



IOWA'S ADULT LITERACY PROGRAM

**BENCHMARK
PROJECTION
REPORT**

Iowa Department
of Education

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

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**Iowa Department of Education
Division of Community Colleges and Workforce Preparation**

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INTRODUCTION AND BACKGROUND

The purpose of this publication is to present Iowa's adult literacy program approved projected benchmark percentage levels for Program Year 2004 (July 1, 2003-June 30, 2004). 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 measures and benchmarks to demonstrate increased accountability in line with the major goals and objectives of WIA. Section 212(2)(A) of the Act specifies that each eligible agency (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 and Iowa 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];
- Receipt of a basic literacy skills certificate in the subject areas of: (1) Reading, (2) Mathematics, and (3) Writing.

Benchmark Levels for Program Year 2004

The Iowa basic skills core benchmark percentage levels for Program Year 2004 were established: (1) utilizing the Adult Education Performance Review ACT (GPRA) indicator model disseminated by the U.S. Department of Education: Division of Adult Education and Literacy (USDE:DAEL), (2) an analysis of benchmark attainment for Program Years 2001 and 2002 – (July 1, 2000 – June 30, 2002) and (3) benchmark projections for Program Year 2003 (July 1, 2002-June 30, 2003).

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 literacy 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 (GPRA). GPRA 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 literacy 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 literacy 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.

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 beginning with Program Year 2001. 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 literacy and training programs.

As a state-administered program, the nature of adult literacy 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 literacy programs cooperate and coordinate 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 utilized by the U. S. 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 literacy 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**, which include student demographics, reasons for attending and student status; and
- **Participation measures**, which include instructional contact hours and enrollment in instructional programs for special populations or topics (such as family literacy or workplace literacy).

Performance standards required by WIA were then established for the core outcome measures and awarding of Federal incentive grants were tied to these performance standards.

The NRS secondary measures include additional outcome measures related to employment, family and community that adult literacy education stakeholders believe are important to understanding and evaluating adult literacy 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 literacy programs, the outcome measures selected represent what a broad consensus of adult literacy 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 delineated in the Adult Education and Family Literacy Act. **Exhibit 1** shows how the measures relate to these requirements and goals for adult literacy programs 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	<i>Core Indicators</i> Required by the Adult Education and Family	Literacy Act of WIA National Reporting System <i>Core Outcome Measures</i>
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.	❖ 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.	❖ 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.	❖ 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 Literacy students (EL). Each level describes a set of skills and competencies that students entering at any given level can perform 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 the student's instructional needs and goals.

Exhibit 2 depicts the relationship among the three major instructional programs and the educational functioning levels within each major program. The educational functioning levels describe the learner's entry level ability in the areas of reading, writing, numeracy and functional workplace skills.

Exhibit 2

Relationship Among Instructional Programs And Educational Functional Levels

Instructional Program	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
English Literacy: English Literacy Citizenship (EL)	EL Beginning Literacy	Level A	165 to 180
	EL Beginning	Level A	181 to 200
	EL Intermediate Low	Level B	201 to 210
	EL Intermediate High	Level B	210 to 220
	EL Advanced Low	Level C	221 to 235
	EL 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. Iowa utilizes the Comprehensive Adult Student Assessment (CASAS) as the statewide standardized assessment system. States may also use additional educational levels and skill area descriptors, as long as they are compatible with NRS levels and skills. **Tables 5-7** display the pre-post assessment approved benchmark levels for the three adult literacy instructional programs. **Tables 8-18** display the approved benchmark levels for the educational instructional gain categories. The tables reflect both the community college and state approved benchmark percentage levels.

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: (1) entered employment—whether the student obtained a job by the end of the first quarter after leaving; and (2) 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. **Tables 19-22** display the approved benchmark percentage levels for the program follow-up categories. The tables reflect both the community college and state approved benchmark percentage levels. **Table 23** displays the projected number of basic literacy skills certificates to be issued during Program Year 2004.¹

BENCHMARK PROJECTION ANALYSIS

The purpose of this section of the report is to present an analysis of the projected benchmark trends. Given that Program Year 2004 marks the second year that Iowa's adult basic education local programs projected benchmark percentage completion levels for the Federally mandated benchmarks, the analysis is designed to identify statistical trends that can be utilized to refine benchmark projections in succeeding years. The following factors were utilized in establishing Program Year 2004 benchmark projections: (1) benchmark attainment percentage levels for Program Years 2001-2002, (2) benchmark projection percentage levels for Program Year 2003 and (3) local adult literacy program goals and instructional strategies. Given the continuous improvement language contained in AEFLA, a general goal is to establish benchmark percentages at a higher level year each year. Therefore, **Tables 1 through 3** provide an overall analysis of the national, state and local ABE program benchmark projections for Program Year 2004.

Table 1 depicts a comparison of pre-post assessment percentage levels for the three major adult literacy instructional programs: (1) Adult Basic Education, (2) English Literacy, and (3) Adult Secondary Education. The benchmark percentages compare the relationship between the state projections vis-à-vis the mean community college projections.

Table 1

Comparison of Pre-Post Assessment Benchmark Percentage Levels for Iowa and Iowa's Community College Adult Literacy Program by Major Instructional Program

Instructional Program	State Projection	Community College Mean Projection	Difference
Adult Basic Education (ABE)	82%	80%	-2
English Literacy (EL)	33%	33%	0
Adult Secondary Education (ASE)	86%	84%	+2

¹ The reader is referred to the publication titled *Iowa's Community College Basic Literacy Skills Credential Program Annual Report Program Year 2002-2003* for a description of Iowa's Basic Literacy Skills Certification Program.

Table 2 displays a comparison of benchmark percentage levels for each one of the Federally mandated core measures. The benchmark percentage comparisons show the relationship among the Federal, state and local program projections. The Program Year 2004 projections for the community college based local programs represent a 5% plus or minus deviation range from the state projection. This range was successfully achieved for all federal benchmarks as reported in Column E.

Table 2

Comparison of National Reporting System Benchmark Percentage Levels for the National, Iowa and Iowa's Community College Adult Literacy Program for the Educational Gains Core Measures by Educational Functioning Level and the Follow-Up Core Measures

Educational Gains Core Measures (Educational Functioning Level)	(A) *National Mean Projection	(B) **State Projection	(C) Difference from National Projection (A – B)	(D) Community College Mean Projection	(E) Difference from State Projection (B – D)
Beg. Lit ABE	27%	30%	+3%	27%	-3%
Beg ABE	33%	33%	0%	31%	-2%
Low Int. ABE	35%	33%	-2%	33%	0%
High Int ABE	35%	39%	+4%	40%	+1%
Low ASE	38%	41%	+3%	43%	+2%
Beg Lit EL	30%	31%	+1%	29%	-2%
Beg EL	30%	33%	+3%	32%	-1%
Low Int. EL	34%	34%	0%	33%	-1%
High Int EL	34%	35%	+1%	34%	+1%
Low Ad EL	31%	37%	+6%	34%	-3%
High Ad EL	31%	35%	+4	33%	-2%
Follow-Up Core Measures					
Entered Empl.	34%	60%	+26%	58%	-2%
Job Retention	42%	77%	+35%	76%	-1%
Entered Post-Secondary Education or Training	31%	20%	-11%	19%	-1%
Earned GED or HS Comp.	43%	50%	+7%	51%	+1%

* National Projections are based on submissions of benchmark projections to the U.S. Department of Education for Program Year 2003 from 26 states and 3 insular areas. Ten of the Area III (Midwest) states are included in the totals.

** State Projections are based on negotiated benchmark levels with USDE:DAEL.

The following observations are extrapolated from the data presented in **Table 2**:

- The category titled "Entered Employment" shows a projected benchmark percentage level of 60% as opposed to a Federal projection of 34%. The Program Year 2002 negotiated percentage level was 52% and obtained percentage level of 74%. Therefore, even though a 74% level was attained, a reasonable projection for Program Year 2004 is 60%.
- The state level benchmark projections are realistically aligned with the Federal benchmark projections with the exception of the categories titled "Job Retention" and "Entered Postsecondary Education or Training". The Program Year 2002 benchmark projection level for "Job Retention" was 77% with an attainment level of 81. Therefore, a 77% projected percentage level for Program Year 2004 is realistic. The Program Year 2002 benchmark projection level for "Entered Postsecondary Education or Training" was 14% with an attainment level of 28%. Therefore, a 20% projected percentage level for Program Year 2004 is realistic.
- The community college mean projections are realistically aligned with the Federal and state projections with all benchmark categories.

Table 3 depicts a projected state to local program comparison of the number of basic literacy skills certificates issued for Program Year 2004. The goal was to increase the number of certificates issued by 15% over Program Year 2002. The total number of certificates issued during Program Year 2002 was 4,435. Therefore, the projected issuance of 5,102 certificates for Program Year 2004 is realistic.

Table 3

Comparison of Benchmark Number Levels for Iowa’s Basic Literacy Skills Certification Program for Iowa and Iowa’s Community College Adult Literacy Program

State Projection	Total Community College Projection	Difference
5,100	5,102	+2

Table 4 presents an analysis of the range of benchmark percentage levels for each one of the Federally mandated core measures. The Table displays the lowest and highest percentage level and the percentage difference for each benchmark for the community college based benchmark projections for the following categories: (1) Pre-Post Assessment, (2) Educational Gains by Educational Functioning Level (EFL), and (3) Follow-up Core Measures.

Table 4**Analysis of Iowa's Community College Benchmark Projections Percentage Range
for the Federal Core Performance Measures for Program Year 2004**

(July 1, 2003 – June 30, 2004)

Pre-Post Assessment	Lowest Percentage Level	Highest Percentage Level	Percent Difference
Adult Basic Education	77%	83%	6%
English Literacy	28%	34%	6%
Adult Secondary Education	81%	88%	7%
Educational Gains Core Measures By Educational Functioning Level			
Beginning Literacy ABE	20%	35%	15%
Beginning ABE	28%	38%	10%
Low Intermediate ABE	28%	38%	10%
High Intermediate ABE	34%	44%	10%
Low ASE	36%	46%	10%
Beginning Literacy EL	26%	36%	10%
Beginning EL	28%	38%	10%
Low Intermediate. EL	29%	39%	10%
High Intermediate EL	30%	40%	10%
Low Advanced EL	32%	40%	8%
High Advanced EL	30%	37%	7%
Follow-Up Core Measures			
Entered Employment	55%	62%	7%
Job Retention	72%	82%	10%
Entered Post-Secondary Education or Training	15%	25%	10%
GED or HS Completion	45%	55%	10%

The following observations were noted from the data presented in **Table 4**:

- There is little variance among the lowest and highest projected benchmark percentage levels for a majority of the benchmark categories as noted in the 'Percent Difference' category. The variance ranges from 6% - 15%.
- The lowest variance (6%) was documented for the pre-post assessment categories titled "Adult Basic Education" and "English Literacy". The highest variance (15%) was documented for the "Beginning Literacy ABE" category.

Table 5

**Approved Benchmark Percentage Level for Program Year 2004
For Pre-Post Assessment
(July 1, 2003 – June 30, 2004)**

Program Type: Adult Basic Education (ABE)

COMMUNITY COLLEGE DISTRICT NAME	APPROVED BENCHMARK PERCENTAGE LEVEL
Northeast Iowa Comm. College	82%
North Iowa Area Comm. College	78%
Iowa Lakes Community College	77%
Northwest Iowa Comm. College	82%
Iowa Central Comm. College	77%
Iowa Valley Community College Dist.	83%
Hawkeye Comm. College	80%
Eastern Iowa Community College Dist.	78%
Kirkwood Community College	77%
Des Moines Area Community College	86%
Western Iowa Tech Comm. College	82%
Iowa Western Comm. College	77%
Southwestern Comm. College	82%
Indian Hills Comm. College	82%
Southeastern Comm. College	83%
Iowa Department of Education	82%

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2004 and the Iowa Department of Education's amended State Plan for Program Years 2003-2004 (revised Table 12).

Table 6

**Approved Benchmark Percentage Level for Program Year 2004
For Pre-Post Assessment
(July 1, 2003 – June 30, 2004)**

Program Type: English Literacy

COMMUNITY COLLEGE DISTRICT NAME	APPROVED BENCHMARK PERCENTAGE LEVEL
Northeast Iowa Comm. College	33%
North Iowa Area Comm. College	28%
Iowa Lakes Community College	39%
Northwest Iowa Comm. College	33%
Iowa Central Comm. College	28%
Iowa Valley Community College Dist.	34%
Hawkeye Comm. College	33%
Eastern Iowa Community College Dist.	33%
Kirkwood Community College	35%
Des Moines Area Community College	38%
Western Iowa Tech Comm. College	38%
Iowa Western Comm. College	33%
Southwestern Comm. College	28%
Indian Hills Comm. College	33%
Southeastern Comm. College	34%
Iowa Department of Education	33%

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2004 and the Iowa Department of Education's amended State Plan for Program Years 2003-2004 (revised Table 12).

Table 7

**Approved Benchmark Percentage Level for Program Year 2004
For Pre-Post Assessment
(July 1, 2003 – June 30, 2004)**

Program Type: Adult Secondary Education (ASE)

COMMUNITY COLLEGE DISTRICT NAME	APPROVED BENCHMARK PERCENTAGE LEVEL
Northeast Iowa Comm. College	86%
North Iowa Area Comm. College	81%
Iowa Lakes Community College	81%
Northwest Iowa Comm. College	86%
Iowa Central Comm. College	81%
Iowa Valley Community College Dist.	87%
Hawkeye Comm. College	85%
Eastern Iowa Community College Dist.	86%
Kirkwood Community College	81%
Des Moines Area Community College	88%
Western Iowa Tech Comm. College	86%
Iowa Western Comm. College	81%
Southwestern Comm. College	86%
Indian Hills Comm. College	86%
Southeastern Comm. College	86%
Iowa Department of Education	86%

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2004 and the Iowa Department of Education's amended State Plan for Program Years 2003-2004 (revised Table 12).

Table 8

**Approved Benchmark Percentage Level for Program Year 2004
For the Education Gain Core Benchmarks
(July 1, 2003 – June 30, 2004)**

Program Type: Adult Basic Education

Educational Functioning Level Category: ABE Beg. Literacy

COMMUNITY COLLEGE DISTRICT NAME	APPROVED BENCHMARK PERCENTAGE LEVEL
Northeast Iowa Comm. College	25%
North Iowa Area Comm. College	25%
Iowa Lakes Community College	35%
Northwest Iowa Comm. College	35%
Iowa Central Comm. College	25%
Iowa Valley Community College Dist.	35%
Hawkeye Comm. College	25%
Eastern Iowa Community College Dist.	30%
Kirkwood Community College	30%
Des Moines Area Community College	25%
Western Iowa Tech Comm. College	25%
Iowa Western Comm. College	26%
Southwestern Comm. College	20%
Indian Hills Comm. College	25%
Southeastern Comm. College	25%
Iowa Department of Education	30%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains."

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2004 and the Iowa Department of Education's amended State Plan for Program Years 2003-2004 (revised Table 12).

Table 9

**Approved Benchmark Percentage Level for Program Year 2004
For the Education Gain Core Benchmarks
(July 1, 2003 – June 30, 2004)**

Program Type: Adult Basic Education

Educational Functioning Level Category: ABE Beg. Basic

COMMUNITY COLLEGE DISTRICT NAME	APPROVED BENCHMARK PERCENTAGE LEVEL
Northeast Iowa Comm. College	28%
North Iowa Area Comm. College	28%
Iowa Lakes Community College	35%
Northwest Iowa Comm. College	35%
Iowa Central Comm. College	28%
Iowa Valley Community College Dist.	38%
Hawkeye Comm. College	30%
Eastern Iowa Community College Dist.	33%
Kirkwood Community College	30%
Des Moines Area Community College	35%
Western Iowa Tech Comm. College	28%
Iowa Western Comm. College	30%
Southwestern Comm. College	30%
Indian Hills Comm. College	35%
Southeastern Comm. College	28%
Iowa Department of Education	33%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains."

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2004 and the Iowa Department of Education's amended State Plan for Program Years 2003-2004 (revised Table 12).

Table 10

**Approved Benchmark Percentage Level for Program Year 2004
For the Education Gain Core Benchmarks
(July 1, 2003 – June 30, 2004)**

Program Type: Adult Basic Education

Educational Functioning Level Category: ABE Int. Low

COMMUNITY COLLEGE DISTRICT NAME	APPROVED BENCHMARK PERCENTAGE LEVEL
Northeast Iowa Comm. College	28%
North Iowa Area Comm. College	28%
Iowa Lakes Community College	38%
Northwest Iowa Comm. College	35%
Iowa Central Comm. College	28%
Iowa Valley Community College Dist.	38%
Hawkeye Comm. College	34%
Eastern Iowa Community College Dist.	33%
Kirkwood Community College	35%
Des Moines Area Community College	35%
Western Iowa Tech Comm. College	38%
Iowa Western Comm. College	30%
Southwestern Comm. College	33%
Indian Hills Comm. College	35%
Southeastern Comm. College	29%
Iowa Department of Education	33%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains."

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2004 and the Iowa Department of Education's amended State Plan for Program Years 2003-2004 (revised Table 12).

Table 11

**Approved Benchmark Percentage Level for Program Year 2004
For the Education Gain Core Benchmarks
(July 1, 2003 – June 30, 2004)**

Program Type: Adult Basic Education

Educational Functioning Level Category: ABE Int. Hi.

COMMUNITY COLLEGE DISTRICT NAME	APPROVED BENCHMARK PERCENTAGE LEVEL
Northeast Iowa Comm. College	39%
North Iowa Area Comm. College	34%
Iowa Lakes Community College	44%
Northwest Iowa Comm. College	39%
Iowa Central Comm. College	34%
Iowa Valley Community College Dist.	44%
Hawkeye Comm. College	44%
Eastern Iowa Community College Dist.	39%
Kirkwood Community College	40%
Des Moines Area Community College	41%
Western Iowa Tech Comm. College	44%
Iowa Western Comm. College	36%
Southwestern Comm. College	39%
Indian Hills Comm. College	42%
Southeastern Comm. College	43%
Iowa Department of Education	39%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains."

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2004 and the Iowa Department of Education's amended State Plan for Program Years 2003-2004 (revised Table 12).

Table 12

**Approved Benchmark Percentage Level for Program Year 2004
For the Education Gain Core Benchmarks
(July 1, 2003 – June 30, 2004)**

Program Type: Adult Secondary Education

Educational Functioning Level Category: ASE Low

COMMUNITY COLLEGE DISTRICT NAME	APPROVED BENCHMARK PERCENTAGE LEVEL
Northeast Iowa Comm. College	37%
North Iowa Area Comm. College	46%
Iowa Lakes Community College	46%
Northwest Iowa Comm. College	45%
Iowa Central Comm. College	36%
Iowa Valley Community College Dist.	46%
Hawkeye Comm. College	45%
Eastern Iowa Community College Dist.	41%
Kirkwood Community College	46%
Des Moines Area Community College	43%
Western Iowa Tech Comm. College	46%
Iowa Western Comm. College	39%
Southwestern Comm. College	41%
Indian Hills Comm. College	43%
Southeastern Comm. College	45%
Iowa Department of Education	41%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains."

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2004 and the Iowa Department of Education's amended State Plan for Program Years 2003-2004 (revised Table 12).

Table 13
Approved Benchmark Percentage Level for Program Year 2004
For the Education Gain Core Benchmarks
 (July 1, 2003 – June 30, 2004)

Program Type: English Literacy

Educational Functioning Level Category: EL Beg. Lit.

COMMUNITY COLLEGE DISTRICT NAME	APPROVED BENCHMARK PERCENTAGE LEVEL
Northeast Iowa Comm. College	26%
North Iowa Area Comm. College	26%
Iowa Lakes Community College	32%
Northwest Iowa Comm. College	35%
Iowa Central Comm. College	26%
Iowa Valley Community College Dist.	36%
Hawkeye Comm. College	28%
Eastern Iowa Community College Dist.	31%
Kirkwood Community College	30%
Des Moines Area Community College	33%
Western Iowa Tech Comm. College	26%
Iowa Western Comm. College	29%
Southwestern Comm. College	26%
Indian Hills Comm. College	34%
Southeastern Comm. College	31%
Iowa Department of Education	31%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains."

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2004 and the Iowa Department of Education's amended State Plan for Program Years 2003-2004 (revised Table 12).

Table 14

**Approved Benchmark Percentage Level for Program Year 2004
For the Education Gain Core Benchmarks
(July 1, 2003 – June 30, 2004)**

Program Type: English Literacy

Educational Functioning Level Category: EL Beg.

COMMUNITY COLLEGE DISTRICT NAME	APPROVED BENCHMARK PERCENTAGE LEVEL
Northeast Iowa Comm. College	28%
North Iowa Area Comm. College	28%
Iowa Lakes Community College	33%
Northwest Iowa Comm. College	35%
Iowa Central Comm. College	28%
Iowa Valley Community College Dist.	38%
Hawkeye Comm. College	28%
Eastern Iowa Community College Dist.	33%
Kirkwood Community College	35%
Des Moines Area Community College	35%
Western Iowa Tech Comm. College	38%
Iowa Western Comm. College	30%
Southwestern Comm. College	28%
Indian Hills Comm. College	36%
Southeastern Comm. College	33%
Iowa Department of Education	33%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains."

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2004 and the Iowa Department of Education's amended State Plan for Program Years 2003-2004 (revised Table 12).

Table 15

**Approved Benchmark Percentage Level for Program Year 2004
For the Education Gain Core Benchmarks
(July 1, 2003 – June 30, 2004)**

Program Type: English Literacy

Educational Functioning Level Category: EL Int. Low

COMMUNITY COLLEGE DISTRICT NAME	APPROVED BENCHMARK PERCENTAGE LEVEL
Northeast Iowa Comm. College	34%
North Iowa Area Comm. College	29%
Iowa Lakes Community College	34%
Northwest Iowa Comm. College	35%
Iowa Central Comm. College	29%
Iowa Valley Community College Dist.	39%
Hawkeye Comm. College	30%
Eastern Iowa Community College Dist.	34%
Kirkwood Community College	35%
Des Moines Area Community College	36%
Western Iowa Tech Comm. College	35%
Iowa Western Comm. College	31%
Southwestern Comm. College	29%
Indian Hills Comm. College	37%
Southeastern Comm. College	34%
Iowa Department of Education	34%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains."

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2004 and the Iowa Department of Education's amended State Plan for Program Years 2003-2004 (revised Table 12).

Table 16

**Approved Benchmark Percentage Level for Program Year 2004
For the Education Gain Core Benchmarks
(July 1, 2003 – June 30, 2004)**

Program Type: English Literacy

Educational Functioning Level Category: EL Int. High

COMMUNITY COLLEGE DISTRICT NAME	APPROVED BENCHMARK PERCENTAGE LEVEL
Northeast Iowa Comm. College	35%
North Iowa Area Comm. College	30%
Iowa Lakes Community College	35%
Northwest Iowa Comm. College	35%
Iowa Central Comm. College	30%
Iowa Valley Community College Dist.	40%
Hawkeye Comm. College	30%
Eastern Iowa Community College Dist.	35%
Kirkwood Community College	35%
Des Moines Area Community College	37%
Western Iowa Tech Comm. College	40%
Iowa Western Comm. College	32%
Southwestern Comm. College	30%
Indian Hills Comm. College	38%
Southeastern Comm. College	30%
Iowa Department of Education	35%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains."

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2004 and the Iowa Department of Education's amended State Plan for Program Years 2003-2004 (revised Table 12).

Table 17

**Approved Benchmark Percentage Level for Program Year 2004
For the Education Gain Core Benchmarks
(July 1, 2003 – June 30, 2004)**

Program Type: English Literacy

Educational Functioning Level Category: EL Low Adv.

COMMUNITY COLLEGE DISTRICT NAME	APPROVED BENCHMARK PERCENTAGE LEVEL
Northeast Iowa Comm. College	32%
North Iowa Area Comm. College	32%
Iowa Lakes Community College	37%
Northwest Iowa Comm. College	35%
Iowa Central Comm. College	32%
Iowa Valley Community College Dist.	37%
Hawkeye Comm. College	32%
Eastern Iowa Community College Dist.	37%
Kirkwood Community College	35%
Des Moines Area Community College	39%
Western Iowa Tech Comm. College	32%
Iowa Western Comm. College	34%
Southwestern Comm. College	32%
Indian Hills Comm. College	40%
Southeastern Comm. College	32%
Iowa Department of Education	37%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains."

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2004 and the Iowa Department of Education's amended State Plan for Program Years 2003-2004 (revised Table 12).

Table 18

**Approved Benchmark Percentage Level for Program Year 2004
For the Education Gain Core Benchmarks
(July 1, 2003 – June 30, 2004)**

Program Type: English Literacy

Educational Functioning Level Category: EL High Adv.

COMMUNITY COLLEGE DISTRICT NAME	APPROVED BENCHMARK PERCENTAGE LEVEL
Northeast Iowa Comm. College	33%
North Iowa Area Comm. College	30%
Iowa Lakes Community College	37%
Northwest Iowa Comm. College	35%
Iowa Central Comm. College	30%
Iowa Valley Community College Dist.	35%
Hawkeye Comm. College	30%
Eastern Iowa Community College Dist.	35%
Kirkwood Community College	35%
Des Moines Area Community College	37%
Western Iowa Tech Comm. College	35%
Iowa Western Comm. College	32%
Southwestern Comm. College	35%
Indian Hills Comm. College	36%
Southeastern Comm. College	30%
Iowa Department of Education	35%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains."

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2004 and the Iowa Department of Education's amended State Plan for Program Years 2003-2004 (revised Table 12).

Table 19

**Approved Benchmark Percentage Level for Program Year 2004
For the Follow-Up Benchmarks
(July 1, 2003 – June 30, 2004)**

Follow-Up Measure Category: Entered Employment

COMMUNITY COLLEGE DISTRICT NAME	APPROVED BENCHMARK PERCENTAGE LEVEL
Northeast Iowa Comm. College	55%
North Iowa Area Comm. College	55%
Iowa Lakes Community College	60%
Northwest Iowa Comm. College	60%
Iowa Central Comm. College	55%
Iowa Valley Community College Dist.	65%
Hawkeye Comm. College	60%
Eastern Iowa Community College Dist.	60%
Kirkwood Community College	55%
Des Moines Area Community College	60%
Western Iowa Tech Comm. College	60%
Iowa Western Comm. College	57%
Southwestern Comm. College	60%
Indian Hills Comm. College	62%
Southeastern Comm. College	55%
Iowa Department of Education	60%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Entered Employment".

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2004 and the Iowa Department of Education's amended State Plan for Program Years 2003-2004 (revised Table 12).

Table 20

**Approved Benchmark Percentage Level for Program Year 2004
For the Follow-Up Benchmarks
(July 1, 2003 – June 30, 2004)**

Follow-Up Measure Category: Retained Employment

COMMUNITY COLLEGE DISTRICT NAME	APPROVED BENCHMARK PERCENTAGE LEVEL
Northeast Iowa Comm. College	77%
North Iowa Area Comm. College	72%
Iowa Lakes Community College	80%
Northwest Iowa Comm. College	77%
Iowa Central Comm. College	72%
Iowa Valley Community College Dist.	82%
Hawkeye Comm. College	77%
Eastern Iowa Community College Dist.	77%
Kirkwood Community College	77%
Des Moines Area Community College	77%
Western Iowa Tech Comm. College	72%
Iowa Western Comm. College	74%
Southwestern Comm. College	72%
Indian Hills Comm. College	77%
Southeastern Comm. College	77%
Iowa Department of Education	77%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Retained Employment".

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2004 and the Iowa Department of Education's amended State Plan for Program Years 2003-2004 (revised Table 12).

Table 21

**Approved Benchmark Percentage Level for Program Year 2004
For the Follow-Up Benchmarks
(July 1, 2003 – June 30, 2004)**

Follow-Up Measure Category: Entered Postsecondary Education or Training

COMMUNITY COLLEGE DISTRICT NAME	APPROVED BENCHMARK PERCENTAGE LEVEL
Northeast Iowa Comm. College	20%
North Iowa Area Comm. College	15%
Iowa Lakes Community College	20%
Northwest Iowa Comm. College	20%
Iowa Central Comm. College	15%
Iowa Valley Community College Dist.	25%
Hawkeye Comm. College	25%
Eastern Iowa Community College Dist.	20%
Kirkwood Community College	20%
Des Moines Area Community College	20%
Western Iowa Tech Comm. College	20%
Iowa Western Comm. College	18%
Southwestern Comm. College	15%
Indian Hills Comm. College	20%
Southeastern Comm. College	25%
Iowa Department of Education	20%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Entered Postsecondary Education or Training".

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2004 and the Iowa Department of Education's amended State Plan for Program Years 2003-2004 (revised Table 12).

Table 22

**Approved Benchmark Percentage Level for Program Year 2004
For the Follow-Up Benchmarks
(July 1, 2003 – June 30, 2004)**

Follow-Up Measure Category: Obtained a GED or Secondary School Diploma

COMMUNITY COLLEGE DISTRICT NAME	APPROVED PROJECTED NUMBER OF CERTIFICATES LEVEL
Northeast Iowa Comm. College	50%
North Iowa Area Comm. College	45%
Iowa Lakes Community College	55%
Northwest Iowa Comm. College	55%
Iowa Central Comm. College	45%
Iowa Valley Community College Dist.	55%
Hawkeye Comm. College	48%
Eastern Iowa Community College Dist.	50%
Kirkwood Community College	55%
Des Moines Area Community College	50%
Western Iowa Tech Comm. College	55%
Iowa Western Comm. College	47%
Southwestern Comm. College	50%
Indian Hills Comm. College	52%
Southeastern Comm. College	55%
Iowa Department of Education	50%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Obtained a GED or Secondary School Diploma".

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2004 and the Iowa Department of Education's amended State Plan for Program Years 2003-2004 (revised Table 12).

Table 23

**Approved Benchmark Percentage Level for Program Year 2004
For the Follow-Up Benchmarks
(July 1, 2003 – June 30, 2004)**

Follow-Up Measure Category: Iowa Basic Skills Certification Program

COMMUNITY COLLEGE DISTRICT NAME	APPROVED BENCHMARK NUMBER LEVEL
Northeast Iowa Comm. College	110
North Iowa Area Comm. College	24
Iowa Lakes Community College	203
Northwest Iowa Comm. College	90
Iowa Central Comm. College	903
Iowa Valley Community College Dist.	273
Hawkeye Comm. College	50
Eastern Iowa Community College Dist.	607
Kirkwood Community College	328
Des Moines Area Community College	767
Western Iowa Tech Comm. College	282
Iowa Western Comm. College	266
Southwestern Comm. College	101
Indian Hills Comm. College	519
Southeastern Comm. College	579
Iowa Department of Education	5,100

Source: Iowa's Community Colleges Adult Literacy Program Plans for Program Year 2004 and the Iowa Department of Education's amended State Plan for Program Years 2003-2004 (revised Table 12).

OBSERVATIONS

The following observations for the establishment of benchmark projections for Program Year 2004 are:

- Program Year 2004 is the second year that Iowa's community colleges have established benchmark projections. The projections will assist the local programs to establish program priorities and strategies for benchmark attainment.
- The benchmark attainment for Program Years 2001-2002 and benchmark projections for Program Year 2003 will provide a database for Program Year 2004 benchmark projections.
- A series of special demonstration projects and research projects have been initiated in order to assist local program successfully achieve benchmark projections.
- The successful benchmark completion rate is viewed as the key indicator for measuring program accountability and continuous program improvement at the state and local level.
- The Program Year 2004 benchmark projections indicate that Iowa's community college based adult literacy programs are in close proximity to the state level negotiated benchmarks. This observation indicates that Iowa's adult basic education community college based delivery system is seamless, comprehensive, pro-active and united.
- The state level benchmark projections indicate that the statewide adult literacy program is in close proximity to the Federal benchmark level projections for the "Educational Gains" benchmarks. The state benchmark projections for the "Follow-up Core Measures" are significantly different from the Federal benchmark projections.