESL, (3) High Advanced ESL.
- **Follow-up Measure Core Indicator**-An analysis of benchmark attainment indicates that **2 of the 4 follow-up measure benchmarks met or exceeded the negotiated benchmarks (50%)**. The follow-up measures which did not meet the negotiated benchmarks were “Retained Employment” and “Entered Postsecondary Education or Training”.
- **Iowa’s Basic Skills Certification Program Core Indicator**-- An analysis of benchmark attainment indicates that the **time frame for all community colleges to fully implement the Iowa Basic Skills Certification Program was successfully achieved**. The established benchmark time frame was to have all of Iowa’s community colleges initiate the certification program by Program Year 2001.
- **Overall Benchmark Attainment**-During Program Year 2001, **Iowa’s statewide Adult Basic Education Program met or exceeded 11 of the 16 benchmark levels (68%)**.
- **Skill Level Gains**: Skill level gains were achieved at all educational functioning levels. The highest percentage skill level gains were observed at the advanced educational functioning levels.

Program Year 2001 was the first year that Iowa’s statewide ABE 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 2002 are: (1) low level literacy educational functioning levels, (2) ESL programs, (3) entry into postsecondary education and training. The areas in which the benchmarks were successfully attained by the majority of the local program providers were: (1) advanced ABE and ASE educational functioning levels, (2) entered employment and GED diploma attainment.

In summary, 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 2002. **The overall goal for benchmark improvement for Program Year 2002 is to increase benchmark attainment from 68% to 90%.**

Appendix A

A Description of the Education Functioning Levels and Outcome Measures for Adult Basic Education, Adult Secondary Education and English-as-a-Second Language

**Educational Functioning Level Descriptors and
Outcomes Measure Definitions for ABE & Adult Secondary Education**

Literacy Level	Basic Reading & Writing	Numeracy Skills	Functional and Workplace Skills
<p>Beginning ABE Literacy</p> <p>Test Benchmark: CASAS: 134-200</p> <p>Skill Level: 0 or 1</p>	<p>Individual has no or very minimal reading and writing skills. At the lower range of this level, may have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. May recognize common signs that are universally accepted symbols. At the upper range of this level, individual can recognize, read and write letters and numbers, but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple sentences. Can write basic personal information on simplified forms. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.</p>	<p>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.</p>	<p>Individual has little or no ability to read basic signs or maps, can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.</p>
<p>Beginning Basic Education</p> <p>Test Benchmark: CASAS: 201-210</p> <p>Skill Level: 2</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing familiar vocabulary. Can write simple notes and messages based on familiar situations, but lacks clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and some control of basic punctuation (e.g. periods, capitalization).</p>	<p>Individual can count, add and subtract three digit numbers, can perform multiplication through 12; can identify simple fractions and perform other simple arithmetic operations.</p>	<p>Individual is able to read simple directions, signs and maps, fill out simple forms requiring basic personal information, write phone messages and make simple change. There is minimal knowledge of, and experience with, using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts, e.g. under-stands logos related to worker safety before using a piece of machinery; can read basic want ads and complete simple job applications.</p>

**Educational Functioning Level Descriptors and
Outcomes Measure Definitions for ABE & Adult Secondary Education**

Literacy Level	Basic Reading & Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Intermediate Basic Education Test Benchmark: CASAS: 211-220 Skill Level: 3</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order). Can use context to determine meaning; can interpret actions required in specific written directions. Can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits; can identify and use all basic mathematical symbols.</p>	<p>Individual is able to handle basic reading, writing and computational tasks related to life roles, such as completing medical forms, order forms or job applications; can read simple charts, graphs labels and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; can read simple dials and scales and take routine measurements</p>
<p>High Intermediate Basic Education Test Benchmark: CASAS: 221-235 Skill Level: 4</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. Individual can write simple narrative descriptions and short essays on familiar topics; has consistent use of basic punctuation, but makes grammatical errors with complex structures.</p>	<p>Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals to fractions; can perform basic operations on fractions.</p>	<p>Individual is able to handle basic life skills tasks such as graphs, charts and labels, and can follow multi-step diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involves following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts; can follow simple instructions for using technology.</p>

**Educational Functioning Level Descriptors and
Outcomes Measure Definitions for ABE & Adult Secondary Education**

Literacy Level	Basic Reading & Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Adult Secondary Education</p> <p>Test Benchmark: CASAS: 236-245</p> <p>Skill Level: 5</p>	<p>Individual can comprehend expository writing and identify spelling, punctuation and grammatical errors; can comprehend a variety of materials such as periodicals and non-technical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; can identify the main idea in reading selections and use a variety of context clues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using complex sentence structure; can write personal notes and letters that accurately reflect thoughts.</p>	<p>Individual can perform all basic math functions with whole numbers, decimals and fractions; can interpret and solve simple algebraic equations, tables and graphs; and can develop own tables and graphs; can use math in business transactions.</p>	<p>Individual is able or can learn to follow simple multi-step directions, and read common legal forms and manuals; can integrate information from texts, charts and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; can interpret the appropriate use of new software and technology.</p>
<p>High Adult Secondary Education</p> <p>Test benchmark: CASAS: 246 and higher</p> <p>Skill Level: 6</p>	<p>Individual can comprehend, explain and analyze information from a variety of literary works, including primary source materials and professional journals; can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail; can use varied and complex sentence structures with few mechanical errors.</p>	<p>Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces; can also apply trigonometric functions.</p>	<p>Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes, can work productively and collaboratively in groups and serve as facilitator and reporter in group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations and can instruct others, in written or oral form on software and technology use.</p>

**Educational Functioning Level Descriptors and
Outcomes Measure Definitions for ESL**

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>Beginning ESL Literacy</p> <p>Test Benchmark:</p> <p>CASAS: (Life Skills): 153-180</p> <p>SPL (Speaking) 0-1</p> <p>SPL (Reading and Writing) 0-1</p>	<p>Individual cannot speak or understand English, or understands only isolated words or phrases.</p>	<p>Individual has no reading or writing skills in any language, or has minimal skills, such as the ability to read and write own name or simple isolated words. The individual may be able to write letters or numbers and copy simple words and there may be no or incomplete recognition of the alphabet; may have difficulty using a writing instrument. There is little or no comprehension of how print corresponds to spoken language.</p>	<p>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.</p>
<p>Beginning ESL</p> <p>Test Benchmark:</p> <p>CASAS: (Life Skills): 181-190</p> <p>SPL (Speaking) 2-3</p> <p>SPL (Reading and Writing) 2-4</p>	<p>Individual can understand frequently used words in context and very simple phrases spoken slowly and with some repetition; there is little communicative output and only in the most routine situations; little or no control over basic grammar; survival needs can be communicated simply, and there is some understanding of simple questions.</p>	<p>Individual can read and print numbers and letters, but has a limited understanding of connected prose and may need frequent re-reading; can write sight words and copy lists of familiar words and phrases; may also be able to write simple sentences or phrases such as name, address and phone number; may also write very simple messages. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.</p>	<p>Individual functions with difficulty in situations related to immediate needs and in limited social situations; has some simple oral communication abilities using simple learned and repeated phrases; may need frequent repetition; can provide personal information on simple forms; can recognize common forms of print found in the home and environment, such as labels and product names; can handle routine entry level jobs that require only the most basic written or oral English communication and in which job tasks can be demonstrated. There is minimal knowledge or experience using computers or technology.</p>
<p>Low Intermediate ESL</p> <p>Test Benchmark:</p> <p>CASAS: (Life Skills): 201-210</p> <p>SPL (Speaking) 4</p> <p>SPL (Reading and Writing) 5</p>	<p>Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; has some control of basic grammar.</p>	<p>Individual can read simple material on familiar subjects and comprehend with high accuracy simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks complete clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can interpret simple directions and schedules, signs and maps; can fill out simple forms, but needs support on some documents that are not simplified; can handle routine entry levels jobs that involve some written or oral English communication, but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</p>

**Educational Functioning Level Descriptors and
Outcomes Measure Definitions for ESL**

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>High Intermediate ESL Test Benchmark: CASAS: (Life Skills): 211-220 SPL (Speaking) 5 SPL (Reading and Writing) 6</p>	<p>Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; relies on description and concrete terms. There is inconsistent control of more complex grammar.</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can meet basic survival and social needs, can follow some simple oral and written instruction and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; complete basic medical forms and job applications; can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. The individual can work with or learn basic computer software, such as word processing; can follow simple instructions for using technology.</p>
<p>Low Advanced ESL Test Benchmark: CASAS: (Life Skills): 221-235 SPL (Speaking) 6 SPL (Reading and Writing) 7</p>	<p>Individual can converse on many everyday subjects and some subjects with unfamiliar vocabulary, but may need repetition, rewording or slower speech; can speak creatively, but with hesitation; can clarify general meaning by rewording and has control of basic grammar; understands descriptive and spoken narrative and can comprehend abstract concepts in familiar contexts.</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics, such as customs in native country; has consistent use of basic punctuation, but makes grammatical errors with complex structures.</p>	<p>Individual can function independently to meet most survival needs and can communicate on the telephone on familiar topics; can interpret simple charts and graphics; can handle jobs that require simple oral and written instructions, multi-step diagrams and limited public interaction. The individual can use all basic software applications, understand the impact of technology and select the correct technology in a new situation.</p>

**Educational Functioning Level Descriptors and
Outcomes Measure Definitions for ESL**

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>High Advanced ESL</p> <p>Test Benchmark:</p> <p>CASAS: (Life Skills): 236-245</p> <p>SPL (Speaking) 7 and higher</p> <p>SPL (Reading and Writing) 8 and higher</p>	<p>Individual can understand and participate effectively in face-to-face conversations on everyday subjects spoken at normal speed; can converse and understand independently in survival, work and social situations; can expand on basic ideas in conversation, but with some hesitation; can clarify general meaning and control basic grammar, although still lacks total control over complex structures.</p>	<p>Individual can read authentic materials on everyday subjects and can handle most reading related to life roles; can consistently and fully interpret descriptive narratives on familiar topics and gain meaning from unfamiliar topics; uses increased control of language and meaning-making strategies to gain meaning of unfamiliar texts. The individual can write multiparagraph essays with a clear introduction and development of ideas; writing contains well-formed sentences, appropriate mechanics and spelling, and few grammatical errors.</p>	<p>Individual has a general ability to use English effectively to meet most routine social and work situations; can interpret routine charts, graphs and tables and complete forms; has high ability to communicate on the telephone and understand radio and television; can meet work demands that require reading and writing and can interact with the public. The individual can use common software and learn new applications; can define the purpose of software and select new applications appropriately; can instruct others in use of software and technology.</p>

Appendix B

**Iowa's National Reporting System Annual
Performance Report For Program Year 2001**

Table 1

Participants by Entering Educational Functioning Level, Ethnicity and Sex

Enter the number of participants* by educational functioning level, **ethnicity, *** and sex.

Enter Educational Functioning Level (A)	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total (N)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	
ABE Beg. Lit.	11	4	2	8	97	58	43	34	1	6	1,207	1,035	2,506
ABE Beg. Basic	25	16	6	10	138	164	67	48	1	8	731	798	2,012
ABE Int. Low	32	36	14	9	204	248	93	86	5	13	914	1,065	2,719
ABE Int. Hi.	65	62	27	18	242	200	137	159	10	11	1,820	1,804	4,555
ASE Low	20	22	10	7	39	46	68	64	4	6	1,410	1,192	2,888
ASE High	6	4	8	5	22	22	19	15	5	1	389	306	802
ESL Beg. Lit	9	3	49	104	34	65	480	439	2	6	75	106	1,372
ESL Beg.	4	2	78	142	41	32	585	434	6	3	126	145	1,598
ESL Int. Low	5	1	80	101	34	11	222	208	2	1	65	93	823
ESL Int. High	1		35	71	12	4	121	93	6	4	20	53	420
ESL Low Advanced	1	1	41	60	15	7	85	84	7	6	20	37	364
ESL High Advanced	1		18	16	5	2	26	18			11	5	102
Total	180	151	368	551	883	859	1,946	1,682	49	65	6,788	6,639	20,161

Column A lists the 12 Educational Functioning Levels

Column B-M is the breakout of the number of students by ethnicity and sex

Column N is the total number of students for each Educational Functioning level

Table 2

Participants by Age, Ethnicity and Sex

Enter the number of participants by age, * ethnicity, and sex.

Age Group (A)	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total (N)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	
16-18	38	21	23	15	142	96	163	129	7	7	1,234	881	2,756
19-24	66	65	70	67	307	305	629	443	17	21	2,319	2,169	6,478
25-44	70	54	176	344	363	384	983	948	20	23	2,209	2,480	8,054
45-59	3	10	64	84	55	59	144	142	2	9	775	790	2,137
60 and Older	3	1	35	41	16	15	27	20	3	5	251	319	736
Total	180	151	368	551	883	859	1,946	1,682	49	65	6,788	6,639	20,161

The totals in Columns B-M should equal the totals in Columns B-M of Table 1. Row totals in Column N should equal the corresponding column totals in Table 3.

Table 3

Participants by Program Type and Age

Enter the number of participants by program type and age.

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-59 (E)	60 and Older (F)	Total (G)
Adult Basic Education	1,842	3,805	4,210	1,387	548	11,792
Adult Secondary Education	729	1,654	1,054	220	33	3,690
English-as-a-Second Language	185	1,019	2,790	530	155	4,679
Total	2,756	6,478	8,054	2,137	736	20,161

The total in Column G should equal the total in Column N of Table 1.

The total in Columns B-F should equal the totals for the corresponding rows in Column N of Table 2 and the total in Column N of Table 1.

Table 4 (Total Enrollment)

Educational Gains and Attendance by Educational Functioning Level

Enter the number of participants for each of the categories listed, the total number of attendance hours, and calculate the percentage of participants completing each level.

Enter Educational Functioning Level * (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced to a Higher Level (E)	Number Separated Before Completed (F)	Number Progressing within Level (G)	Percentage Completing Level (H)
ABE Beg. Lit.	2,506	299,287	192	141	384	1,930	7.7%
ABE Beg. Basic	2,012	221,779	270	169	493	1,249	13.4%
ABE Int. Low	2,719	187,273	605	239	880	1,234	22.3%
ABE Int. Hi.	4,555	285,047	1,364	399	1,357	1,834	29.9%
ASE Low	2,888	243,462	1,540	875	482	866	53.3%
ASE High	802	44,910	309	66	151	342	38.5%
ESL Beg. Lit	1,372	73,913	17	8	465	890	1.2%
ESL Beg.	1,598	98,979	50	29	621	927	3.1%
ESL Int. Low	823	78,200	40	32	353	430	4.9%
ESL Int. High	420	36,422	34	22	146	240	8.1%
ESL Low Adv.	364	34,019	9	6	113	242	2.5%
ESL High Advance	102	6,944	7	3	27	68	6.9%
Total	20,161	1,610,235	4,437	1,989	5,472	10,252	22.0%

The total in Column B should equal the total in Column N of Table 1.

Column D is the total number of learners who completed a level, including learners who left after completing & learners who remained enrolled and moved to one or more higher levels.

Column E represents a sub-set of Column D (Number Completed Level) and are learners who completed a level and enrolled in one or more higher levels.

Column F are students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column D + F + G should equal the total in Column B.

Column G represents the number of learners still enrolled who are at the same educational level as when entering.

Each row total in Column H is calculated using the following formula: $H = \text{Column D} / \text{Column B}$

* Completion of ASE high level is attainment of a secondary credential or passing GED test.

Table 4-B (Only Learners with Paired Test Data)

Educational Gains and Attendance by Educational Functioning Level

Enter the number of participants for each of the categories listed, the total number of attendance hours, and calculate the percentage of participants completing each level.

Enter Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced to a Higher Level (E)	Number Separated Before Completed (F)	Number Progressing within Level (G)	Percentage Completing Level (H)
ABE Beg. Lit.	1,255	169,219	192	141	147	916	15.3%
ABE Beg. Basic	907	88,151	270	169	247	390	29.8%
ABE Int. Low	1,609	131,056	605	239	479	525	37.6%
ABE Int. Hi.	3,132	212,144	1,364	399	760	1,008	43.6%
ASE Low	2,099	203,178	1,540	875	213	346	73.4%
ASE High	508	29,206	309	66	68	131	60.8%
ESL Beg. Lit	25	3,925	17	8	2	6	68.0%
ESL Beg.	107	12,053	50	29	19	38	46.7%
ESL Int. Low	84	11,654	40	32	9	35	47.6%
ESL Int. High	71	14,138	34	22	12	25	47.9%
ESL Low Adv.	56	9,663	9	6	6	41	16.1%
ESL High Advance	22	2,523	7	3	3	12	31.8%
Total	9,875	886,910	4,437	1,989	1,965	3,473	44.9%

Column B is a sub-set of Column B in table 4 - including only those students with paired data.

Column D is the total number of learners who completed a level, including learners who left after completing & learners who remained enrolled and moved to one or more higher levels.

Column E represents a sub-set of Column D (Number Completed Level) and are learners who completed a level and enrolled in one or more higher levels.

Column F are students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column D + F + G should equal the total in Column B.

Column G represents the number of learners still enrolled who are at the same educational level as when entering.

Each row total in Column H is calculated using the following formula: $H = \text{Column D} / \text{Column B}$

* Completion of ASE high level is attainment of a secondary credential or passing GED test.

Table 5

Core Follow-up Outcome Achievement

Enter the number of participants for each of the categories listed and calculate the percentage of achieving each outcome.

Core Follow-up Outcome Measures (A)	Number of Participants with Main or Secondary Goal (B)	Number of Participants Included in Survey (Sampled and Universe) (C)	Number of Participants Responding to Survey or Used for Data Matching (D)	Response Rate or Percent Available for Match (E)	Number of Participants Achieving Outcome (F)	Weighted Average Percent Achieving Outcome (G)
Entered Employment *	1,033	N/A	886	86%	667	75.0%
Retained Employment **	471	N/A	368	78%	262	71.0%
Obtained a GED or secondary school diploma ***	7,250	N/A	6,713	93%	3,424	51.0%
Placed in postsecondary education or training ****	2,964	N/A	2,648	89%	269	10.2%

Column B includes the number of Participants with main or secondary goal for the four Core Follow-Up Outcome Measures

Column D includes all participants used in data matching which is a sub-set of Column B and consists of all students in Column B who used their real Social Security Number.

Column E is calculated using the following formula: $E = \text{Column C} / \text{Column B}$.

Column F is the number of Participants from Column D that achieved outcome.

Column G is the weighted percentage of those Participants from Column D that achieved outcome

The numbers for this table are based on data furnished by local providers. This data includes reasons for enrollment and other demographic information from the Student Entry Record, given upon entry into program, and information obtained from data matching using other available databases. All number of participants used in data matching is a sub-set of total students and consists of those students who used their real social security number school diploma or its recognized equivalent.

**** Report this outcome for participants with a main or secondary goal of placement in postsecondary education or training.

Each row total in Column D is calculated using the following formula: $D = \text{Column C} / \text{Column B}$.

The numbers for this table are based on data furnished by local providers. This data includes reasons for enrollment and other demographic information from the Student Entry Record, given upon entry into program, and information from the Student

Update Record, given at time of exit from program or at the end of the program year. A database will be created with social security numbers for cross-referencing.

**Table 6
Participant Status and Program Enrollment**

Enter the number of participants for each of the categories listed.

Participant Status on Entry into the Program (A)	Number (B)
Disabled	2,556
Employed	9,215
Unemployed	6,646
Not in Labor Force	1,927
On Public Assistance	1,834
Living in Rural Areas *	N/A
Program Type	
In Family Literacy Programs **	232
In Workplace Literacy Programs **	1,258
In Programs for the Homeless**	45
In Programs for Work-based Project Learners **	0
Institutional Programs	
In Correctional Facilities	693
In Community Correctional Programs	877
In Other Institutional Settings	N/A
Secondary Status Measures (Optional)	
Low Income	N/A
Displaced Homemaker	57
Single Parent	1,657
Dislocated Worker	135
Learning Disabled Adults	N/A

Table 7

Adult Education Personnel by Function and Job Status

Enter an unduplicated count of personnel by function and job status

Function (A)	Adult Education Personnel		Unpaid Volunteers (D)
	Total Number of Part-time Personnel (B)	Total Number of Full-time Personnel (C)	
State-level Administrative/ Supervisory/Ancillary Services	0	4	0
Local-level Administrative/ Supervisory/Ancillary Services	11	28	60
Local Teachers	514	12	292
Local Counselors	1	0	1
Local Paraprofessionals	20	6	284

Table 8 (Optional)

Outcomes for Adults in Family Literacy Programs

Enter the number of participants in family literacy programs for each of the categories listed.

Outcomes Measures (A)	Number of Family Literacy Participants with Main or Secondary Goal (B)	Number of Participants Included in Survey (Sampled and Universe) (C)	Number of Participants Responding to Survey or Used for Data Matching (D)	Response Rate or Percent available for Match (E)	Number of Participants Achieving Outcome (F)	Weighted Average Percent Achieving Outcome (G)
Completed an educational functioning level ***	166					
Entered employment *	7					
Retained employment *	0					
Obtained a secondary school diploma or GED *	43					
Entered postsecondary education or training *	13					
Increased involvement in children's education **	43					
Help more frequently with school						
Increased contact with children's teachers						
More involved in children's school activities **						
Increased involvement in children's literacy activities	43					
Reading to children						
Visiting Library						
Purchasing books or magazines						

* Core Outcome Measures calculated as in Table 5.

** Column B for Completed an education functioning level totals the number of learners who had goals to improve Basic Skills or improve English Skills. The numbers for this table are based on data furnished by local providers. This data includes reasons for enrollment and other demographic information from the Student Entry Record, given upon entry into program.

Table 9 (Optional)

Outcomes for Adults in Workplace Literacy Programs

Enter the number of participants in workplace literacy programs for each of the categories listed.

Core Follow-up Measure (A)	Number of Workplace Literacy Participants with Main or Secondary Goal (B)	Number of Participants Included in Survey (Sampled and Universe) (C)	Number of Participants Responding to Survey or Used for Data Matching (D)	Response Rate or Percent available for Match (E)	Number of Participants Achieving Outcome (F)	Percentage Achieving Outcome (G)
Completed an educational functioning level **	1,044					
Entered Employment *	44					
Retained Employment *	25					
Obtained a secondary school diploma or GED *	37					
Placed in postsecondary education or training *	68					

* Core Outcome Measures calculated as in Table 5.

** Column B for Completed an education functioning level totals the number of learners who had goals to improve Basic Skills or improve English Skills.

The numbers for this table are based on data furnished by local providers. This data includes reasons for enrollment and other demographic information from the Student Entry Record, given upon entry into program.

Table 10 (Optional)

Outcomes for Adults in Correctional Education Programs

Enter the number of participants in correctional education programs for each of the categories listed.

Core Follow-up Measure (A)	Number of Participants in Correctional Education Programs with Main or Secondary Goal (B)	Number of Participants Included in Survey (Sampled and Universe) (C)	Number of Participants Responding to Survey or Used for Data Matching (D)	Response Rate or Percent available for Match (E)	Number of Participants Achieving Outcome (F)	Weighted Average Percent Achieving Outcome (G)
Completed an educational functioning level **	623					
Entered Employment *	190					
Retained Employment *	36					
Obtained a secondary school diploma or GED *	717					
Placed in postsecondary education or training *	210					

* Core Outcome Measures calculated as in Table 5.

** Column B for Completed an education functioning level totals the number of learners who had goals to improve Basic Skills or improve English Skills.

The numbers for this table are based on data furnished by local providers. This data includes reasons for enrollment and other demographic information from the Student Entry Record, given upon entry into program.

Table 11 (Optional)
Secondary Outcome Measures

Enter the number of participants for each of the categories listed.

Core Follow-up Measure (A)	Number of Participants with Main or Secondary Goal or Status (B)	Number of Participants Achieving Outcome (C)	Percentage Achieving Outcome (D)
Achieved work-based project learning goal	0		
Left public assistance	487		
Achieved citizenship skills	178		
Increased involvement in children's education *	7,668		
Increased involvement in children's literacy activities *	7,668		
Voted or registered to vote	178		
Increased involvement in community activities	202		

* Entered are the total number of participants who achieved this goal regardless of whether the participant was in a family literacy program. Table 8 is used to enter achievements of family literacy participants. The number reported here is higher than reported in Table 8 since it includes all participants who achieved this goal.

The numbers for this table are based on data furnished by local providers. This data includes reasons for enrollment and other demographic information from the Student Entry Record, given upon entry into program.

Table 12 (Optional)

Work-based Project Learners by Age, Ethnicity and Sex

Enter the number of work-based project learners by age, * ethnicity, and sex.

Age Group (A)	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total (N)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	
16-18													0
19-24													0
25-44													0
45-59													0
60 and Older													0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0

Only participants designated as work-based project learners should be included in this table. These participants should not be included in Tables 1-5. The total in Column N should equal the number of work-based project learners reported in Table 6

Table 13 (Optional)

Core Follow-up Outcome Achievement for Prior Reporting Year and for Unintended Outcomes

Enter the number of participants in correctional education programs for each of the outcome categories for achieving each outcome who did not have the outcome as a goal.

Core Follow-up Measure (A)	Number of Participants with Main or Secondary Goal Who Achieved Outcome but Were Not Reported in the Prior Reporting Period (B)	Number of Participants Achieving Outcome in Current Year Who Did Not Have the Outcome as a Goal (C)
Entered Employment	N/A	
Retained Employment	N/A	
Obtained a secondary school diploma or GED	N/A	
Placed in postsecondary education or training	N/A	

For Column B, report the number of participants who had the core outcome as a primary or secondary goal and who achieved that outcome according to the core outcome definitions (see Table 5), but were not reported in the prior program year.

For Column C, report the number of participants who achieved the outcome in the current reporting year but did not have the outcome as a main or secondary goal.