

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



ANNUAL REPORT



Iowa Department
of Education

Program Year 2002
July 1, 2001 – June 30, 2002

State of Iowa
Department of Education
Grimes State Office Building
Des Moines, Iowa
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IOWA'S COMMUNITY COLLEGE BASED BASIC SKILLS LITERACY CREDENTIAL PROGRAM

Introduction and Overview

The purpose of this report is to document the results of Iowa's community college based basic literacy skills credential program for Program Year 2002 (July 1, 2001-June 30, 2002). The credentialing program is administered through Iowa's community colleges and consists of four (4) components: (1) basic literacy skills certification, (2) Iowa High School Equivalency Diploma, (3) community college based adult high school diploma, and (4) traditional high school diploma. A brief description of each component is presented in the following sections.

Basic Skills Certification Program

The major purpose of Iowa's Basic Skills Certification program is to award certificates for successful attainment of basic literacy skills competencies below the General Educational Development (GED) level. The program issues a total of twelve (12) basic literacy certificates in the areas of reading, mathematics and writing at four (4) certification levels based on the Comprehensive Adult Student Assessment System (CASAS). Iowa's Basic Literacy Skills Certification program was initiated in Program Year 1988 with the reading and mathematics components. The writing component was initiated during Program Year 2002. The certification program is authorized under *281 Iowa Administrative Code section 21.2(10)(e)* and *20 U.S.C. section 9212(b)(2)(B) [Section 212(b)(2)(B) of the Adult Education and Family Literacy Act]*. Exhibit 1 describes the descriptors for each subject area and CASAS level.

EXHIBIT 1

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

CASAS Basic Skills Level	CASAS Reading Skill Level Descriptor Statements	CASAS Mathematics Skill Level Descriptor Statements	CASAS Writing Skill Level Descriptor Statements
A	Individuals at this level generally can read numbers, letters, simple words, and phrases related to immediate needs. Other skills may include reading and following directions found on signs and directories. Individuals at this level may be successful in entry-level jobs that require basic oral communication skills.	Individuals at this level generally can add and subtract whole numbers. Other skills may include: interpreting clock time; counting and converting money. Individuals at this level may be successful in entry-level jobs that involve tasks such as counting items	Individuals at this level generally can write letters, numbers, and a limited number of basic sight words, and simple sentences related to immediate needs. Other skills may include: filling in basic personal information on simplified forms, including signature and date; writing very simple notes (e.g., writing a note to a co-worker or child's teacher); making simple entries on a work log form; completing a simple inventory form. Persons at this level can handle only the most basic written communication in English in routine, entry-level jobs in which all tasks can be demonstrated.

EXHIBIT 1 (Continued)

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

CASAS Basic Skills Level	CASAS Reading Skill Level Descriptor Statements	CASAS Mathematics Skill Level Descriptor Statements	CASAS Writing Skill Level Descriptor Statements
B	<p>Individuals at this level generally can handle basic reading tasks related to their life roles. Other skills may include: reading and interpreting simplified and real-life materials on familiar topics; interpreting simple charts, graphs, maps, labels and menus; following basic written instructions and diagrams. Individuals at this level may be successful in entry-level jobs that involve following basic oral communications or simple written instructions.</p>	<p>Individuals at this level generally can add, subtract, multiply and divide whole numbers. Other skills may include: interpreting simple charts, graphs, and labels; interpreting a basic payroll stub; interpreting clock time; counting, converting, and using money, interpreting restaurant menus and computing related costs.</p> <p>Individuals at this level generally can handle jobs that involve following basic oral communications or simple written instructions and diagrams if they can be clarified orally. Individuals at this level may be successful in entry-level jobs.</p>	<p>Individuals at this level generally can write simple notes and messages based on familiar situations. Other skills may include: completing short work orders, filling out forms requiring basic personal information, taking simple phone messages. Persons at this level can handle jobs or job training that involve some simple written communication.</p>
C	<p>Individuals at this level generally can handle most routine reading tasks related to their life roles. Other skills may include: interpreting routine charts, graphs, maps, labels, and menus; reading and interpreting a simple employee handbook; interpreting a pay stub; following multi-step diagrams and written instructions.</p> <p>Individuals at this level may be successful in jobs that involve following basic oral communications, simple written instructions and diagrams. Persons at this level generally are able to begin General Education Development (GED) preparation.</p>	<p>Individuals at this level generally can handle most computational tasks related to their life roles. Other skills may include: adding, subtracting, multiplying and dividing whole numbers; interpreting routine charts, graphs and labels; interpreting a payroll stub; reconciling a bank statement and completing calculations on a simple order form.</p> <p>Individuals at this level may be successful in entry-level jobs that involve following basic oral communications and simple written instructions and diagrams. Persons at this level are generally able to begin General Educational Development (GED) preparation.</p>	<p>Individuals at this level generally can write short, routine work memos or reports. Other skills may include: writing e-mail messages, filling out basic medical forms and job applications, describing basic work procedures in writing, completing incident report forms, making log entries to document work activities, taking notes and phone messages, writing personal notes or letters.</p> <p>Persons at this level generally are able to begin General Educational Development (GED) preparation, and <i>may</i> be able to pass the writing section of the GED test.</p>
D	<p>Individuals at this level generally can perform tasks that involve written instructions in both familiar and unfamiliar situations. Other skills may include: reading and following multi-step directions; reading and interpreting manuals and legal forms; interpreting literary materials such as poetry and literature; creating and using tables and graphs; integrating information from multiple texts, charts, and graphs; evaluating and organizing information.</p> <p>They can also organize information and perform tasks that involve workplace communication skills. Persons at this level generally are able to successfully complete appropriate sections of the Tests of General Educational Development (GED Tests).</p>	<p>Individuals at this level generally can add, subtract, multiply, and divide whole numbers, fractions, and decimals. Other skills may include using mathematics in the workplace, such as calculating discounts; comparing prices to determine the best buys for goods and services; creating and using tables and graphs; computing standard measurement for length, width, perimeter, and area. They generally can organize, implement and perform multi-level calculations. Persons at this level generally are able to successfully complete appropriate sections of the Tests of General Educational Development (GED Tests).</p>	<p>Individuals at this level generally can perform writing tasks, such as most letters, logs, memos, and forms, with reasonable accuracy to meet most personal and employment-related needs. Other skills may include: taking notes from meetings and recorded messages, describing work or training procedures including basic safety directives, job aids, and maintenance instructions; stating personal and employment goals.</p> <p>Persons at this level generally are able to successfully complete the writing section of the Tests of General Educational Development (GED Tests).</p>

Iowa High School Equivalency Diploma

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

Adult High School Diploma Program

The Adult High School Diploma is awarded to adults who successfully complete a prescribed program of instruction at a community college. The diploma is community college based and is granted by the community college. The program is viewed as an alternative to the GED based Iowa High School Equivalency Diploma. The program is authorized under *281 Iowa Administrative Code section 21.2(10(d))* and *20 U.S.C. section 9212(b)(2)(A)(iii) [Section 212(b)(2)(A)(iii) of the Adult Education and Family Literacy Act]*. The program was initiated in 1966.

Traditional High School Diploma

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

CREDENTIAL PROGRAM RESULTS

This section of the report is designed to enumerate the credentialing program results for Program Year 2002. The results are displayed in the following tables and graphs:

- **Table 1:** Table 1 provides an overview of the total number of credentials issued for the four (4) components of the credential program;
- **Table 2:** Table 2 provides a breakout of the number of basic literacy skills certificates issued by subject area and CASAS level;
- **Graph 1:** Graph 1 is a pie chart depicting the percentage and number relationship among the four (4) components of the credential program;
- **Graph 2:** Graph 2 is a pie chart depicting the percentage and number relationship among the three subject areas for Iowa's Basic Skills Certification program;
- **Graph 3:** Graph 3 is a bar chart which provides a breakout of the number and percentage of basic skills certificates issued by CASAS certification levels and subject area;
- **Graph 4:** Graph 4 is a bar graph depicting the number and percentage of reading certificates issued by CASAS level;
- **Graph 5:** Graph 5 is a bar graph depicting the number and percentage of mathematics certificates issued by CASAS level;
- **Graph 6:** Graph 6 is a bar graph depicting the number and percentage of writing certificates issued by CASAS level;
- **Graph 7:** Graph 7 is a bar chart which provides a breakout of the number and percentage of basic skills certificates issued by CASAS certification level;
- **Graph 8:** Graph 8 is a bar chart illustrating the total number of basic skills certificates issued for Program Years 1988-2002.
- **Graph 9:** Graph 9 is a bar chart depicting the GED 2002 Official Practice Tests (OPT) mean standard score sub test results for Iowa's GED target population.

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

TABLE 1

Number of Basic Literacy Skills Certificates, GED Diplomas, Adult High School Diplomas and Secondary School Diplomas Issued Through Iowa's Community Colleges for Program Year 2002 (July 1, 2001 – June 30, 2002)

A Community College	B *Basic Literacy Skills Certificates	C **High School Equivalency Diplomas	D ***CC Adult High School Diplomas	E ****Secondary School Diplomas	F Total
Northeast IA Comm. College	95	306	0	68	469
North IA Area Comm. College	21	138	0	15	174
Iowa Lakes Comm. College	177	125	1	53	356
Northwest IA Comm. College	78	62	4	24	168
Iowa Central Comm. College	785	382	2	1,137	2306
Iowa Valley Comm. College Dist.	237	269	4	57	567
Hawkeye Comm. College	39	294	22	0	355
Eastern IA Comm. College Dist	529	944	0	310	1,783
Kirkwood Comm. College	285	873	207	240	1,605
Des Moines Area Comm. College	667	1,325	295	343	2,630
Western IA Tech Comm. College	246	490	0	22	758
Iowa Western Comm. College	232	389	0	0	621
Southwestern Comm. College	88	171	0	0	259
Indian Hills Comm. College	452	447	0	53	952
Southeastern Comm. College	504	460	0	85	1,049
TOTAL	4,435	6,675	535	2,407	14,052

Sources: Iowa Department of Education Program Year 2002 Basic Literacy Skills Certification and High School Diploma Report, and the Iowa Department of Education and GEDScoring.COM Iowa GED Diploma databases.

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

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

*** Column D represents the number of adult learners enrolled in community college based basic literacy skills classes and completed requirements for the Adult High School Diploma issued by the community College.

****Column E represents the number of secondary school students issued a traditional high school diploma by the local school district or community college as a direct result of a cooperative agreement between the local school district and the community college. **The data presented in column E represents a conservative estimate from some of the community colleges due to the fact that this is the first year this data was collected in this format.**

Interpretation: The data indicates that 4,435 (32%) basic skills certificates, 6,675 (48%) Iowa High School Equivalency Diplomas, 535 (4%) adult high school diplomas and 2,407 (17%) traditional secondary school diplomas were issued through Iowa's community college based basic literacy skills credential program. The basic skills certificates and Iowa High School Equivalency Diplomas were issued through the statewide community college based adult basic education (ABE) program. The adult high school diplomas were issued through the community college based adult high school diploma program. The traditional secondary school diplomas were issued by the local school districts as a result of a cooperative agreement between the local school districts and the community colleges.

TABLE 2

Number of Basic Literacy Skills Certificates Issued by Iowa's Community Colleges by Subject Area and CASAS Level for Program Year 2002 (July 1, 2001 – June 30, 2002)

A Community College	B Reading CASAS LEVEL				C Subtotal	D Mathematics CASAS LEVEL				E Subtotal	F *Writing CASAS LEVEL				G Subtotal	H Total (Col C + Col E + Col G)
	A	B	C	D		A	B	C	D		A	B	C	D		
Northeast IA Comm. College	12	14	24	13	63	3	13	8	4	28	0	0	3	1	4	95
North IA Area Comm. College	9	12	0	0	21	0	0	0	0	0	0	0	0	0	0	21
Iowa Lakes Comm. College	14	26	29	52	121	2	9	19	26	56	0	0	0	0	0	177
Northwest IA Comm. College	19	26	22	5	72	2	1	2	1	6	0	0	0	0	0	78
Iowa Central Comm. College	64	78	108	178	428	8	75	113	118	314	10	16	15	2	43	785
Iowa Valley Comm. College Dist.	11	26	37	40	114	8	27	46	42	123	0	0	0	0	0	237
Hawkeye Comm. College	0	14	10	1	25	0	13	1	0	14	0	0	0	0	0	39
Eastern IA Comm. Coll. Dist	12	68	82	198	360	5	47	53	64	169	0	0	0	0	0	529
Kirkwood Comm. College	10	37	42	42	131	8	38	33	75	154	0	0	0	0	0	285
Des Moines Area Comm. Coll.	23	85	110	68	286	14	66	220	51	351	6	8	9	7	30	667
Western IA Tech Comm. Coll.	40	47	41	43	171	1	11	40	23	75	0	0	0	0	0	246
Iowa Western Comm. College	9	30	39	29	107	27	48	31	6	112	1	3	9	0	13	232
Southwestern Comm. College	6	15	12	7	40	6	18	13	11	48	0	0	0	0	0	88
Indian Hills Comm. College	32	50	58	118	258	16	35	73	70	194	0	0	0	0	0	452
Southeastern Comm. College	26	30	110	110	276	33	75	84	36	228	0	0	0	0	0	504
TOTAL	287	558	724	904	2,473	133	476	736	527	1,872	17	27	36	10	90	4,435

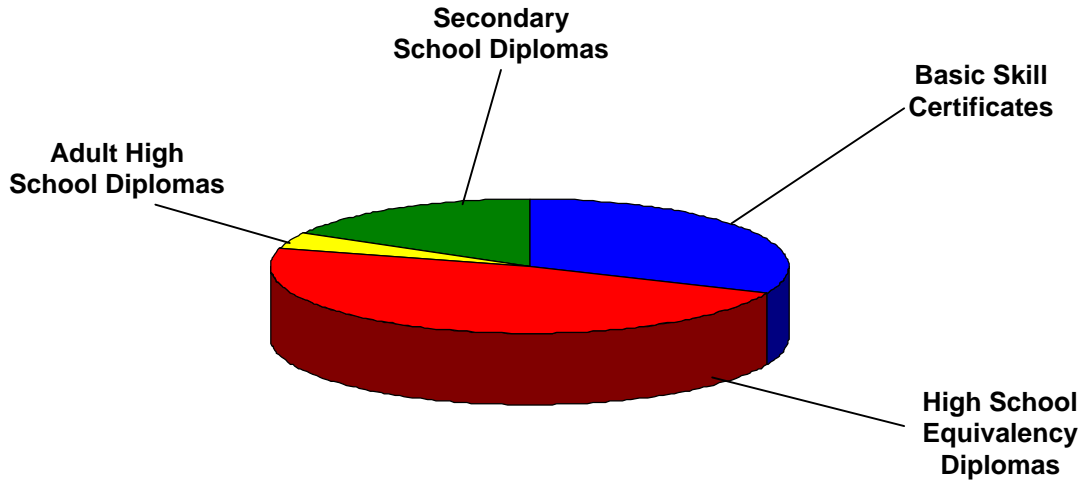
Source: Program Year 2002 Basic Literacy Skills Certification and High School Diploma Report for Program Year 2002: Iowa Department of Education

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

Interpretation: The data indicates that 2,473 (56%) reading certificates, 1,872 (42%) mathematics certificates and 90 (2%) writing certificates for a total of 4,435 certificates were issued during Program Year 2002. The greatest percent (66%) of reading certificates were issued at the CASAS C and D levels. The greatest percent (67%) of the mathematics certificates were issued at the CASAS C and D levels. The greatest percentage (70%) of the writing skills certificates were issued at the CASAS B and C levels.

GRAPH 1

Number and Percent of Basic Skills Certificates, High School Equivalency Diplomas, Adult High School Diplomas and Secondary School Diplomas Issued for Program Year 2002



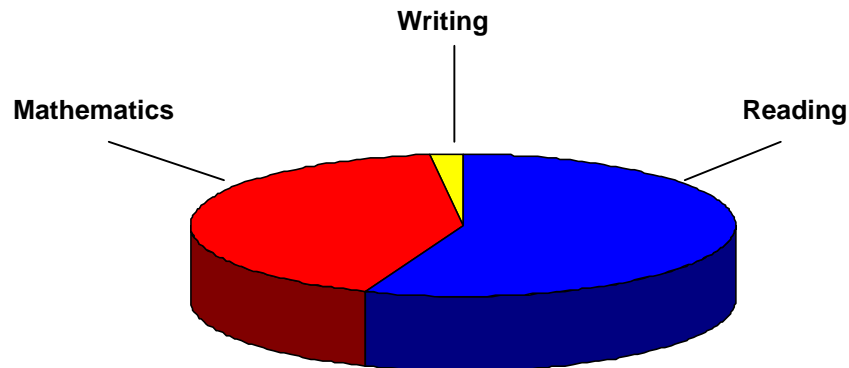
Interpretation: The highest percentage of credentials issued was in the High School Equivalency Diploma component (47%) followed by the Basic Skills Certificate component (32%).

CREDENTIAL COMPONENT	N	%
Basic Skills Certificates	4,435	32
High School Equivalency Diplomas	6,675	47
Adult High School Diplomas	535	4
Secondary School Diplomas	<u>2,407</u>	<u>17</u>
Total	14,052	100

Sources: Iowa Department of Education Program Year 2002 Basic Literacy Skills Certification and High School Diploma Report; Iowa Department of Education and GED Scoring.COM Iowa GED Diploma data bases.

GRAPH 2

Number and Percent of Basic Skills Certificates Issued by Subject Areas for Program Year 2002



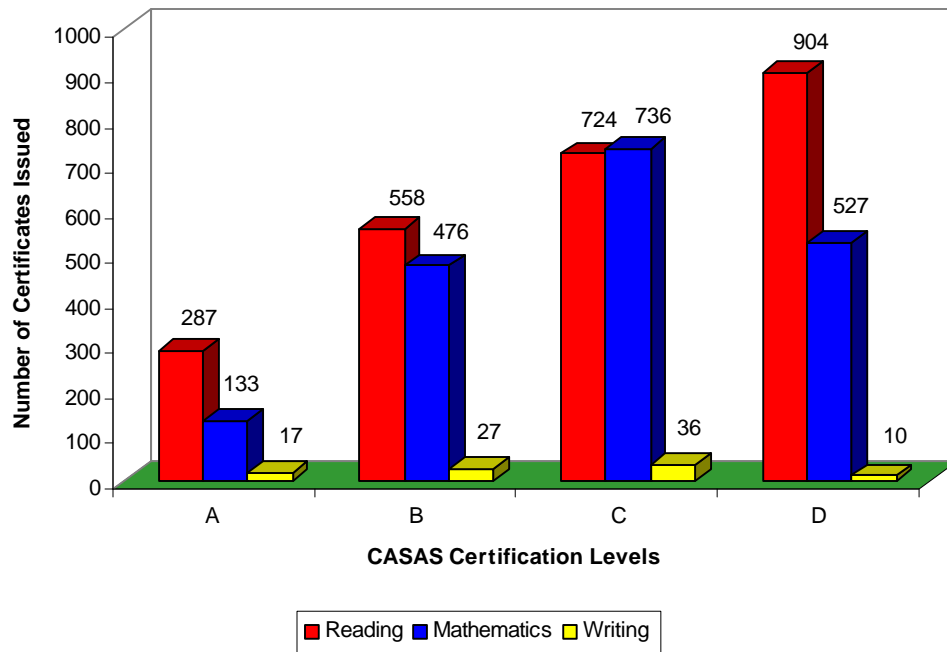
Interpretation: The highest percentage of basic skills certificates issued was in the reading subject area (56%) followed by the mathematics subject area (42%). Program Year 2002 was the first year that certificates were issued for the writing subject area.

SUBJECT AREA	N	%
Reading	2,473	56
Mathematics	1,872	42
Writing	<u>90</u>	<u>2</u>
Total	4,435	100

Source: Program Year 2002 Iowa Basic Skills Certification Report: Iowa Department of Education.

GRAPH 3

Number and Percent of Basic Skills Certificates Issued by CASAS Certification Levels and Subject Areas for Program Year 2002



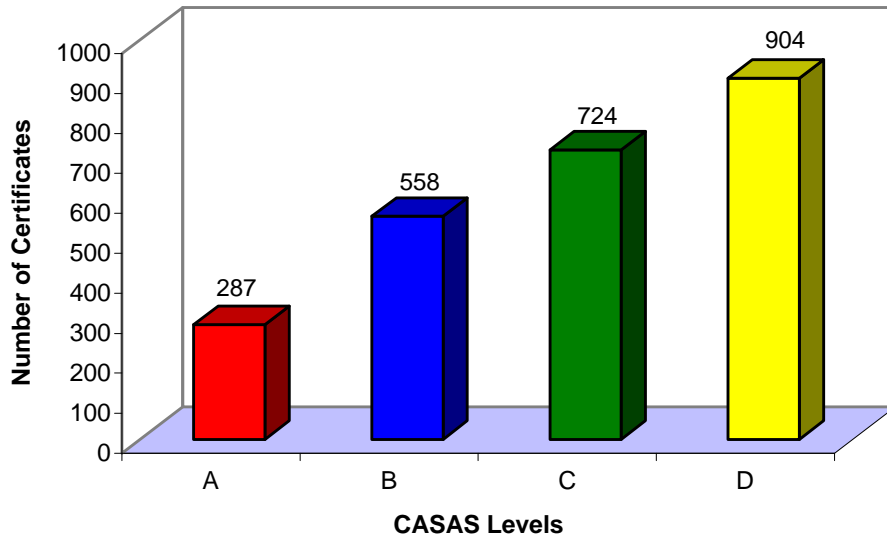
Interpretation: The highest number of certificates issued for the reading subject area was at CASAS Level D (904). The highest number of certificates issued for the mathematics subject area was at CASAS Level C (736). The highest number of certificates issued for the writing subject area was at CASAS Level C (36).

CASAS LEVEL	READING		MATHEMATICS		WRITING		TOTAL
	N	%	N	%	N	%	
A	287	66	133	30	17	4	437
B	558	52	476	45	27	3	1,061
C	724	48	736	49	36	2	1,496
D	904	62	527	37	10	1	1,441
Total	2,473	56	1,872	42	90	2	4,435

Source: Program Year 2002 Iowa Basic Skills Certification Report: Iowa Department of Education.

GRAPH 4

Number and Percent of Reading Certificates Issued by CASAS Certification Levels for Program Year 2002



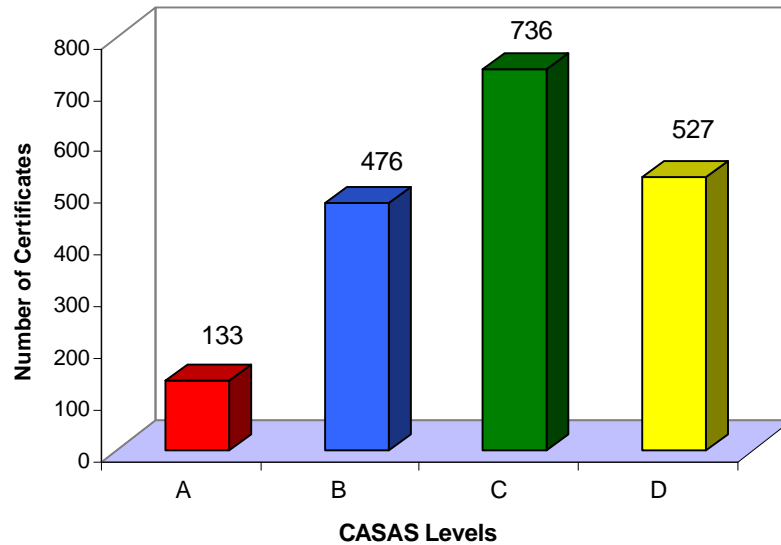
Interpretation: The highest number of certificates issued for the reading subject area was at CASAS Level D (904).

CASAS LEVEL	READING	
	N	%
A	287	12
B	558	23
C	724	29
D	904	37
Total	2,473	100

Source: Program Year 2002 Iowa Basic Skills Certification Report: Iowa Department of Education.

Graph 5

Number and Percent of Mathematics Certificates Issued by CASAS Certification Levels for Program Year 2002



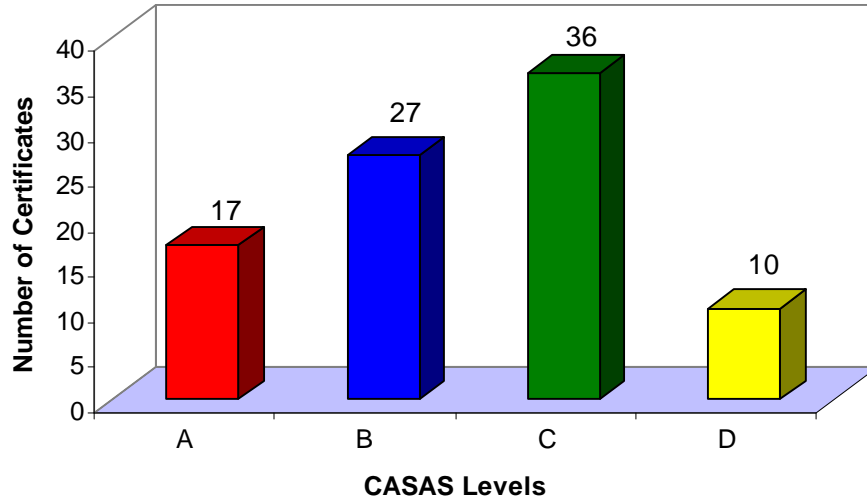
Interpretation: The highest number of certificates issued for the mathematics subject area was at CASAS Level C (736).

CASAS LEVEL	MATHEMATICS	
	N	%
A	133	7
B	476	25
C	736	39
D	<u>527</u>	<u>28</u>
Total	1,872	100

Source: Program Year 2002 Iowa Basic Skills Certification Report: Iowa Department of Education.

Graph 6

**Number and Percent of Writing
Certificates Issued by CASAS Certification
Levels for Program Year 2002**



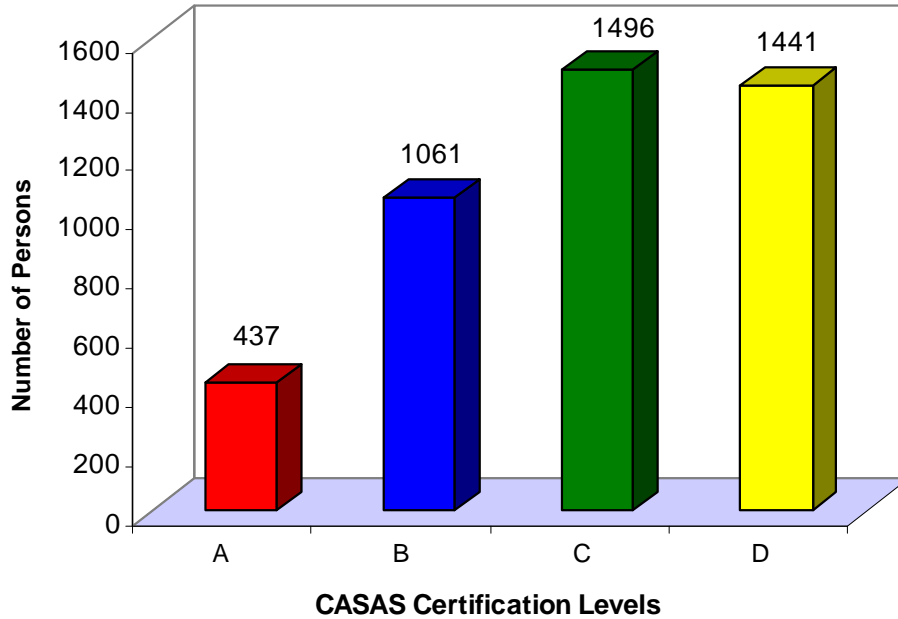
Interpretation: The highest number of certificates issued for the writing subject area was at CASAS Level C (36).

CASAS LEVEL	WRITING	
	N	%
A	17	19
B	27	30
C	36	40
D	10	11
Total	90	100

Source: Program Year 2002 Iowa Basic Skills Certification Report: Iowa Department of Education.

Graph 7

**Number of Basic Skills Certificates Issued
by CASAS Certification Levels
for Program Year 2002**



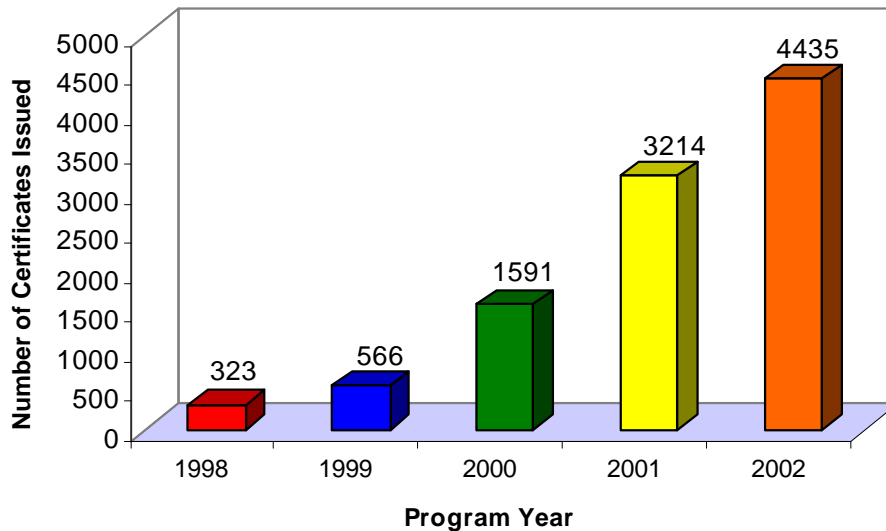
Interpretation: The highest number of certificates was issued at CASAS Certification Level C (1,496) followed by CASAS Certification Level D (1,441).

CASAS LEVEL	READING	MATHEMATICS	WRITING	TOTAL	PERCENT ISSUED
A	287	133	17	437	10
B	558	476	27	1,061	24
C	724	736	36	1,496	34
D	<u>904</u>	<u>527</u>	<u>10</u>	<u>1,441</u>	<u>32</u>
Total	2,473	1,872	90	4,435	100

Source: Program Year 2002 Iowa Basic Skills Certification Report: Iowa Department of Education.

Graph 8

**Total Number of Basic Skills
Certificates Issued by Program Year**



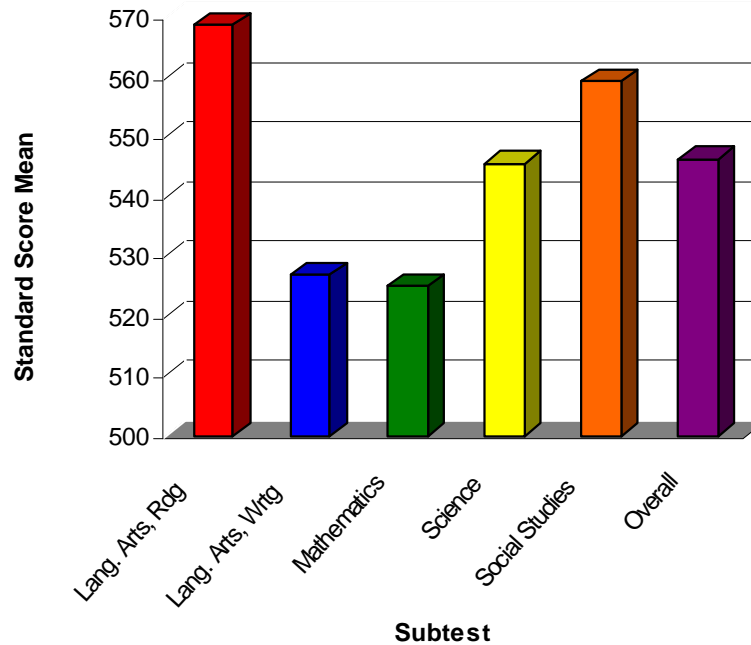
Interpretation: A total of 4,435 basic skills certificates were awarded during Program Year 2002 which represents a 38% increase over the number of basic skills certificates issued during Program Year 2001 (3,214). Program Year 2001 was the first year that all of Iowa's community colleges participated in the Iowa Basic Skills Certification program. The addition of the writing skills component assisted in achieving the 38% increase from Program Year 2001 to Program Year 2002.

PROGRAM YEAR	NUMBER OF CERTIFICATES ISSUED	PROGRAM YEAR % INCREASE	NUMBER OF COMMUNITY COLLEGES PARTICIPATING
1998	323	--	4
1999	566	75	6
2000	1,591	182	12
2001	3,214	102	15
2002	<u>4,435</u>	38	15
Total	10,129		

Source: Program Years 1998-2002 Iowa Basic Skills Certification Reports: Iowa Department of Education.

Graph 9

**Mean Standard Scores for the GED 2002
Official Practice Tests for
Iowa's GED Target Population**



Interpretation: The graph displays the mean standard scores for each of the GED 2002 test battery subtests based on Official GED Practice Tests (OPT) results for Iowa's GED target population. The GED 2002 standard scale is based on a standard score range from 200-800. The results indicated that the highest standard score mean was in the area of Language Arts, Reading (568.8) while the two lowest standard score means were in the areas of Mathematics (525.1) and Language Arts, Writing (527.02). The overall standard score mean for all five subtests was 546.3.

SUBTEST	STANDARD SCORE MEAN	N
Language Arts, Reading	568.8	559
Language Arts, Writing	527.02	459
Mathematics	525.1	473
Science	545.6	545
Social Studies	559.17	519
Overall	546.3	2,555

Source: Iowa Department of Education GED 2002 Official Practice Test Score Database.

OBSERVATIONS

- * The Iowa Basic Skills Certification program, the Iowa High School Equivalency Diploma and Adult High School Diploma components of the community college based basic literacy skills credential program provide a comprehensive program of issuance of basic literacy skills certificates and secondary school credentials to adults lacking basic literacy skills or a traditional high school diploma;
- * The basic skills certification component is the fastest growing segment of the basic literacy skills credential program.
- * The Traditional High School Diploma component offers in school youth the opportunity to participate in vocational-technical programs and advanced college placement courses and obtain credit for such participation toward the completion of a high school diploma awarded by the local school district.
- * The program documents educational gains achieved by the program participants.
- * The program is a key indicator of program accountability.
- * The performance on the Official GED Practice Tests the GED 2002 in the areas of Language Arts, Writing and Mathematics indicates that these areas need additional emphasis in preparing GED candidates to take the actual GED 2002 test battery.