

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



ANNUAL REPORT



Iowa Department
of Education

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

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 2003 (July 1, 2002-June 30, 2003). 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 1998 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 delineates 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 General Educational Development (GED) test battery. The purpose of the GED testing program is to provide a second chance opportunity for those individuals who did not complete the requirements for a traditional high school diploma. The Iowa High School Equivalency Diploma program was initiated in 1966 under *Iowa Code, Chapter 259A and 281 IAC Chapter 32*.

Adult High School Diploma Program

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

Traditional High School Diploma

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

CREDENTIAL PROGRAM RESULTS

This section of the report is designed to enumerate the credentialing program results for Program Year 2003. 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 level and subject area;
- **Graph 4:** Graph 4 is a bar chart depicting the number and percentage of reading certificates issued by CASAS certification level;
- **Graph 5:** Graph 5 is a bar chart depicting the number and percentage of mathematics certificates issued by CASAS certification level;
- **Graph 6:** Graph 6 is a bar chart depicting the number and percentage of writing certificates issued by CASAS certification level;
- **Graph 7:** Graph 7 is a bar chart 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 1998-2003.

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 2003 (July 1, 2002 – June 30, 2003)

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	159	92	0	91	342
North IA Area Comm. College	167	96	0	33	296
Iowa Lakes Comm. College	111	55	52	47	265
Northwest IA Comm. College	58	36	18	9	121
Iowa Central Comm. College	643	302	3	1,237	2,185
Iowa Valley Comm. College Dist.	370	181	3	73	627
Hawkeye Comm. College	124	155	20	0	299
Eastern IA Comm. College Dist	703	509	0	292	1,504
Kirkwood Comm. College	543	419	206	321	1,489
Des Moines Area Comm. College	711	903	359	411	2,384
Western IA Tech Comm. College	192	222	30	0	444
Iowa Western Comm. College	206	199	0	29	434
Southwestern Comm. College	114	39	0	0	153
Indian Hills Comm. College	394	227	0	0	621
Southeastern Comm. College	542	240	0	159	941
TOTAL	5,037	3,675	691	2,702	12,105

Sources: Iowa Department of Education Program Year 2003 Basic Literacy Skills Certification and High School Diploma Report, and GEDScoring.COM Iowa GED Diploma database.

* Column B represents the number of basic literacy skills certificates issued in the subject areas of Reading, Mathematics 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 2002 Test Battery.

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

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

Interpretation: The data indicates that 5,037 (42%) basic skills certificates, 3,675 (30%) Iowa High School Equivalency Diplomas, 691 (6%) adult high school diplomas and 2,702 (22%) traditional secondary school diplomas for a total of 12,105 credentials were issued in conjunction with Iowa's community college based basic literacy skills credential program. The basic skills certificates were issued through the statewide community college based adult literacy program. The Iowa High School Equivalency Diplomas were issued by the Iowa Department of Education's Community College Based GED Testing Program. The adult high school diplomas were issued through the community college based adult high school diploma program. The traditional secondary school diplomas were issued by the local school districts as a result of a cooperative agreement between the local school districts and the community colleges.

TABLE 2

Number of Basic Literacy Skills Certificates Issued by Iowa's Community Colleges by Subject Area and CASAS Certification Level for Program Year 2003 (July 1, 2002 – June 30, 2003)

A Community College	B Reading				C Subtotal	D Mathematics				E Subtotal	F *Writing				G Subtotal	H Total (Col C + Col E + Col G)
	CASAS LEVEL					CASAS LEVEL					CASAS LEVEL					
	A	B	C	D		A	B	C	D		A	B	C	D		
Northeast IA Comm. College	13	9	26	55	103	5	4	16	20	45	1	1	5	4	11	159
North IA Area Comm. College	13	6	8	6	33	11	34	52	37	134	0	0	0	0	0	167
Iowa Lakes Comm. College	10	18	18	33	79	3	10	14	5	32	0	0	0	0	0	111
Northwest IA Comm. College	21	10	14	5	50	3	2	2	1	8	0	0	0	0	0	58
Iowa Central Comm. College	125	50	82	138	395	2	49	90	70	211	13	4	18	2	37	643
Iowa Valley Comm. College Dist.	30	62	94	52	238	4	25	67	36	132	0	0	0	0	0	370
Hawkeye Comm. College	7	22	32	9	70	11	39	3	1	54	0	0	0	0	0	124
Eastern IA Comm. Coll. Dist	25	71	116	221	433	14	65	93	98	270	0	0	0	0	0	703
Kirkwood Comm. College	18	51	66	157	292	14	61	76	94	245	0	0	4	2	6	543
Des Moines Area Comm. Coll.	124	190	141	75	530	15	39	82	26	162	11	6	2	0	19	711
Western IA Tech Comm. Coll.	46	40	35	37	158	0	10	20	4	34	0	0	0	0	0	192
Iowa Western Comm. College	6	14	23	43	86	13	39	31	12	95	4	8	10	3	25	206
Southwestern Comm. College	26	14	16	10	66	8	11	20	9	48	0	0	0	0	0	114
Indian Hills Comm. College	51	57	58	88	254	21	27	56	36	140	0	0	0	0	0	394
Southeastern Comm. College	13	35	87	162	297	20	68	104	53	245	0	0	0	0	0	542
TOTAL	528	649	816	1,091	3,084	144	483	726	502	1,855	29	19	39	11	98	5,037

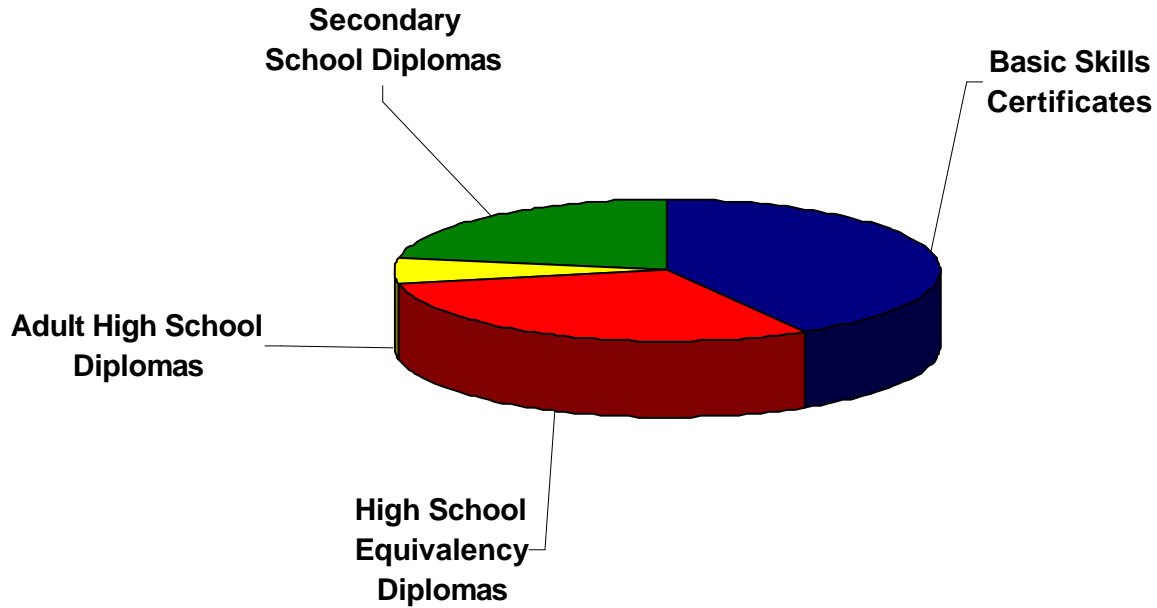
Source: Program Year 2003 Basic Literacy Skills Certification and High School Diploma Report for Program Year 2003: Iowa Department of Education

* 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 3,084 (61%) reading certificates, 1,855 (37%) mathematics certificates and 98 (2%) writing certificates for a total of 5,037 certificates were issued during Program Year 2003. The greatest percent (62%) of reading certificates were issued at the CASAS C and D levels. The greatest percent (66%) of 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 A 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 2003



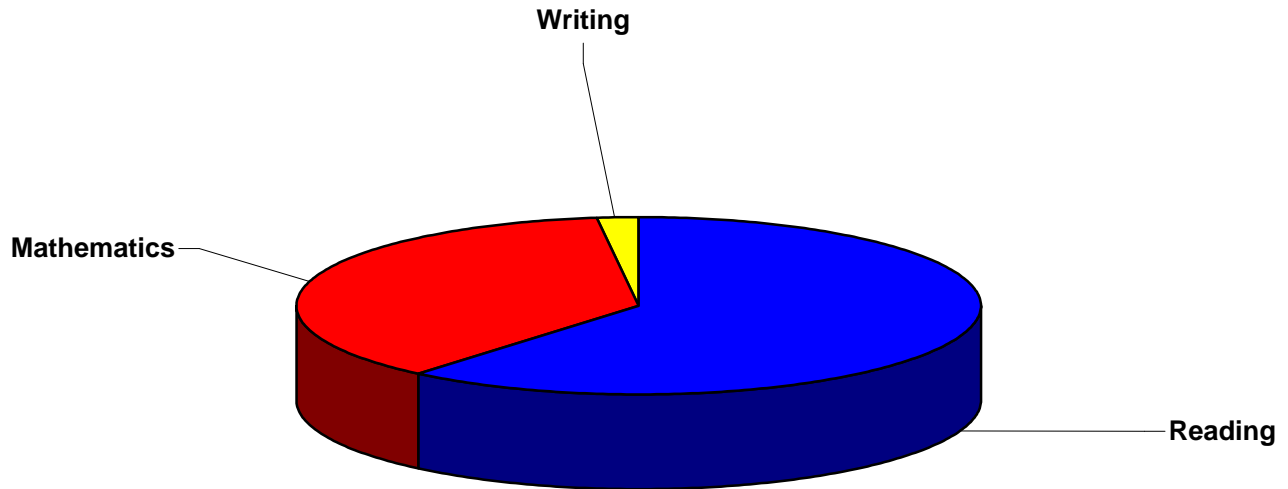
Interpretation: The highest percentage of credentials issued was in the Basic Skills Certificate component (42%) followed by the Iowa High School Equivalency Diploma component (30%).

CREDENTIAL COMPONENT	N	%
Basic Skills Certificates	5,037	42
High School Equivalency Diplomas	3,675	30
Adult High School Diplomas	691	6
Secondary School Diplomas	<u>2,702</u>	<u>22</u>
Total	12,105	100

Source: Iowa Department of Education Program Year 2003 Basic Literacy Skills Certification and High School Diploma Report; GED Scoring.COM Iowa GED Diploma data base.

GRAPH 2

**Number and Percent of Basic Skills
Certificates Issued by Subject Area
for Program Year 2003**



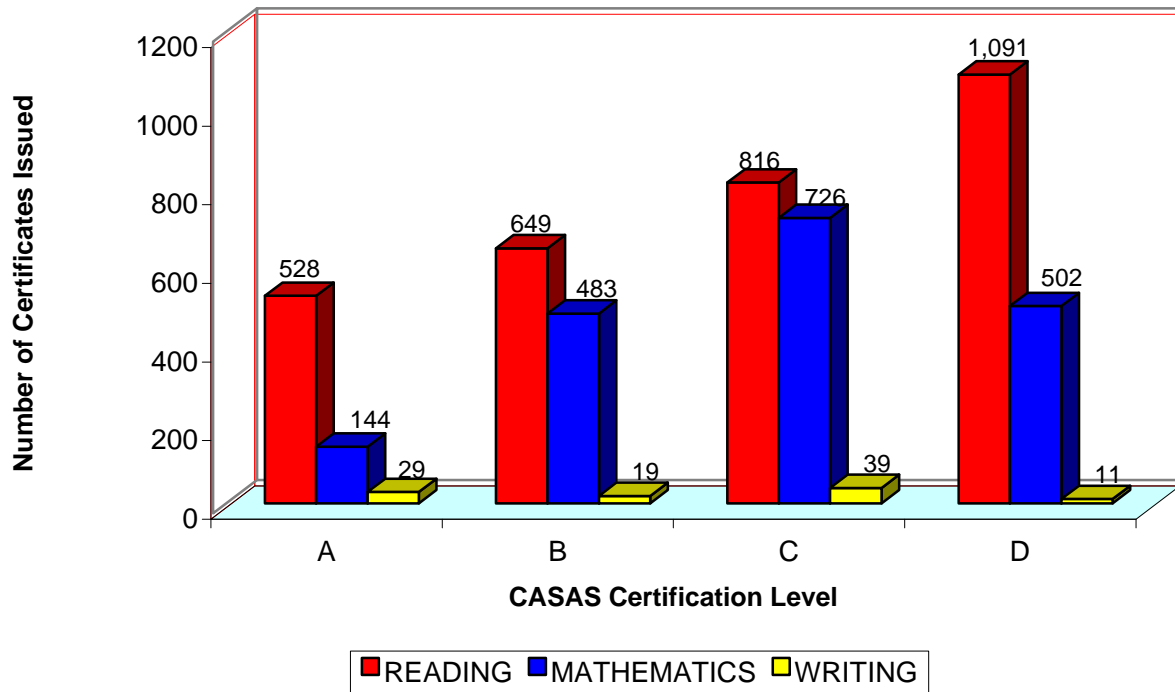
Interpretation: The highest percentage of basic skills certificates issued was in the reading subject area (61%) followed by the mathematics subject area (37%). Program Year 2002 was the first year that certificates were issued for the writing subject area.

SUBJECT AREA	N	%
Reading	3,084	61
Mathematics	1,855	37
Writing	<u>98</u>	<u>2</u>
Total	5,037	100

Source: Program Year 2003 Iowa Basic Skills Certification Report: Iowa Department of Education.

GRAPH 3

**Number and Percent of Basic Skills
Certificates Issued by CASAS Certification
Level and Subject Area for Program Year 2003**



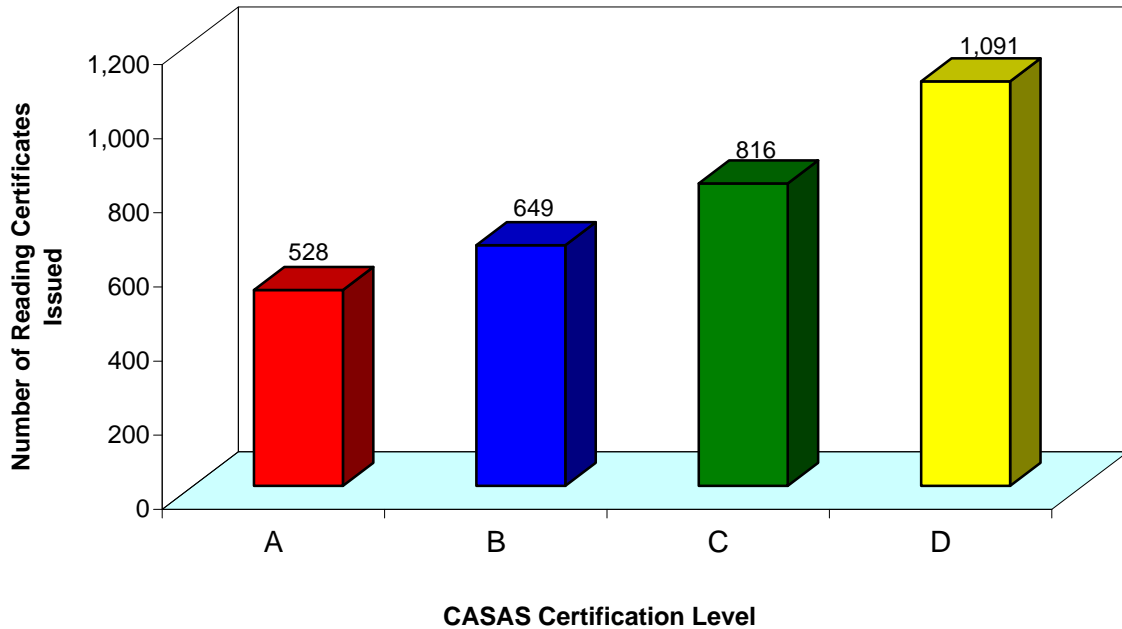
Interpretation: The highest number of certificates issued for the reading subject area was at CASAS Level D (1,091). The highest number of certificates issued for the mathematics subject area was at CASAS Level C (726). The highest number of certificates issued for the writing subject area was at CASAS Level C (39).

CASAS LEVEL	READING		MATHEMATICS		WRITING		TOTAL
	N	%	N	%	N	%	
A	528	75	144	21	29	4	701
B	649	56	483	42	19	2	1,151
C	816	52	726	46	39	2	1,581
D	<u>1,091</u>	<u>68</u>	<u>502</u>	<u>31</u>	<u>11</u>	<u>1</u>	<u>1,604</u>
Total	3,084	61	1,855	37	98	2	5,037

Source: Program Year 2003 Iowa Basic Skills Certification Report: Iowa Department of Education.

GRAPH 4

Number and Percent of Reading Certificates Issued by CASAS Certification Level for Program Year 2003



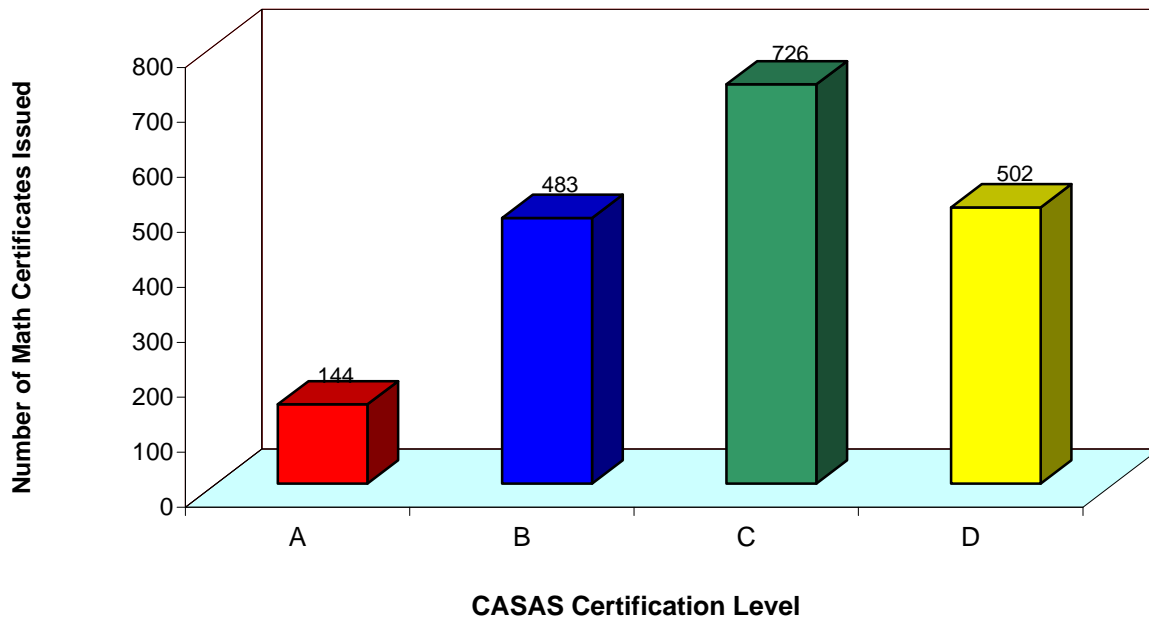
Interpretation: The highest number of certificates issued for the reading subject area was at CASAS Level D (1,091).

CASAS LEVEL	READING	
	N	%
A	528	17
B	649	21
C	816	26
D	<u>1,091</u>	<u>36</u>
Total	3,084	100

Source: Program Year 2003 Iowa Basic Skills Certification Report: Iowa Department of Education.

Graph 5

**Number and Percent of Mathematics
Certificates Issued by CASAS Certification
Level for Program Year 2003**



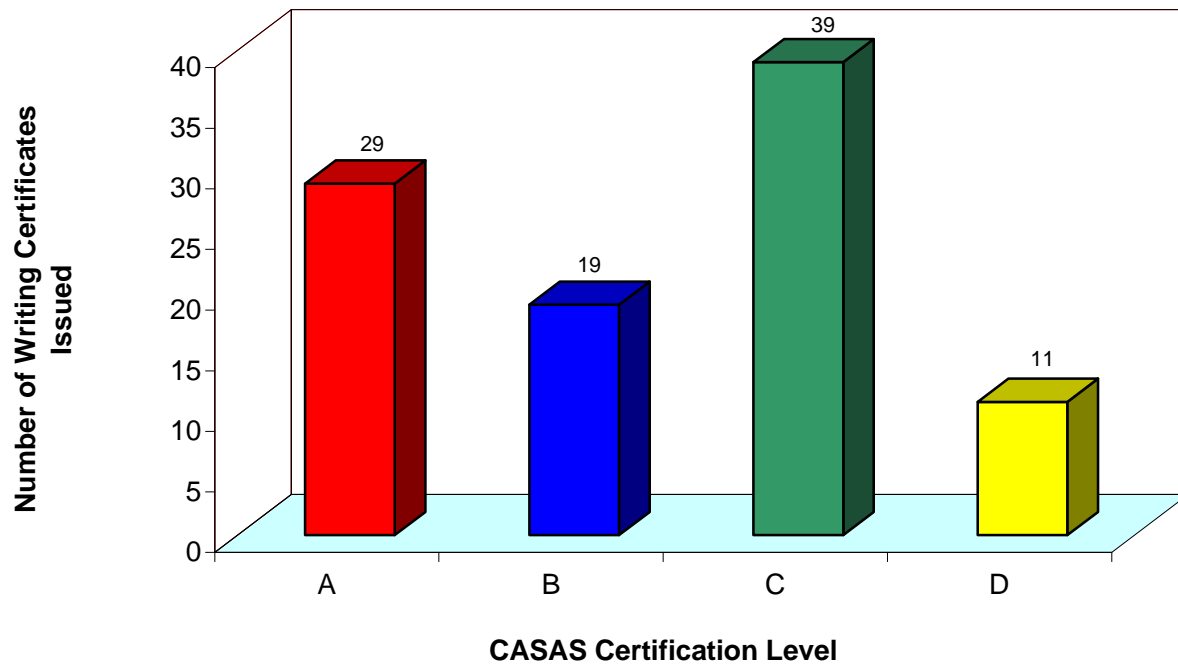
Interpretation: The highest number of certificates issued for the mathematics subject area was at CASAS Level C (726).

CASAS LEVEL	MATHEMATICS	
	N	%
A	144	8
B	483	26
C	726	39
D	<u>502</u>	<u>27</u>
Total	1,855	100

Source: Program Year 2003 Iowa Basic Skills Certification Report: Iowa Department of Education.

Graph 6

**Number and Percent of Writing
Certificates Issued by CASAS Certification
Level for Program Year 2003**



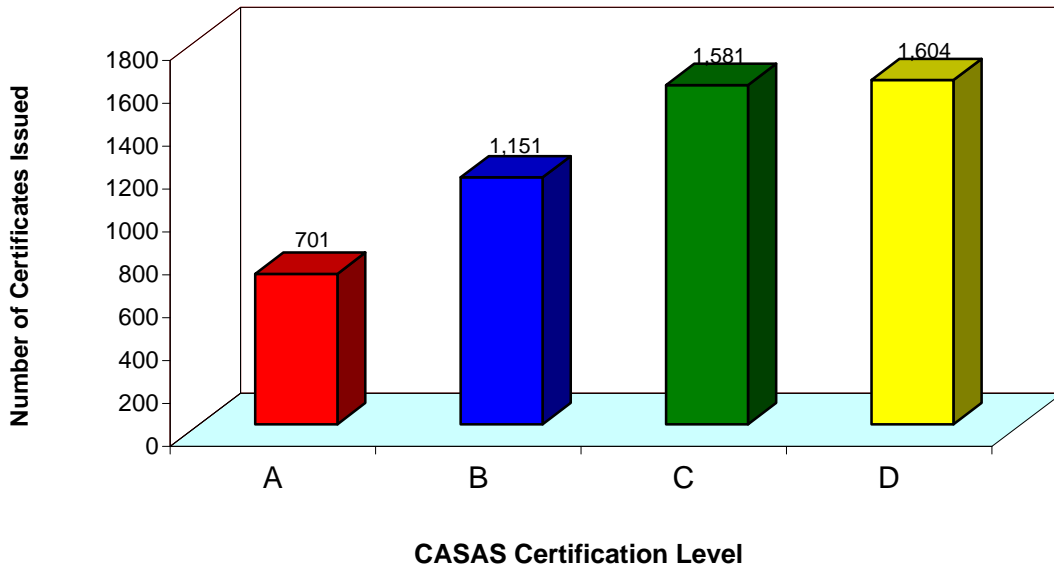
Interpretation: The highest number of certificates issued for the writing subject area was at CASAS Level C (36).

CASAS LEVEL	WRITING	
	N	%
A	29	30
B	19	19
C	39	40
D	<u>11</u>	<u>11</u>
Total	98	100

Source: Program Year 2003 Iowa Basic Skills Certification Report: Iowa Department of Education.

Graph 7

**Number of Basic Skills Certificates Issued
by CASAS Certification Level
for Program Year 2003**



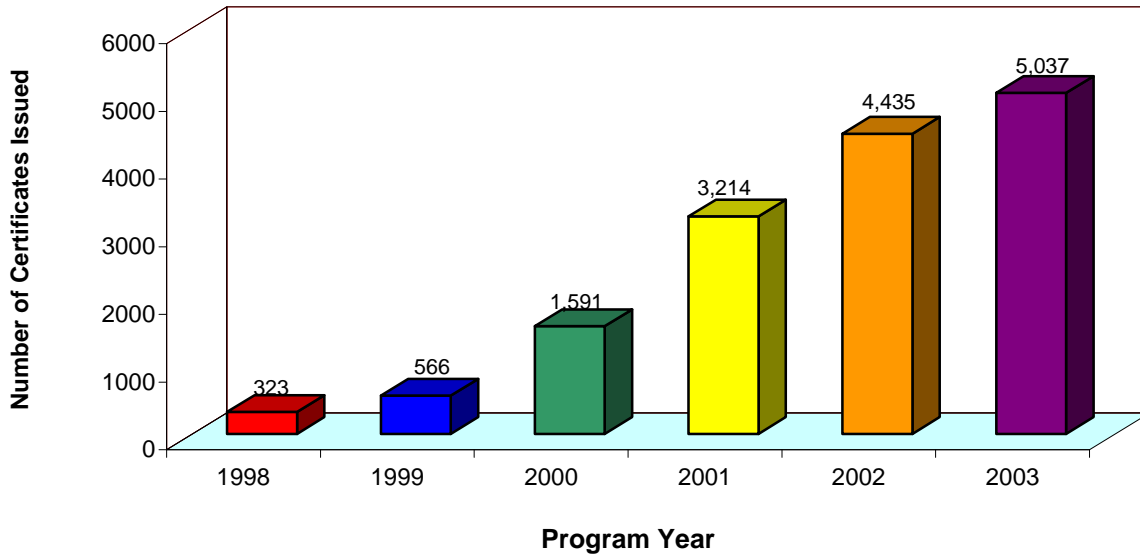
Interpretation: The highest number of certificates was issued at CASAS Certification Level D (1,604) followed by CASAS Certification Level C (1,581).

CASAS LEVEL	READING	MATHEMATICS	WRITING	TOTAL	PERCENT ISSUED
A	528	144	29	701	14
B	649	483	19	1,151	23
C	816	726	39	1,581	31
D	<u>1,091</u>	<u>502</u>	<u>11</u>	<u>1,604</u>	<u>32</u>
Total	3,084	1,855	98	5,037	100

Source: Program Year 2003 Iowa Basic Skills Certification Report: Iowa Department of Education.

Graph 8

**Total Number of Basic Skills
Certificates Issued for Program Years 1998-2003**



Interpretation: A total of 5,037 basic skills certificates was awarded during Program Year 2003 which represents a 14% increase over the number of basic skills certificates issued during Program Year 2002 (4,435). Program Year 2001 was the first year that all of Iowa's community colleges participated in the Iowa Basic Skills Certification program.

PROGRAM YEAR	NUMBER OF CERTIFICATES ISSUED	PROGRAM YEAR % INCREASE	NUMBER OF COMMUNITY COLLEGES PARTICIPATING
1998	323	--	4
1999	566	75	6
2000	1,591	182	12
2001	3,214	102	15
2002	4,435	38	15
2003	<u>5,037</u>	<u>14</u>	<u>15</u>
Total	15,166		

Source: Program Years 1998-2003 Iowa Basic Skills Certification Reports: Iowa Department of Education.

OBSERVATIONS

- * The Iowa Basic Skills Certification program, Iowa High School Equivalency Diploma, and Adult High School Diploma components of the community college based basic literacy skills credential program provide a comprehensive program of issuance of basic literacy skills certificates and secondary school credentials to adults lacking basic literacy skills or a traditional high school diploma;
- * The basic skills certification component is the fastest growing segment of the basic literacy skills credential program.
- * The Traditional High School Diploma component offers in school youth the opportunity to participate in vocational-technical programs and advanced college placement courses and obtain credit for such participation toward the completion of a high school diploma awarded by the local school district.
- * The credential program documents educational gains achieved by the program participants.
- * The credential program is a key indicator of program accountability.
- * The number of issued writing skills certificates should increase by 60-70 percent (a range of 156-166) for Program Year 2004 with all community colleges participating in the granting of writing skills certificates.
- * The number of certificates issued for CASAS Level D reading, CASAS Level D mathematics and CASAS Level D writing should be granted to adult learners preparing to take the GED 2002 test battery. The CASAS/GED correlation study documents the high GED pass rate for candidates who perform at CASAS Level D. This strategy will insure that Iowa will maintain a 94-96 GED percent pass rate given that 97 percent of the Iowa GED candidates who did not successfully complete the GED 2002 test battery did not meet the state standard on either the *Language Arts, Writing* or *Mathematics* subtests or a combination of the two subtests.