

# ADULT EDUCATION AND LITERACY

## ANNUAL REPORT PROGRAM YEAR 2014



COMMUNITY COLLEGES

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## PREFACE

This report is based on the Program Year (PY) 2014 and the report submitted to the U.S. Department of Education, Office of Career, Technical and Adult Education. This year includes the legislative appropriated new state support for adult education and literacy programming. The appropriation is expected to build on previous efforts to build career pathways and help more low-skill adults obtain postsecondary credentials and employment.

## ACKNOWLEDGEMENTS

The staff and administration of the Division of Community Colleges wish to acknowledge and thank the 15 community college adult education and literacy programs and their staff for their assistance in developing this report. The figures noted in this report were obtained from each of Iowa's 15 community colleges, unless otherwise noted.

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## INTRODUCTION

This report is Iowa's response to the four questions that the United States Department of Education (USDE), Office of Career, Technical and Adult Education (OCTAE), requires of all states and territories receiving federal funding through the Workforce Investment Act (WIA), Title II, Adult Education and Family Literacy Act (AEFLA). The overall goal of the Act is "to increase the employability, 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 IMPACT OF ADULT EDUCATION AND LITERACY

The federally-funded adult education and literacy programs administered by the Iowa Department of Education (IDOE), Division of Community Colleges, provide lifelong educational opportunities and support services to eligible participants. Programs assist adults in obtaining the knowledge and skills necessary for work, further education, family self-sufficiency, and community involvement. By improving the education and skill levels of individual Iowans, the programs enhance the competitiveness of state's workforce and economy. Iowa adult education programs help learners to:

- Gain employment or better their current employment.
- Obtain a high school equivalency diploma by passing the state high school equivalency assessment test.
- Attain skills necessary to enter postsecondary education and training.
- Exit public welfare and become self-sufficient.
- Learn to speak, to read, and to write the English language.
- Master basic academic skills to help their children succeed in school.
- Become U.S. citizens and participate in a democratic society.
- Gain self-esteem, personal confidence, and a sense of personal and civic responsibility.

## ADDRESSING IOWA'S NEEDS AND CHALLENGES THROUGH ADULT EDUCATION

**Adults Without a High School Diploma and Postsecondary Education:** According to the U.S. Census Bureau American Community Survey, 11.7 percent of Iowa's population between the ages of 18-24 (36,370) are without a high school diploma, and 9.1 percent (149,366) of Iowa's population have less than a 9th grade up to a 12th grade education without a high school diploma.

**The Limited English Proficient (LEP) Population:** The LEP population increased in 2013 to 85,814. The American Community Survey classified this population as having self-identified as "speaks English less than very well". Of this population, 59 percent are Spanish speaking, 21 percent are Asian, Pacific Islander, and 15 percent are Indo-European.

**Unemployment of Iowans of Working Age and Labor Force Participation Rates:** The census data for 2013 indicates that those over 16 and unemployed was 131,414. Over four percent (5,115) that self-identified as unemployed was served by Iowa's adult education and literacy programs in this past year.

**Skills Gap:** To maintain competitiveness in the global economy, Iowa needs a more highly skilled and credentialed workforce. Currently, more than 185,736 working-age Iowans have not completed high school or obtained a high school equivalency diploma and only two percent (3,436) of this target population took the high school equivalency test in 2013.

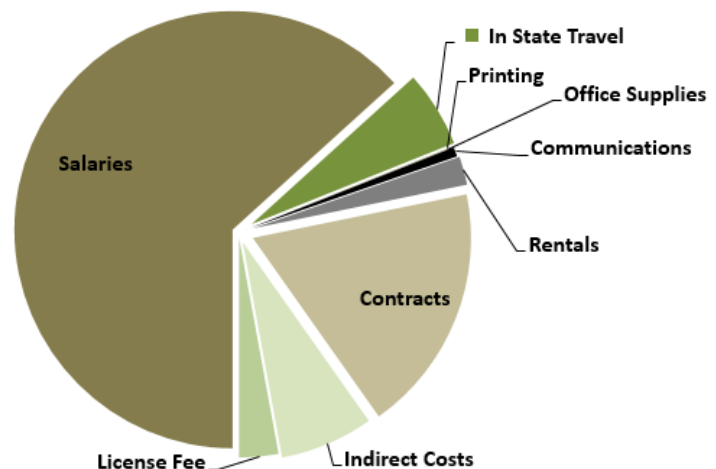
**Question 1: Describe successful activities, programs, and projects supported with state leadership funds and describe the extent to which these activities, programs, and projects were successful in implementing the goals of the state.**

Section 223(a) of the Act references the mandate that the eligible agency shall not use more than 12.5 percent of the grant funds for one or more of the 11 state leadership activities (see Appendix A). The activities, programs, and projects supported with state leadership funds described below have been aligned with those eleven criteria as indicated. State leadership funds provided various opportunities for education and staffing needs, both at the state and local levels. Of the funds that are kept at the state level, \$258, 315, nearly 18 percent of the funding, were expended for contracts to local vendors for professional development training (Chart 1.1).

**Chart 1.1—AEFLA State Leadership Expenditures**

The three goals of Iowa's state plan assist adults:

1. to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
2. who are parents obtain the educational skills necessary to become full partners in the educational development of their children; and
3. in the completion of a secondary school education.



### LOCAL STAFF DEVELOPMENT PROJECTS

The Iowa statewide adult basic education program will fund local staff development projects designed to serve the staff development needs of local providers. Iowa elects to allocate a percentage of state leadership funds to support local projects. In PY 2014, Iowa disseminated \$67,673 to serve the professional development needs of local adult education and literacy staff. Programs are held accountable for providing professional development and staffing programs with well-trained instructors, counselors, and administrators by tracking their training and providing an annual status update. Additionally, programs submit applications for professional development funds throughout the year for targeted events. These applications were to align with their local extension plan detailing professional development needs for the program. Each application included the following key elements:

- the category of professional development;
- a detailed activity plan;
- identifying what is driving the professional development – teacher, student, and state;
- how the professional development offered will be evaluated;
- implementation strategy;
- professional development standard alignment;
- timeline for delivery; and
- estimated budget.

Documentation of implementation was submitted with claims requests. Sixty-two (62) applications were funded in PY 2014. Each application was classified in five types of categories for funding – funds to present at a conference; funds to attend a conference; funds to receive educational assistance; funds for staff development; and funds to support a program project. Of the applications funded, 53 percent were for attending a conference and 30.6 percent were for staff development activities.

In PY 2013, eight professional development standards were adopted by Iowa's adult education and literacy program. All professional development offerings in PY 2014 needed to be aligned to at least one standard. Of the applications funded, 12 applications were aligned to only one standard, while the majority, 80.6 percent were aligned to two or more standards. The most commonly aligned standard, (74.2 percent) was Standard One: Strengthen practitioners' knowledge and application of content areas, instructional strategies, and assessment strategies based on research. Information on the standards is available at Iowa Adult Education and Literacy (AEL) Professional Development Standards.

New in PY 2014 was state appropriated funds for Iowa's adult education and literacy programs. Of the \$5,140,000 allocated, 64 percent was expended during the fiscal year, and \$79,453, or 2.4 percent of those funds were spent on local professional development expenses.

### STATEWIDE STATE LEADERSHIP PROJECTS

The statewide leadership project is designed to fund and to coordinate state-level staff development activities within Section 223(a) of the Act based on the one and more of the state leadership activities focusing on the following areas: (1) core measure attainment; (2) quality program instruction; (3) data accountability and integrity; and (4) strengthening program delivery methods.

The impact of professional development on instruction and adult learner outcomes is evaluated against the following criteria:

- Statewide implementation, adoption, and diffusion into adult education and literacy instructional strategies, methodologies, and curriculum infusion.
- Long-term improvement in program outcomes measured by the state and local program's ability to continually meet negotiated benchmark levels.
- Adult learner assistance to effectively meet personal and program literacy goals.

There were two main areas that were funded from state leadership funds in PY 2014. The first area focused on the adoption of the College and Career Readiness Standards (CCRS), released in April 2013. Aligning CASAS standards to CCRS standards has been a priority in professional development for Iowa. With changes to the high school equivalency assessment and its relation to the Common Core Standards, programs and instructors need to be prepared in helping students be successful with 21st century skills. Assisting in this alignment will be implementing Standards in Action in each provider's instruction.

Iowa's strategic plan included focusing upon English Language Arts (ELA) standards in the first two years: Reading and Writing (2014), Listening and Speaking (2015), followed by the Math standards beginning in 2016. The Standards in Action structure was a natural fit to address unpacking the CCRS and begin addressing the implementation of the content. The initiative was a train-the-trainer model that allowed the local programs to continue the training and structure at their level. By partnering with Literacy Information and Communication Systems (LINCS), a trainer was provided and each of the 15 programs were able to send two instructors for the three of four two-day institutes that were held during PY 2014:

- SIA I- 11/21-22/2013 for 28 participants in Des Moines, IA; rating: 76-95 percent
- SIA II- 3/12-13/2014 for 28 participants in Des Moines, IA; rating: 79-92 percent
- SIA III- 4/10-11/2014 for 28 participants in Des Moines, IA; rating: 78-95 percent

\*4<sup>th</sup> institute will be a pre-conference at the next AEL Institute in July 2014.



The second targeted area was the expansion of the **Student Achievement in Reading (STAR)** program in Iowa. PY 2014 focused upon training the first state STAR trainer for certification, with three programs accepted to be the recipients of the training via trainer-in-training and a national mentor coach provided by KRATOS Technology & Training Solutions, Inc. Through this endeavor, our STAR sites are helping to promote not only additional assessment methods, but managed enrollment class structure. This approach will aid other programs to successfully implement managed enrollment elements to their delivery structure, since Adult Basic Education (ABE)/ABE Intermediate in particular (target levels for STAR reading strategies) represents the largest proportion of our adult learners in the state. The additional diagnostic assessment tools and reading strategies for this population will greatly aid the instruction in achieving educational functioning level gains. There were a total of nine participants from the three programs (Southeastern Community College, Kirkwood Community College, and Western Iowa Tech Community College).

Iowa's professional development system is coordinated by the state professional development specialist, who works with a team made up of administrators, instructors, and trainers from each funded program that establishes the **Adult Literacy Leadership Committee**. A data-driven planning process is used to identify professional development needs and to set priorities for each year. Emphasis is given in a number of key areas, including literacy, math, and English language instruction; assessment; educational technology; learning disabilities; and distance learning. Professional development is offered through an array of workshops and webinars, along with one-year academies for teachers, such as our Numeracy Academy. Teleconferences/Adobe Connect Pro/Zoom meetings are held on a bi-monthly basis. The committee reviews the staff development efforts of the previous year and provides strategic leadership for upcoming professional development offerings. The committee also helps in planning the annual Adult Education and Literacy (AEL) Summer Institute, which occurs each July. Committee work developed a state instructional handbook to provide guidance for programs in implementing quality instruction. This was implemented in 2014. Also, committee work began on developing instructor standards and were involved in the following professional development activities:

**The New Coordinator Workshop** was held on September 4, 2013, for six coordinators who reviewed the updated Coordinator Handbook, and policy and procedure changes. The workshop received a rating range between 88-100 percent. In addition, monthly coordinator meetings are held via Adobe Connect Pro/Zoom/teleconference. Agendas for these meetings are set by the coordinators and often include technical assistance and training ranging from fiscal responsibility to assessment guidelines.

**The Iowa Adult Numeracy Academy** was held to integrate face-to-face and online participation to use teacher inquiry and reflective learning to engage participants in learning mathematics and experiencing various instructional approaches to teaching mathematics. The academy was organized around five central topics: 1) number and operations; 2) geometry; 3) measurement; 4) data analysis; and 5) algebra. A cohort of seven participants completed the training from September 19, 2013, through February 28, 2014, with a rating range of 87-100 percent.

**The Comprehensive Adult Student Assessment Systems (CASAS)** certified state trainers included: one basic IT, one Providing Options for the Workplace, Education, and Rehabilitation (POWER). These experts conducted training in their content areas as needed across the state and at conferences. All trainers participated in re-certification with CASAS. This was the final year for an IT trainer who is retiring and one who is transferring. The following occurred:

- *Enterprise and Year-End* at the Iowa Valley Community College District on July 9, 2013, for 15 participants with a 85-100 percent rating.
- *Enterprise and Year-End* at Des Moines on July 11, 2013, for nine participants with a 78-94 percent rating.
- *CASAS Content Standards & Reports* at Iowa Central Community College on August 8, 2013, for 22 participants with a 52-98 percent rating.
- *CASAS Implementation Training* ICN regions on October 8, 2013, for five participants with a 90-100 percent rating.



**Center for Adult English Language Acquisition (CAELA) Training**—Iowa’s ESL Regional Specialists provided technical assistance and three trainings:

- *Teaching English in an Adult Multi-Level Classroom* (Webinar) on March 4, 2014, for nine participants with a 97-100 percent rating.
- *ESL FAQs for Newer ESL Teachers on March 31, 2014*, for seven participants with a 90 percent rating.
- *Transitions for ESL* (Webinar) held on April 28, 2014, for three participants.
- *Recruitment, Persistence, and Curriculum Training held on May 3, 2014*, for four participants with a 81-100 percent rating.

In addition, state leadership continues to fund the following activities:

**Iowa Literacy Council**—This advocacy group includes diverse business and education members from all over the state who support literacy. In PY 2014, the Iowa Literacy Council met twice in Des Moines on October 11, 2013, at Central Iowa Shelter and Services; and on May 5, 2014, at the Iowa Department of Corrections.

**Monitoring Visits to Colleges**—The Adult Education and Literacy State Director and consultants monitored community college programs from September through May 2014.

Eastern Iowa Community College (EICC)	09/25/13
South Western Community College (SWCC)	10/09/13
Iowa Valley Community College District (IVCCD)	04/16/14
Indian Hills Community College (IHCC)	04/23/14
Des Moines Area Community College (DMACC)	05/07/14

The purpose for site visits is to meet staff, learn about programs/facilities and procedures across the state, provide an opportunity for the staff at each center to ask questions to share ideas and concerns, and provide technical assistance to the program. In addition, site monitoring included observation of instructional practices and performing a document review. In addition, 10 desktop monitoring conference calls were conducted with all other grant recipients. The monitoring tool used for both site and desktop addresses data collection, instructional practice, benchmark gains, curriculum and lesson plan development, assessment practices, and fiscal management.

New in PY 2014 was an increase focus on **Career Awareness and ABE integration**. Work was done to establish stronger alignment with career pathway efforts through bridge curriculum that supports academic, training, and employment needs that have targeted adult education populations by addressing the following:

- The articulation of courses and modules, the mapping of programs within career pathways, and the establishment of bridges between credit and noncredit programs.
- The integration and contextualization of basic skills education and skills training. This process shall provide for seamless progressions between adult basic education and general education development programs and continuing education and credit certificate, diploma, and degree programs.
- The development of career pathways that support the attainment of industry-recognized credentials, diplomas, and degrees.

This initiative with the Division of Community Colleges is being driven by the recent funding and passage of the Pathways for Academic Career and Employment (PACE) law. In fiscal year 2014, each of the 15 community colleges received an appropriation and began administering a PACE program. These programs provide navigators to assist participants to gain skills needed. These skills are matched with to local demographics and employers, and can include basic education to specific occupational attainment. Along with skill attainment, the program assists with wraparound support for success and completion, such as transportation or child care needs. To aid in this effort, professional development was offered to Iowa’s adult education and literacy instructors aimed at increasing ways to integrate career awareness.

**Integrating Career Awareness** – Literacy Information and Communication System (LINCS) online training for Integrating Career Awareness into ABE and English for Speakers of Other Languages (ESOL) Classroom (LINCS Course) on January 16, 2014 through February 28, 2014, for 22 participants.

Additionally, at the end of PY 2014, the Division of Community Colleges applied for and was awarded a three-year intensive technical assistance grant called **Moving Pathways Forward**. The intent of receiving the technical assistance would be to ensure that the goals related to ABE and the PACE programs were aligned to:

- integrate adult education and literacy into the state’s career pathways system;
- strengthen the state’s overall career pathways system; and
- expand and enhance the implementation of local adult education career pathways activities according to local needs.

### **FUTURE DIRECTION**

A focus on standards-based instruction will be continued and reinforced in PY 2015 with additional offerings of the Standards-in-Action (SIA) training provided by LINCS. The SIA training will align with the professional development efforts of implementing College and Career Readiness Standards targeted in PY 2015. In addition, instructor standards will continue to be refined and approved in PY 2015. This focus on standards supports explicit instruction and supports the continued expansion of STAR. Many Iowa adult education and literacy programs will continue to adopt managed enrollment delivery, in part or in full during PY 2015. Additionally, through the transition to Workforce Innovation and Opportunity Act further training targeting career pathway implementation will be expanded.

**Question 2: Describe any significant findings from the eligible agency’s evaluation of the effectiveness of the adult education and literacy activities based on the core indicators of performance.**

**ACCOUNTABILITY**

One of the major intents of the Adult Education and Family Literacy Act (AEFLA) was to establish performance measures and benchmarks to demonstrate increased accountability in line with the major goals and objectives of (Workforce Investment Act (WIA). Section 212(2)(A) of the Act specifies that each eligible agency (e.g., the Iowa Department of Education) is subject to certain core indicators of performance and has the authority to specify additional indicators. The federally-mandated core indicators are as follows:

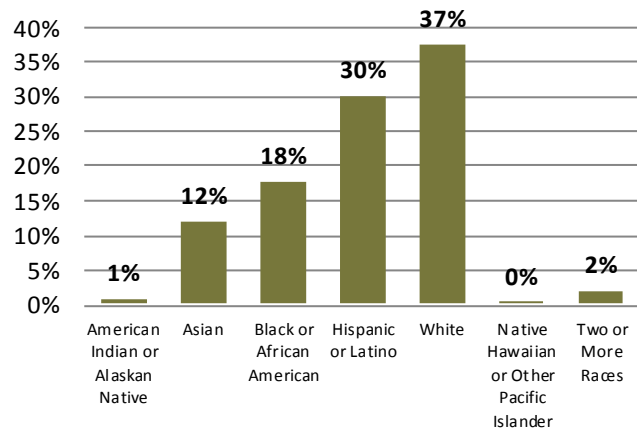
- Demonstrated improvement in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills.
- Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment, or career advancement.
- Receipt of an [adult] secondary school diploma or its recognized equivalent [Iowa High School Equivalency Diploma].

**ADULT EDUCATION AND LITERACY STUDENT PROFILE**

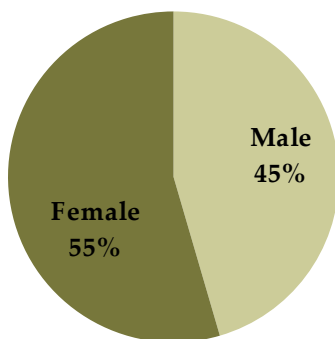
PY 2014 indicates that the typical adult education and literacy student is female, unemployed, white averaging 25-44 years of age, with the highest year of school completed 9th-12th grade without a high school diploma.

- Female enrollment, 55 percent
- Unemployed, 51 percent
- White, 37 percent; Hispanic, 30 percent
- Between the age of 25-44
- The average highest year of school completed, 9th-12th grade.

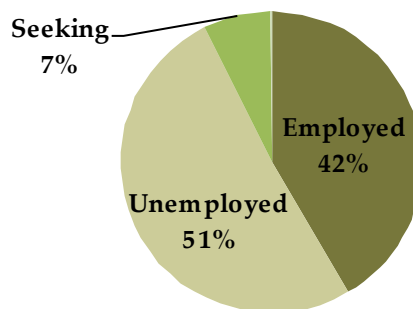
**Chart 2.1 — Adult Education and Literacy Student Racial and Ethnic Background**



**Chart 2.2 — Adult Education and Literacy Student Gender**

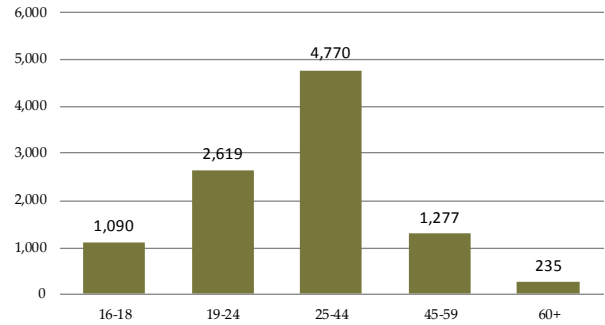


**Chart 2.3 — Adult Education and Literacy Student Employment Status**



Of those that were enrolled in PY 2014 and federally reported, 55 percent were female (Chart 2.1) and 37 percent self-identified as white (Chart 2.2). Twenty seven percent (27%) of participants identified themselves as Hispanic or Latino. Black or African American represented 18 percent while Asians were 12 percent. The remaining three categories (Native American, Hawaiian or Pacific Islander, and two or more races) combine to about 3 percent of the participants (Chart 2.2). The largest age group served by adult education and literacy programs ranged between 25-44 years of age with 48 percent in this category. The next largest group, 19-24, accounted for 26 percent. The 45-59 age group had 1,277 participants, which was slightly higher than the 16-18 age group with 1,090 participants. Of the 9,991 reported in National Reporting Systems (NRS), 71 percent self-identified their highest level of school completed as between the 9th and 12th grade. Those reporting their highest level of school completed was between 6th and 8th grade was the second largest grouping (Chart 2.4).

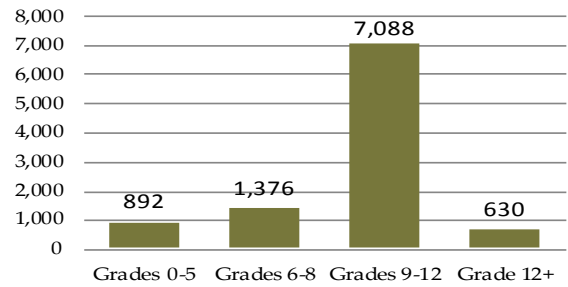
**Chart 2.4—Participant Age Group**



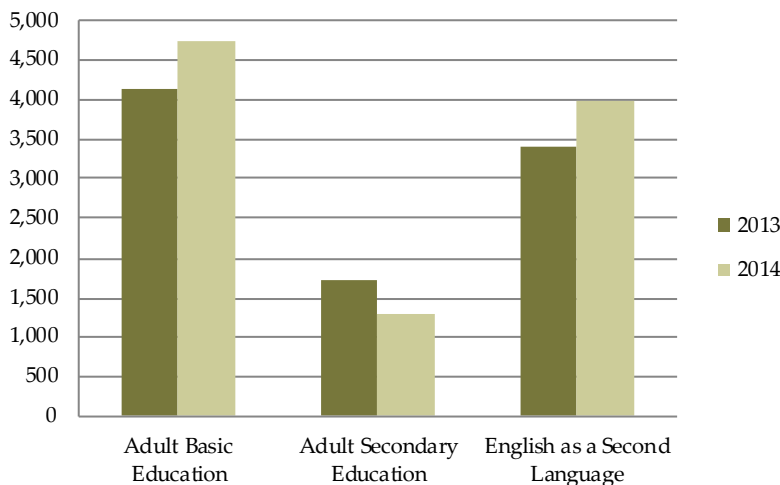
**ADULT EDUCATION AND LITERACY ENROLLMENT**

In PY 2014, there was a increase of eight percent in the number of reportable adult learners (9,991) as compared to PY 2013 (9,244). Of the total number of learners (9,991) that met the NRS guidelines, students in Adult Basic Education (ABE) comprised the single largest group by program type with 47 percent (4,725) of the total learners served. Thirteen percent (13%) of the total number of learners served were in Adult Secondary Education (ASE) and 40 percent (3,980) were enrolled in English as a Second Language (ESL).

**Chart 2.5—Highest Level of School Completed**



**Chart 2.6—Adult Education and Literacy Enrollment, 2013—2014**



### HOURS OF INSTRUCTION

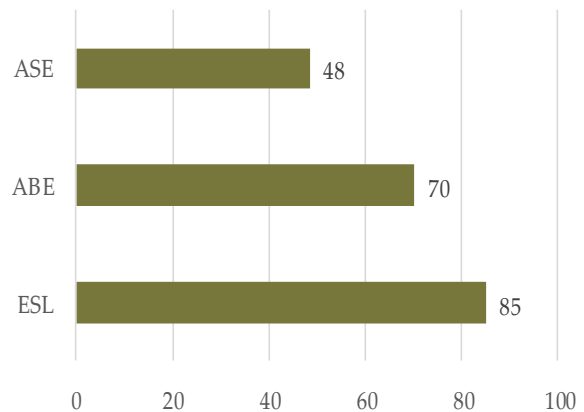
Upon intake, programs collect student information and determine the instructional program most appropriate for the student. For example, an English language learner would enroll in an English-as-a-Second Language (ESL) instructional program and a student with skills sufficient to obtain a high school equivalency diploma would be enrolled in an adult secondary education (ASE) instructional program.

- Students are pre-tested and placed into classes based on the area of basic skills most deficient and/or the student’s primary goal.
- Enrolled students must obtain a minimum of 12 instructional hours in order to be eligible for federal reporting.
- Students received an average of 72 hours of instruction through the combined instructional program.
- ESL students receive an average of 85 hours of instruction.
- ASE students receive an average of 48 hours of instruction.
- ABE students receive an average of 70 hours of instruction.

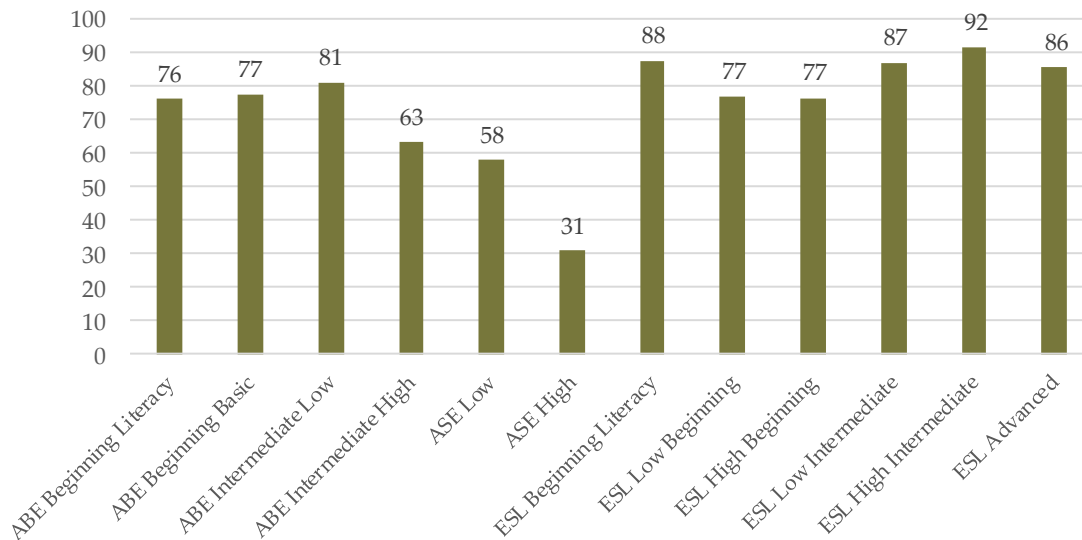
Student retention is critical to the process of accessing progress. Persistence and sufficient hours continues to be a challenge for programs. In PY 2014, of the 17,869 enrollees, 56 percent (9,991) persisted for a minimum of 12 or more hours of instruction.

Adult education and literacy instructional programs represent a progression of basic skill attainment as defined by the NRS educational functioning levels. Each level has a description of basic reading, writing, numeracy, and functional and workplace skills that can be expected from a person functioning at that level. These levels are referred to as Educational Functioning Levels (EFL) and is based upon the initial (pre-test) test score for the participant. The levels for ABE are beginning literacy, beginning basic education, low and high intermediate basic education. ASE has only two levels, low and high. The six ESL levels are beginning literacy, low beginning ESL, high beginning ESL, low and high intermediate ESL, and advanced ESL.

**Chart 2.7—Average Hours of Instruction by Instructional Program**



**Chart 2.8—Average Hours of Instruction by EFL**



After pre-testing and upon determination of the appropriate EFL, students are placed into classes with instruction targeted to address needed skill sets.

- Student class placement occurs within one of 11 reportable educational EFLs based on pre-test score and student goals.
- Test publisher guidelines determine that students will receive a minimum of 40 hours of instructional intervention (70-100 hours recommended) before administering a post-assessment.
- After receiving the recommended hours of instruction, programs post-test students to determine progress within one of the 11 EFLs.
- The department closely monitored programs to ensure that the minimum recommended instructional intervention hours were occurring for students before programs administered a post-assessment.

## CORE MEASURES

The core measures of the National Reporting System (NRS) are the student outcome measures. The five NRS core outcome measures were selected to address the requirements for core indicators of performance in the AEFLA. In all the years previously, upon entry into a program, students would set a self-reported goal that would determine their entry into the follow-up cohorts representing the following performance measures: I) High School Completion; II) Entry into Postsecondary Education or Training; III) Employment Entry, and/or IV) Employment Retention.

This program year starts a process of automatic cohort designation. This procedure has resulted in higher numbers of cohort participants than any previous year. Upon student exit, during or at the end of the program year, student achievement outcomes were measured utilizing data matching methodology outlined in NRS guidelines. Data matching requires attention to data integrity and collaboration between authorized entities.

### Performance Measure I—Demonstrated Improvement in Educational Functioning Levels

Iowa annually submits performance targets to the Office of Career, Technical, and Adult Education (OCTAE) for increased student educational functioning level gains for the upcoming program year. Iowa local programs implement strategies to increase performance and meet the state targets. States annually submit outcomes of Performance Measure I based on:

1. total enrollees with an initial placement assessment;
2. 12 or more hours of instruction;
3. the number of percentage of students with a post-assessment; and
4. the number and percent of students making an educational functioning level gain. Table 2.1 shows the educational functioning levels and Iowa's agreed upon targets for the 2014 program year.

**Table 2.1—Education Functioning Level Target and Performance**

Educational Functioning Level	2014 Targets	2014 Iowa Performance
ABE Beginning Literacy	34%	31%
ABE Beginning	33%	36%
ABE Low Intermediate	32%	42%
ABE High Intermediate	26%	33%
ASE Low	26%	52%
ESL Beginning Literacy	38%	45%
ESL Low Beginning Literacy	47%	52%
ESL High Beginning Literacy	42%	46%
ESL Low Intermediate	37%	37%
ESL High Intermediate	32%	35%
ESL Advanced	20%	20%

Iowa's aggregate pre- and post-test match was 59 percent in PY 2014. Of the 9,991 eligible participants, 5,865 were pre- and post-tested. Of those, 72 percent (4,259) made an educational functioning level gain. Iowa's adult education and literacy programs met all but one of the federal negotiated benchmarks, a dramatic increase in performance from the previous program year.

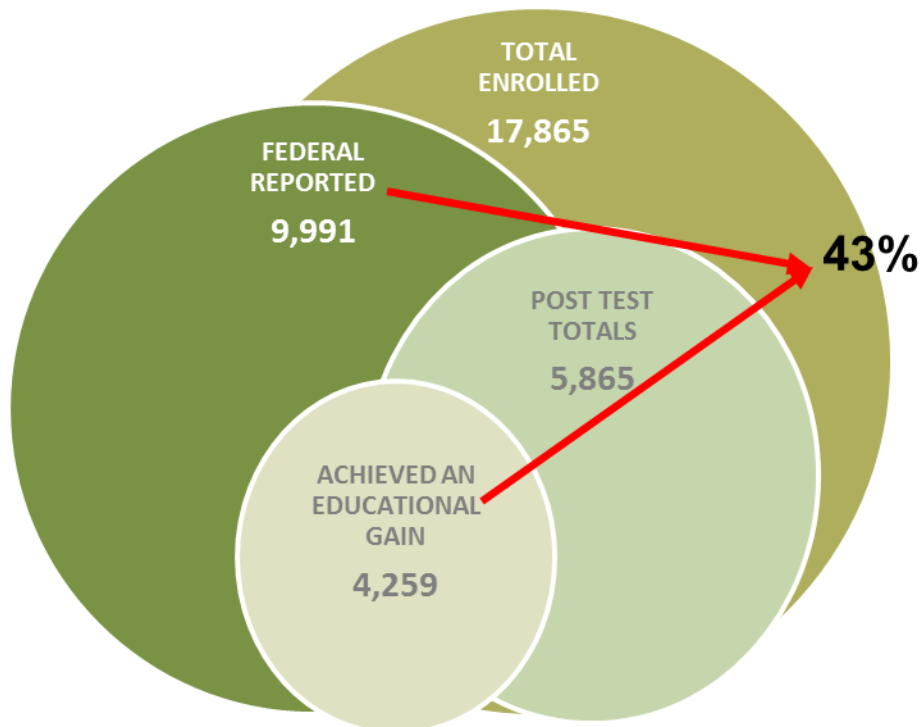
**Adult Basic and Secondary Education:** *The percentage of enrolled adults in the basic literacy program who acquired the basic skills needed to complete the level of instruction in which they were initially placed.* The adult basic and secondary education instructional programs consist of a series of educational functioning levels with each level representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

**English Literacy or English as-a-Second Language (ESL):** *The percentage of enrolled adults in English literacy programs who acquired the level of English language skills needed to complete the level of instruction in which they were initially enrolled.* English literacy education instructional programs consist of a set of educational functioning levels with each level representing a hierarchy of English language skills ranging from beginning language literacy to oral language proficiency.

Student retention and completion of sufficient hours of instruction continue to be a challenge for local programs. Programs track student progress, hours of instruction, and level of completion in order to report outcomes to the state annually. Students must have 12 hours of instruction to be federally-reported. Retention challenges continue to be a factor in adult education and literacy’s efforts to meet federally-negotiated targets. As a result of a number of programs moving toward managed enrollment, Iowa’s performance increased in PY 2014. The progression of student success is documented as follows:

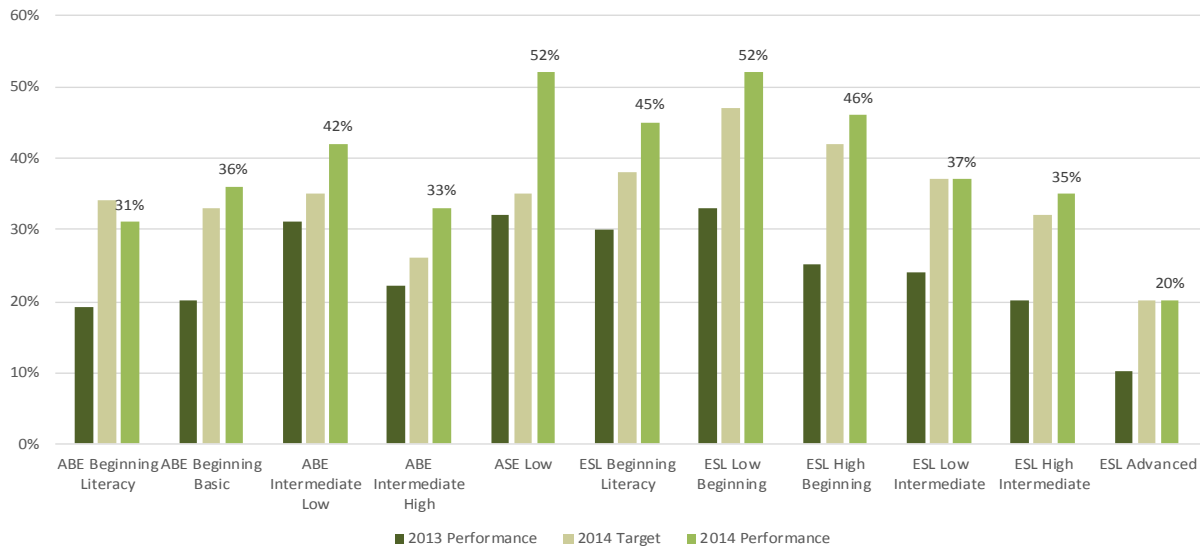
- PY 2014 total student enrollment totaled 17,869 students, a 20 percent decrease from PY 2013.
- Of the 17,869 enrollees, 7,878, or 44 percent left the program before 12 hours of instruction and/or were not administered a pre-test.
- Of the 17,869 enrollees, 9,991 or 56 percent were retained for 12 or more hours of instruction.
- Of the 9,991 students retained, programs progress tested 5,865, or 59 percent of the total with at least a minimum of 40 hours of instruction, a 37 percent increase from PY 2013.
- Of the 5,865 students with a post-test match, 4,259, or 72 percent achieved educational gains.

**Chart 2.9—2014 Cohort Path to Educational Gains**





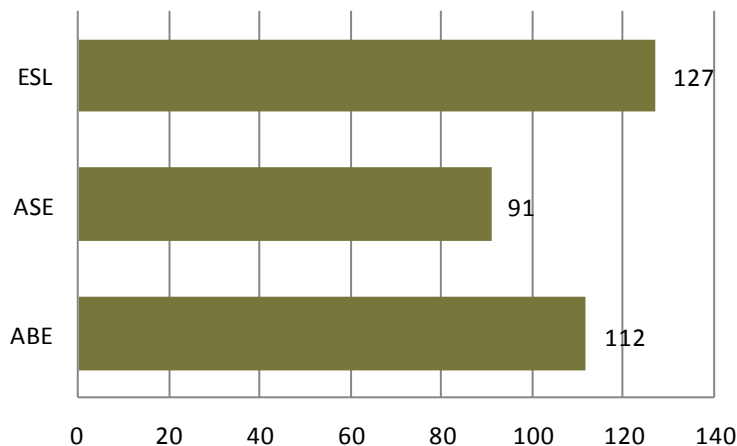
**Chart 2.10—EFL Indicator Comparison**



Increased achievement toward negotiated targets is attributed to several factors:

- Open enrollment practices increase attrition rates and decrease student persistence and retention.
- Local programs were not able to retain students long enough to achieve the minimum recommended hours of instructional intervention.
- Monitoring of local program compliance with test publisher recommended instructional intervention increased the hours of instructional intervention for students.
- Programs were compelled to review and to revise attendance policies to ensure that students received instructional intervention of sufficient intensity and duration. A review of the average hours it took a student to achieve an educational gain and a comparison of the average hours of instruction for students who post-assessed and did not make an educational gain are reviewed in Chart 2.10.
- Explicit instruction with *College and Career Readiness Standards* embedded in lesson plans.

**Chart 2.11—Average Hours of Instruction for Level Gain**



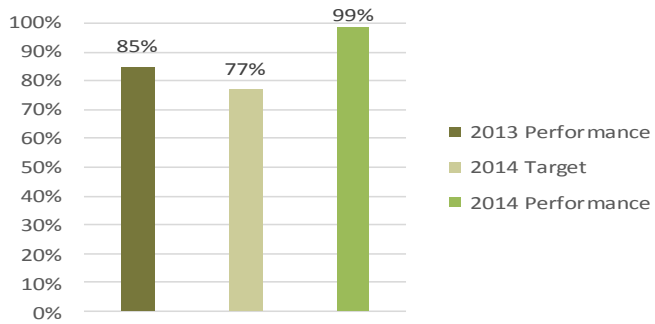
**Performance Measure II—High School Completion**

*Cohort Definition:* All learners who take all High School Equivalency tests who exit during the program year.

Iowa issues a high school equivalency diploma upon successful completion of approved, standardized subject tests. In PY 2014, Iowa used the successful completion of the HiSET® test battery as the basis upon which to issue an Iowa high school equivalency diploma. Students without a high school diploma or an equivalent, who completed all five subjects (pass or fail) and exited during the program year by June 30, 2014, were matched for two subsequent quarters to determine if the student was awarded an Iowa high school equivalency diploma.

For many participants in adult education and literacy programs, the main goal is to achieve a high school equivalency diploma. Iowa issued 3,408 high school equivalence diplomas between July 1, 2013, and June 30, 2014. During this period of time there was high test volume as a test series ended in December 2013 causing all incomplete test scores to become invalid. Additionally, testing beginning in PY 2014 was with a new assessment product using primarily computer based delivery methods. The eligible cohort consisted of 1,759 participants of which 369 were not valid for matching. Based on the remaining cohort participants (1,390), 99 percent were matched as having achieved their high school equivalence diploma.

**Chart 2.12—Core Outcome Measure—Awarded Secondary Diplomas**

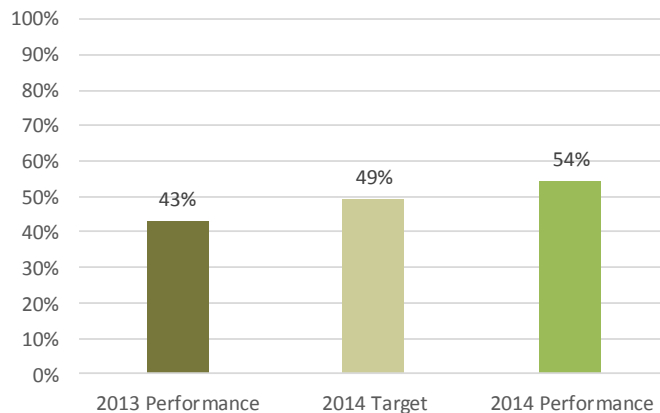


**Performance Measure III—Entered Postsecondary Education or Training**

*Cohort Definition:* All learners who have earned a secondary credential while enrolled, hold a secondary credential at entry, or are enrolled in a class specifically designed for transitioning to community college, who exit during the program year.

In 2014, there were 2,023 participants eligible for this cohort. Participants were matched against Iowa’s Community College Management Information System (MIS) data, to verify student enrollment. Seventy nine percent (79%) of the eligible participants with sufficient data to match, 866 (54 percent) were indicated as having entered postsecondary education or a training program within two quarters of their exit from an adult education and literacy program.

**Chart 2.13—Enrollment in Postsecondary Outcomes**

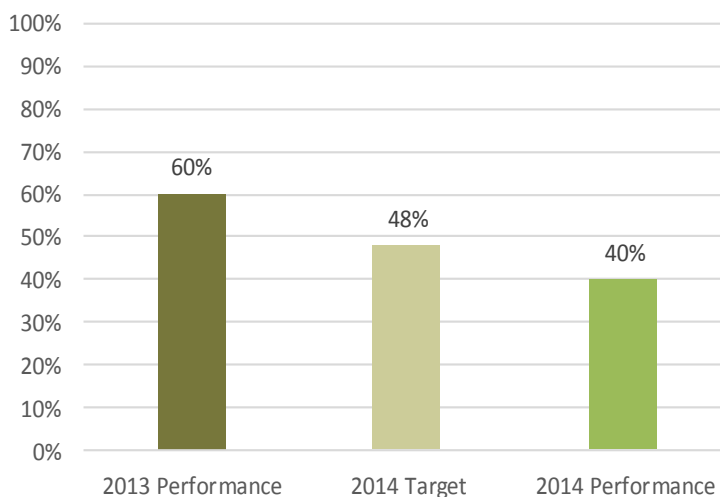


**Performance Measure IV—Entered Employment**

*Cohort Definition:* Learners who are not employed at time of entry and in the labor force who exit during the program year.

Upon enrollment in adult education and literacy programs, participants are required to indicate employment status. Of the 9,991 participants reported in the National Reporting System (NRS), 711 were not seeking employment and 14 did not report employment information (Figure 9-9). Fifty-one percent (51%) of the remaining enrollees self-reported as unemployed. To qualify for follow-up within this cohort to NRS, a participant must also exit the program, either by completing instruction or no longer participating. There were 2,181 participants that qualified for consideration in this cohort. Iowa participates as a data match state by partnering with Iowa Workforce Development for employment wage information. Nineteen percent (19%) of the cohort was not able to be matched due to missing data. However, of the 81 percent that was matched, 712 participants were identified as achieving employment within one quarter of exiting the adult education and literacy program.

**Chart 2.14—Entry into Employment Outcomes**

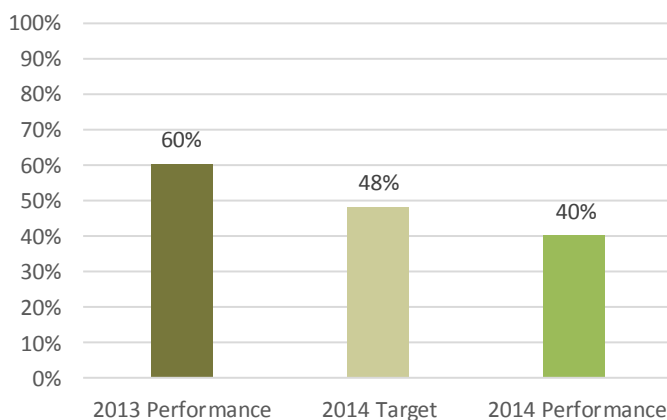


**Performance Measure V—Retained Employment**

*Cohort Definition:* Learners employed at entry who exit during the program year; and learners who were not employed at time of entry and in the labor force, who are employed by the first quarter after exit quarter.

In PY 2014, 2,382 of the 9,991 participants in the adult education and literacy program, as reported to NRS, self-identified as employed. To qualify for follow-up within this cohort to NRS, a participant must also exit the program, either by completing instruction or no longer participating. In addition, all successfully employed participants from the entered employment cohort (712) are added. Therefore, 3,094 participants qualified for consideration in this cohort. With a 77.8 percent match rate, 1,071 (42 percent) participants retained their employment three quarters later after their exit from the adult education and literacy program.

**Chart 2.15—Retained Employment Outcomes**



**FUTURE DIRECTIONS**

Iowa will continue to address the need to gain higher Educational Functioning Level (EFL) benchmark gains with standard-based instruction, as well as implementing higher post-testing rates. Collaboration through the Workforce Innovation and Opportunity Act will support referrals and alignment of activities to support the core measures. A pilot project will be funded from state leadership funds to begin alignment studies for PY 2015.

**Question 3: *Describe how the eligible agency has supported the integration of activities sponsored under Title II with other adult education, career development, and employment training activities. Describe efforts with career pathway systems that include career and technical education, postsecondary education, employers, and economic and workforce development. Include a description of representation on the state and local Workforce Investment Boards, the provision of core and other services through the One-Stop system and an estimate of the AEFLA funds being used to support activities and services through the One-Stop delivery system.***

Collaboration, coordination, and cooperation have been the mainstays of the program from the beginning including: 1) mutual referrals; 2) assessment; 3) tracking client goals and progress; and 4) decisions regarding the planned delivery of services to the client. There has always been strong collaboration with federal employment training programs to help adults prepare for the workforce and become self-sufficient. Adult education and literacy programs, in their local communities, seek out working agreements with Iowa Division of Vocational Rehabilitation, Iowa Department of Human Services, Iowa Department of Workforce Development, adult and juvenile court officials, and other service agencies.

With the increased awareness of the need for a workforce to be able to function in a highly technical environment, more emphasis is being placed on education. The adult education and literacy program has responded to this focus by supplying their services either in business and industry or in the classroom. The program is ready and able to provide:

- Assessment
- Instruction in Basic Academic Skills
- English Literacy Programs
- Workplace Literacy
- Job-Seeking and Retention skills
- Communication Skills

The Iowa community college consortium-based adult education and literacy delivery system has successfully integrated the activities sponsored under Title II with other relevant adult education, career development and employment, and training activities. The integration has been achieved through the cooperation, collaboration, and coordination efforts achieved through the Iowa Department of Education, Iowa Workforce Development, and the Iowa Department of Corrections working collaboratively to achieve common goals and objectives.

The Title II component has been identified as the basic literacy skills component of the overall Workforce Investment Act (WIA) state-level collaborative efforts. Meetings with the National Skills Coalition and the United Way began and resulted in a detailed policy paper as part of the Iowa Skills2Compete initiative. This work helped to identify issues for key stakeholders and bring those issues to the table for legislators in an organized manner.

State leadership funds were made available in PY 2014 to pilot an Integration Study between an adult education and literacy provider and the local core programs and one-stop center. These funds were made competitive and awarded to a program that was co-located with the one-stop center. Agendas and minutes of the discussions have been shared to capture topic issues, common definitions, and strategies to address cross-training of staff.

Iowa was awarded a three-year technical assistance grant, called Moving Pathways Forward: Supporting Career Pathways Integration. This initiative will be customizing technical assistance for participating states in developing and advancing their career pathways systems. The initiative seeks to align previous federal and state investments with current state career pathways efforts. Iowa has received access to resources, tools, and guidance which has supported the identification of specific career pathways need areas. As a result, a state advisory board for career pathways and sector boards has been formed to guide further discussion and development of unified definitions, an approval process and performance measures for evaluating effectiveness.

A estimate would indicate that approximately five of Title II funds are used to support activities through the One-Stop delivery system. These funds were used to provide a collaborative initiative that introduced the Key Train® curriculum in the adult literacy centers along with the National Career Readiness Certificates by ACT in the Iowa Workforce Development sites. In addition, the Administrator of the Division of Community Colleges provides input into the State Workforce Investment Board.

Since the fall of 2014, relevant state agency personnel have been part of an overall Workforce Investment and Opportunity Act (WIOA) Implementation Steering Committee to develop implementation requirements, conduct policy analysis and have been charged with helping meet key project milestones. While the steering committee meets monthly, the subgroups, established to address the complex implementation of WIOA, meets more frequently and as needed. Each subgroup has a defined scope with objectives and goals that are refined by the chairs and members. The subgroups include:

- Governance and Communications
- Current Value Mapping
- Unified State Planning
- Performance and Data
- Career Pathways and Independent Living
- Financial

State leaders have been committed to active stakeholder coordination and coordinated communications and thus a WIOA Governance and Communications Sub-group (WIOA-GCS), from the Steering Committee, drives stakeholder coordination, meeting planning, and overall communication and stakeholder planning. The WIOA-GCS has been active in the coordination of town hall events and attending the regional workforce investment boards, for public comment and to identify additional needs. Presentations of adult education and literacy performance for PY 2014 have been encouraged to be shared during regional workforce investment board meetings. This has resulted in the scheduling of a day-long conference for all workforce board members on June 4-5, 2015.

The other most active subgroup has been the Current Value Mapping Subgroup. This group was charged with conducting a week-long Lean® Mapping event of the current workforce system in Iowa. The group was charged to develop and prioritize recommendations for the other subgroups. Such recommendations included:

- reducing duplication of services;
- improving collaboration and communication;
- allowing for alignment of resources to in-demand jobs;
- improving resources utilization and return on investment;
- reducing confusion and services barriers for consumers; and
- promoting staff training and cross-training on the other programs.

Additional recommendations were forwarded to subgroups for review and refinement by participants which includes representation from each of the core programs along with identified stakeholders in training and employment services at the state level: Carl Perkins, Trade Adjustment Assistance Community College and Career Training (TAACT), Department of Aging, Department of Human Rights, Department of Veteran Affairs, Department of Human Services, and others that may be needed to better collaborate and align services.

## **FUTURE DIRECTIONS**

Partnerships are being formed within and outside of the community college providers as a result of Workforce Development Programs. GAP and Pathways for Academic Career and Employment (PACE) funds will be used to expand the correlation between adult education, career development, and employment training activities. Programs will receive additional training on how to build relevant programs of instruction that relates to high demand, high pay job opportunities.

**Question 4: Describe successful activities and services supported with English Literacy (EL)/Civics funds, including the number of programs receiving EL/Civics grants and an estimate of the number of adult learners served.**

The EL/Civics grant is used to support the English-as-a-Second Language (ESL) population enrolled in community colleges, integrating civics and citizenship classes. The addition of the EL/Civics funds has enabled the local programs to increase the number of classes to meet the educational needs of the immigrant population.

The Iowa Department of Education Adult Education and Literacy webpage <https://www.educateiowa.gov/adult-career-and-community-college> provides resources to staff and learners. Also, state leadership coordinates Iowa's ESL Regional Specialists who support the required integration of civics and ESL instruction in our programs. These specialists conducted technical assistance and presentations on transitioning ESL students in PY 2014. The 15 sub-grantees are recipients of the EL/Civics grants and use the integrated ESL and civics curriculum.

As a result, the ESL enrollment constitutes 40 percent (3,980) of Iowa's total adult literacy enrollment. Iowa's ESL Regional Specialists, who support the required integration of civics and ESL instruction in programs, have provided statewide support. These specialists conducted webinars and presentations at the Iowa Culture and Language Conference (ICLC) and AEL Institute.

**Chart 4.1 — Total ESL Enrollment, 2010-2014**



**FUTURE DIRECTIONS**

With the implementation of the Workforce Innovation and Opportunity Act (WIOA), greater alignment and engagement of key stakeholders with English language needs will occur in PY 2015. Iowa has included English literacy activities with professional development initiatives such as STAR and Standards in Action and the new career pathway efforts. These initiatives will continue in PY 2015.

**Question 5:** *Describe your state's policies related to how it awards a secondary school diploma or its equivalent to individuals who are no longer enrolled or required to be enrolled in secondary school under state law. Include state recognized tests that are used to award the diploma as well as other criteria that may be recognized, such as competency-based or credit-based methods.*

In PY 2013, Iowa amended the state law, Chapter 32, in regard to the issuance of a state high school equivalency diploma (HSED). These changes in law allowed the state to conduct a competitive bid to select a test or tests to use in the awarding of an HSED. In December 2013, Iowa ended the use of one test series and began using the HiSET™ exclusively, effective January 2014. The HiSET™ test meets the requirement set by Iowa Code 259A.1 that the diploma shall be issued on the basis of satisfactory competence as shown by tests covering all of the following: Language Arts-Reading, Language Arts-Writing, Mathematics, Science, and Social Studies. In PY 2014, 3,408 HSED awards were issued by the state.

Currently, in Iowa the adult diploma which is a credit-based method of using transcripts from high school to complete the necessary credits through online or self study is managed by the community colleges. The state does not award a state high school equivalency diploma for these completers, but tracks the number through the management information system (MIS).

#### **FUTURE DIRECTIONS**

Iowa will continue to look at viable, statewide methods of awarding a high school equivalency diploma. If necessary, additional adjustments to legislation will be made to allow credit, portfolio or competency based methods approved for awarding a HSED.



**Question 6: *Describe your state's progress toward implementation of adult education College and Career Readiness (CCR) standards, including whether your state has formally adopted a validated set of CCR standards. Describe how the state has determined the standards to be representative of CCR and the timeline by which such standards will be or have been implemented by all local programs. Describe how the state is supporting the use of standards by local programs and state leadership funds that are being used to support implementation.***

In 2010, Iowa adopted the Common Core State Standards (Iowa Core Standards) for K-12, which were to be articulated vertically through all grade levels by the end of PY 2015. While Iowa Adult Education and Literacy programs had been relying upon the Comprehensive Adult Student Assessment Systems (CASAS) content standards and competencies previously, some efforts in providing a crosswalk was done and professional development efforts focused on Math for adult learners from PY 2012-2014 through the Iowa Adult Education Numeracy Academy.

In PY 2013 and 2014, professional development for the College and Career Readiness Standards (CCRS) began focusing upon the CCRS Reading and Writing standards with webinars including overview of the initiative and the standards themselves. These were supplemental to the four institutes for Standards-in-Action (SIA) that used the CCRS Reading and Writing standards. These opportunities followed OCTAE's roll out of the CCR standards in April 2013, which Iowa participated in the Kentucky training. The state strategic plan from that training was to focus upon the Reading and Writing standards in PY 2014, ELA/Listening and Speaking standards in PY 2015, and begin focusing upon the Math standards in PY 2016.

The July 2013 AEL Institute included a pre-conference on College and Career Readiness Reading Strategies and breakout sessions as an overview of the CCR. Professional development supporting the CCRS has been in done in PY 2014 and is highlighted in Section I.

In April 2014, Iowa sent a team to the CCR Implementation training sponsored by the Office of Career, Technical and Adult Education in Phoenix, Arizona. This training was disseminated to local programs during the annual July Adult Education and Literacy (AEL) Institute and have been scheduled for PY 2015 in subsequent trainings.

#### **FUTURE DIRECTIONS**

While Iowa's AEL programs had been relying upon the CASAS content standards and competencies previously, proposed adoption of the CCRS for adult education and literacy programs was submitted to the legislature in PY 2014 and is in the process of final approval. It is expected that the state will adopt the CCRS during PY 2015. Programs will receive Leadership funding for only Standards-in-Action projects during PY 2015. Targeted regional Standards in Action (SIA) institutes will be offered in PY 2015.

## **FUTURE DIRECTIONS FOR 2014**

Several initiatives have been implemented to help shape the future direction of adult education and literacy efforts in Iowa, while maintaining the integrity of past efforts and successes.

Examples include:

- Student Achievement in Reading (STAR) training has begun in Iowa as a consortium effort with Kansas. Our pilot site is helping to promote not only additional assessment methods but managed enrollment class structure. This approach will aid other programs to successfully implement managed enrollment elements to their delivery structure. As ABE and ABE Intermediate in particular represents the largest proportion of our adult learners, the additional diagnostic assessment tools and reading strategies for this population will greatly aid the instruction in achieving educational functioning level gains.
- Aligning CASAS standards to CCR standards will be a priority in professional development for Iowa. With changes to the high school equivalency assessment and its relation to the Common Core Standards, programs and instructors need to be prepared in helping students be successful with 21st century skills. Assisting in this alignment will be implementing SIA each providers instruction.
- Increasing the development of career pathways with partners from Workforce Development Programs will be increased as additional training and funds will be used to increase involvement. Aspen Institute and the Center for Occupational Research and Development (CORD) will provide training to assist programs in providing tools and resources for Career Pathways implementation.

## APPENDICES

### APPENDIX A

Workforce Investment Act (WIA), Title II, Section 223 State Leadership Activities

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**APPENDIX A**

112 STAT. 1068 PUBLIC LAW 105-220—AUG. 7, 1998

**SEC. 223. STATE LEADERSHIP ACTIVITIES.**

(a) IN GENERAL.—Each eligible agency shall use funds made available under section 222(a)(2) for one or more of the following adult education and literacy activities:

- (1) The establishment or operation of professional development programs to improve the quality of instruction provided pursuant to local activities required under section 231(b), including instruction incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension, and instruction provided by volunteers or by personnel of a State or outlying area.
- (2) The provision of technical assistance to eligible providers of adult education and literacy activities.
- (3) The provision of technology assistance, including staff training, to eligible providers of adult education and literacy activities to enable the eligible providers to improve the quality of such activities.
- (4) The support of State or regional networks of literacy resource centers.
- (5) The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities.
- (6) Incentives for—
  - (A) program coordination and integration; and
  - (B) performance awards.
- (7) Developing and disseminating curricula, including curricula incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension.
- (8) Other activities of statewide significance that promote the purpose of this title.
- (9) Coordination with existing support services, such as transportation, child care, and other assistance designed to increase rates of enrollment in, and successful completion of, adult education and literacy activities, to adults enrolled in such activities.
- (10) Integration of literacy instruction and occupational skill training, and promoting linkages with employers.
- (11) Linkages with postsecondary educational institutions.

**Table 1. Adult Literacy Enrollment - MIS\* HEADCOUNT OF STUDENTS**

College	2010	2011	2012	2013	2014	Average Change 2010-2014
Northeast Iowa	900	847	574	669	607	-9.4%
North Iowa Area	1098	842	807	731	526	-16.8%
Iowa Lakes	305	328	302	282	236	-6.2%
Northwest	1041	1017	456	450	381	-22.2%
Iowa Central	1866	1647	1516	1510	1359	-7.6%
Iowa Valley	1102	1048	1489	832	767	-8.7%
Hawkeye	1006	1345	1387	882	929	-2.0%
Eastern Iowa	3343	2930	2134	2033	1840	-13.9%
Kirkwood	3038	2981	2227	2765	2550	-4.3%
Des Moines Area	6440	5930	6943	4679	3685	-13.0%
Western Iowa Tech	1439	1859	1809	1561	1573	2.3%
Iowa Western	1799	1628	1592	1190	1444	-5.3%
Southwestern	548	570	556	430	376	-9.0%
Indian Hills	1421	1074	1434	875	656	-17.6%
Southeastern	1935	1494	1440	1476	1146	-12.3%
<b>Total</b>	<b>27,281</b>	<b>25,540</b>	<b>24,666</b>	<b>20,365</b>	<b>18,075</b>	<b>-9.8%</b>

**Table 2. Basic Skills and Developmental/Remedial Education\***

College	2010	2011	2012	2013	2014	Average Change 2010-2014
Northeast Iowa	556	529	352	213	251	-18.0%
North Iowa Area	714	479	421	371	307	-19.0%
Iowa Lakes	0	0	0	0	0	N/A
Northwest	735	649	130	124	97	-39.7%
Iowa Central	326	222	505	445	525	12.7%
Iowa Valley	40	38	200	162	76	17.4%
Hawkeye	161	697	372	228	173	1.8%
Eastern Iowa	2,410	2,210	1,628	1,613	1,471	-11.6%
Kirkwood	1,989	2,055	1,530	1,867	1,686	-4.0%
Des Moines Area	3,440	3,178	3,595	1,984	2,086	-11.8%
Western Iowa Tech	0	0	503	0	0	N/A
Iowa Western	716	445	535	415	695	-0.7%
Southwestern	380	93	169	148	106	-27.3%
Indian Hills	657	546	280	331	155	-30.3%
Southeastern	760	255	313	360	849	2.8%
<b>Total</b>	<b>12,884</b>	<b>11,396</b>	<b>10,533</b>	<b>8,261</b>	<b>8,477</b>	<b>-9.9%</b>

\*CIP codes 32010100 and 32019900

**Table 3. High School Equivalency Certificate Program\***

College	2010	2011	2012	2013	2014	Average Change 2010-2014
Northeast Iowa	201	184	157	395	271	7.8%
North Iowa Area	351	296	346	301	197	-13.4%
Iowa Lakes	259	313	253	242	181	-8.6%
Northwest	191	137	152	219	163	-3.9%
Iowa Central	963	969	606	859	478	-16.1%
Iowa Valley	589	539	401	428	353	-12.0%
Hawkeye	617	763	828	446	453	-7.4%
Eastern Iowa	448	327	307	196	109	-29.8%
Kirkwood	1,903	1,832	1,321	1,400	1,135	-12.1%
Des Moines Area	1,976	1,043	2,265	1,014	177	-45.3%
Western Iowa Tech	823	1,976	932	892	782	-1.3%
Iowa Western	863	995	942	655	636	-7.3%
Southwestern	8	327	306	262	228	131.1%
Indian Hills	501	342	541	465	376	-6.9%
Southeastern	1,226	1,242	1,161	1,141	303	-29.5%
<b>Total</b>	<b>10,919</b>	<b>11,285</b>	<b>10,518</b>	<b>8,915</b>	<b>5,842</b>	<b>-14.5%</b>

\*CIP codes 53020100

**Table 4. Second Language Learning (ELL)\***

College	2010	2011	2012	2013	2014	Average Change 2010-2014
Northeast Iowa	170	146	68	96	116	-9.1%
North Iowa Area	62	62	45	77	27	-18.8%
Iowa Lakes	49	16	54	44	60	5.2%
Northwest	106	138	188	125	133	5.8%
Iowa Central	597	498	442	431	426	-8.1%
Iowa Valley	489	478	353	305	395	-5.2%
Hawkeye	214	147	248	299	336	11.9%
Eastern Iowa	486	409	246	279	371	-6.5%
Kirkwood	590	480	406	537	565	-1.1%
Des Moines Area	2,327	2,049	2,151	1,912	1,581	-9.2%
Western Iowa Tech	631	723	756	724	842	7.5%
Iowa Western	163	131	136	149	129	-5.7%
Southwestern	103	68	62	40	43	-19.6%
Indian Hills	266	215	204	152	168	-10.9%
Southeastern	58	44	40	44	37	-10.6%
<b>Total</b>	<b>6,311</b>	<b>5,604</b>	<b>5,399</b>	<b>5,214</b>	<b>5,229</b>	<b>-4.6%</b>

\*CIP codes 32010900 and 32010910

**Table 5. ABE by Type of Program\***

Program Type	2010	2011	2012	2013	2014	Average Change 2010-2014
Basic Skills and Developmental/ Remedial Education	12,884	11,396	10,533	8,261	8,477	-9.9%
High School Equivalence Certificate Program	10,919	11,285	10,518	8,915	5,842	.
Second Language Learning	6,311	5,604	5,399	5,214	5,229	-4.6%
<b>Total</b>	<b>30,114</b>	<b>28,285</b>	<b>26,450</b>	<b>22,390</b>	<b>19,548</b>	<b>-10.2%</b>

**Table 6. Adult Education and Literacy Total Enrollment - NRS**

College	2010	2011	2012	2013	2014	Average Change 2010-2014
Northeast Iowa	341	374	257	400	300	-3.2%
North Iowa Area	298	164	143	159	177	-12.2%
Iowa Lakes	117	10	126	130	127	2.1%
Northwest	182	213	205	84	213	4.0%
Iowa Central	600	697	615	614	632	1.3%
Iowa Valley	664	651	559	489	488	-7.4%
Hawkeye	647	767	791	703	753	3.9%
Eastern Iowa	1,172	1,291	1,276	1,119	970	-4.6%
Kirkwood	935	750	592	651	859	-2.1%
Des Moines Area	2,768	3,250	3,524	2,432	2,838	0.6%
Western Iowa Tech	867	1,015	991	743	1,021	4.2%
Iowa Western	520	478	397	439	454	-3.3%
Southwestern	177	224	254	180	177	0.0%
Indian Hills	720	671	609	490	412	-13.0%
Southeastern	744	612	582	611	570	-6.4%
<b>Total</b>	<b>10,752</b>	<b>11,167</b>	<b>10,921</b>	<b>9,244</b>	<b>9,991</b>	<b>-1.8%</b>

\* Includes all Enrollees with 12 hours of instruction and a pre-test.



**Table 7. English as a Second Language (ESL) Enrollment - NRS**

College	2010	2011	2012	2013	2014	Average Change 2010-2014
Northeast Iowa	101	93	35	35	65	-10.4%
North Iowa Area	30	20	15	43	23	-6.4%
Iowa Lakes	23	0	29	26	39	14.1%
Northwest	112	141	129	59	90	-5.3%
Iowa Central	263	308	335	321	349	7.3%
Iowa Valley	336	370	287	225	296	-3.1%
Hawkeye	182	129	179	256	306	13.9%
Eastern Iowa	244	205	174	183	246	0.2%
Kirkwood	238	183	204	271	355	10.5%
Des Moines Area	1,300	1,576	1,715	1,225	1,295	-0.1%
Western Iowa Tech	494	673	643	502	638	6.6%
Iowa Western	88	86	93	111	107	5.0%
Southwestern	38	34	45	24	31	-5.0%
Indian Hills	128	142	141	94	114	-2.9%
Southeastern	22	22	23	29	26	4.3%
<b>Total</b>	<b>3,599</b>	<b>3,982</b>	<b>4,047</b>	<b>3,404</b>	<b>3,980</b>	<b>2.5%</b>

**Table 8. ABE by Type of Program - NRS**

Program Type	2010	2011	2012	2013	2014	Average Change 2010-2014
Adult Basic Education	5,095	5,254	4,948	4,137	4,739	-1.8%
Adult Secondary Education	2,061	1,931	1,926	1,703	1,272	-11.4%
English as a Second Language	3,599	3,982	4,047	3,404	3,980	2.5%
<b>Total</b>	<b>10,755</b>	<b>11,167</b>	<b>10,921</b>	<b>9,244</b>	<b>9,991</b>	<b>-1.8%</b>

**Table 9. Adult Basic Education Enrollment - NRS**

College	2010	2011	2012	2013	2014	Average Change 2010-2014
Northeast Iowa	193	226	179	223	178	-2.0%
North Iowa Area	206	111	100	90	123	-12.1%
Iowa Lakes	63	5	65	66	56	-2.9%
Northwest	54	31	56	18	102	17.2%
Iowa Central	237	284	196	184	200	-4.2%
Iowa Valley	252	222	195	155	160	-10.7%
Hawkeye	345	475	484	316	323	-1.6%
Eastern Iowa	683	919	836	770	622	-2.3%
Kirkwood	358	343	307	276	371	0.9%
Des Moines Area	1,021	1,195	1,257	779	1,287	6.0%
Western Iowa Tech	245	263	245	186	307	5.8%
Iowa Western	341	283	204	224	252	-7.3%
Southwestern	84	66	92	73	85	0.3%
Indian Hills	422	350	263	281	244	-12.8%
Southeastern	591	481	469	496	429	-7.7%
<b>Total</b>	<b>5,095</b>	<b>5,254</b>	<b>4,948</b>	<b>4,137</b>	<b>4,739</b>	<b>-1.8%</b>

**Table 10. Adult Secondary Education Enrollment - NRS**

College	2010	2011	2012	2013	2014	% Average 5-Year Change
Northeast Iowa	47	55	43	142	57	5%
North Iowa Area	62	33	28	26	31	-16%
Iowa Lakes	31	5	32	38	32	1%
Northwest	16	41	20	7	21	7%
Iowa Central	100	105	84	109	83	-5%
Iowa Valley	76	59	77	109	32	-19%
Hawkeye	120	163	128	131	124	1%
Eastern Iowa	245	167	266	166	102	-20%
Kirkwood	339	224	81	104	133	-21%
Des Moines Area	447	479	552	428	256	-13%
Western Iowa Tech	128	79	103	55	76	-12%
Iowa Western	91	109	100	104	95	1%
Southwestern	55	124	117	83	61	3%
Indian Hills	173	179	205	115	54	-25%
Southeastern	131	109	90	86	115	-3%
<b>Total</b>	<b>2,061</b>	<b>1,931</b>	<b>1,926</b>	<b>1,703</b>	<b>1,272</b>	<b>-11%</b>



Table 12. NRS Enrollment by Entering Educational Functioning Level, Ethnicity and Gender, 2014

Entering Educational Functioning Level	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		White		Native Hawaiian or Other Pacific Islander		Two or More Races		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
	ABE Beginning Literacy	*	*	*	*	28	32	0	0	74	72	0	0	0	
ABE Beginning Basic Education	*	10	*	10	92	91	0	*	181	231	*	0	0	5	643
ABE Intermediate Low	10	18	7	8	181	141	*	*	339	438	*	*	13	13	1,177
ABE Intermediate High	21	28	31	22	235	215	*	*	950	1111	*	*	34	49	2,706
<b>ABE Subtotal</b>	<b>33</b>	<b>57</b>	<b>43</b>	<b>41</b>	<b>536</b>	<b>479</b>	<b>*</b>	<b>7</b>	<b>1544</b>	<b>1852</b>	<b>10</b>	<b>*</b>	<b>52</b>	<b>78</b>	<b>4,739</b>
ASE Low	8	*	7	10	60	46	0	0	368	310	*	*	7	9	833
ASE High	*	*	*	6	15	16	0	*	220	161	*	*	5	7	439
<b>ASE Subtotal</b>	<b>9</b>	<b>7</b>	<b>9</b>	<b>16</b>	<b>75</b>	<b>62</b>	<b>0</b>	<b>*</b>	<b>588</b>	<b>471</b>	<b>*</b>	<b>*</b>	<b>12</b>	<b>16</b>	<b>1,272</b>
ESL Beginning Literacy	0	0	33	63	24	65	0	0	24	38	0	0	*	5	254
ESL Beginning Low	0	0	45	49	29	60	0	0	50	85	0	0	*	7	326
ESL Beginning High	0	0	99	108	64	74	0	0	162	281	*	0	*	8	801
ESL Intermediate Low	*	*	140	150	88	96	0	*	229	355	*	*	6	8	1,080
ESL Intermediate High	*	*	113	140	58	47	0	*	185	290	0	0	*	6	847
ESL Advanced	0	*	55	97	40	26	*	0	162	286	0	0	*	*	672
<b>ESL Subtotal</b>	<b>*</b>	<b>*</b>	<b>485</b>	<b>607</b>	<b>303</b>	<b>368</b>	<b>*</b>	<b>*</b>	<b>812</b>	<b>1335</b>	<b>*</b>	<b>*</b>	<b>19</b>	<b>36</b>	<b>3,980</b>
<b>Total</b>	<b>46</b>	<b>68</b>	<b>537</b>	<b>664</b>	<b>914</b>	<b>909</b>	<b>*</b>	<b>10</b>	<b>2,944</b>	<b>3,658</b>	<b>16</b>	<b>8</b>	<b>83</b>	<b>130</b>	<b>9,991</b>

Table 13. NRS Participant by College, Ethnicity and Race, 2014

College	American		Hispanic		White	Pacific Islander	Two or more races	Total
	Indian	Asian	Black	or Latino				
Northeast	5	9	48	*	234	0	*	300
North Iowa Area	*	9	18	*	142	0	6	177
Iowa Lakes	*	4	*	0	113	*	*	127
Northwest	*	*	*	*	188	*	15	213
Iowa Central	*	95	50	*	472	*	9	632
Iowa Valley	5	115	37	0	328	0	*	488
Hawkeye	*	130	192	0	419	*	9	753
Eastern Iowa	6	75	149	*	701	*	35	970
Kirkwood	14	90	226	0	500	*	27	859
Des Moines Area	30	524	722	*	1487	6	68	2,838
Western Iowa Tech	32	118	142	*	713	*	9	1,021
Iowa Western	7	15	42	*	387	0	*	454
Southwestern	*	0	*	0	171	*	*	177
Indian Hills	*	5	51	*	345	*	6	412
Southeastern	*	9	140	0	405	0	14	570
<b>Total</b>	<b>114</b>	<b>1,201</b>	<b>1,823</b>	<b>14</b>	<b>6,605</b>	<b>24</b>	<b>210</b>	<b>9,991</b>

Table 14. NRS Participant by College, Age and Gender, 2014

College	16-18		19-24		25-44		45-59		60+		Total
	M	F	M	F	M	F	M	F	M	F	
Northeast	24	28	37	55	46	77	9	20	*	*	300
North Iowa Area	21	7	20	32	30	54	*	9	0	*	177
Iowa Lakes	6	20	20	13	29	26	7	6	0	0	127
Northwest	7	*	14	26	39	80	12	21	7	5	213
Iowa Central	40	35	80	61	122	187	33	65	5	*	632
Iowa Valley	54	38	55	50	101	137	19	26	4	*	488
Hawkeye	27	22	102	102	200	199	29	60	7	5	753
Eastern Iowa	82	67	145	161	173	222	34	69	7	10	970
Kirkwood	55	53	85	98	162	268	40	58	14	26	859
Des Moines Area	109	101	322	354	563	918	163	242	30	36	2,838
Western Iowa	48	41	146	133	209	276	61	88	10	9	1,021
Iowa Western	27	21	40	77	68	156	25	30	6	*	454
Southwestern	17	16	33	35	19	38	3	10	*	*	177
Indian Hills	36	28	58	53	70	89	27	36	10	5	412
Southeastern	43	15	163	49	166	46	53	19	9	7	570
<b>Total</b>	<b>596</b>	<b>494</b>	<b>1320</b>	<b>1299</b>	<b>1997</b>	<b>2773</b>	<b>518</b>	<b>759</b>	<b>113</b>	<b>122</b>	<b>9,991</b>

**Table 15. \*Basic Literacy Skill Certificates**

College	2010	2011	2012	2013	2014	% Average 5-Year Change
Northeast Iowa	103	69	42	68	64	-11%
North Iowa Area	59	28	21	30	111	17%
Iowa Lakes	56	*	35	40	36	-10%
Northwest	56	29	34	10	71	6%
Iowa Central	330	320	235	292	267	-5%
Iowa Valley	181	180	167	102	191	1%
Hawkeye	245	237	296	364	384	12%
Eastern Iowa	253	231	302	463	518	20%
Kirkwood	425	227	97	128	229	-14%
Des Moines Area	1,329	1,187	1,064	585	1,206	-2%
Western Iowa Tech	293	426	318	160	286	-1%
Iowa Western	154	130	116	148	205	7%
Southwestern	75	103	97	63	79	1%
Indian Hills	362	321	268	217	168	-17%
Southeastern	247	146	121	125	133	-14%
<b>Total</b>	<b>4,168</b>	<b>3,638</b>	<b>3,213</b>	<b>2,795</b>	<b>3,948</b>	<b>-1%</b>

\*Includes NRS Enrollees including corrections and online programs. Counts include at least one level gain (multiple gains are only counted once).

**Table 16. High School Equivalency Awards**

College	2010	2011	2012	2013	2014	% Average 5-Year Change
Northeast Iowa	164	136	116	159	133	-5%
North Iowa Area	79	78	69	69	55	-9%
Iowa Lakes	79	40	41	63	37	-17%
Northwest	52	31	34	26	35	-9%
Iowa Central	316	286	281	270	284	-3%
Iowa Valley	154	113	113	139	98	-11%
Hawkeye	145	171	171	173	159	2%
Eastern Iowa	568	548	457	474	480	-4%
Kirkwood	460	430	443	450	365	-6%
Des Moines Area	966	869	787	571	827	-4%
Western Iowa Tech	245	196	218	197	180	-7%
Iowa Western	232	222	199	191	317	8%
Southwestern	45	41	50	45	56	6%
Indian Hills	153	140	148	119	105	-9%
Southeastern	209	260	277	231	231	3%
<b>Total</b>	<b>3,867</b>	<b>3,561</b>	<b>3,404</b>	<b>3,177</b>	<b>3,362</b>	<b>-3%</b>

**Table 17. Community College Adult High School Diplomas\*\*\***

College	2010	2011	2012	2013	2014
Northeast Iowa	0	0	0	0	0
North Iowa Area	0	0	0	0	0
Iowa Lakes	0	NR	0	67	41
Northwest	0	0	0	7	0
Iowa Central	0	0	0	0	0
Iowa Valley	*	NR	0	0	0
Hawkeye	*	*	*	0	0
Eastern Iowa	0	0	0	0	0
Kirkwood	53	72	51	72	75
Des Moines Area	117	129	93	63	126
Western Iowa Tech	0	NR	0	0	0
Iowa Western	0	13	0	0	0
Southwestern	0	0	0	0	0
Indian Hills	0	0	0	0	0
Southeastern	0	0	0	0	0
<b>Total</b>	<b>156</b>	<b>173</b>	<b>215</b>	<b>209</b>	<b>245</b>

**Table 18. Enrollment by Program Type - Correction\* 2014**

Enrollment by Program Type	Students		Attendance Hours	Basic Literacy Skills Certificates	Core Measures	
	M	F			Secondary Cohort	Secondary Achieved
Adult Basic Skills	380	173	60,433	197	58	47
Adult Secondary Skills	82	17	8,966	42	39	33
English as a Second Language	0	*	68	0	0	0
<b>Total</b>	<b>462</b>	<b>191</b>	<b>69,467</b>	<b>239</b>	<b>97</b>	<b>80</b>

\*Subset of NRS enrollment



Table 19. Enrollment by College—Core Measures 2014

College	Second-ary Co-hort	Number of Participants with Unavailable Data for Match-	Second-ary Co-hort	Second-ary Co-hort	Post-Secondary Co-hort	Number of Participants with Unavailable Data for	Post-Secondary Co-hort	Entered Employment Co-hort	Entered Employment Co-hort	Number of Participants with Unavailable Data for	Entered Employment Co-hort	Retained Employment Co-hort	Number of Participants with Unavailable Data for	Retained Employment Co-hort	Retained Employment Co-hort
Northeast Iowa	56	*	54	67	42	6	94	48	82	6	48	82	9	50	50
North Iowa Area	52	*	49	73	21	*	33	9	70	*	9	70	*	25	25
Iowa Lakes	23	*	21	24	6	5	52	26	42	*	26	42	9	11	11
Northwest	19	5	14	19	8	12	24	6	62	18	6	62	22	9	9
Iowa Central	129	24	105	160	71	25	175	50	213	48	50	213	56	107	107
Iowa Valley	59	8	51	57	11	7	87	30	26	13	30	26	8	29	29
Hawkeye	131	9	122	147	58	*	105	47	85	0	47	85	0	87	87
Eastern Iowa	300	45	251	316	314	18	198	77	258	4	77	258	27	65	65
Kirkwood	107	18	89	198	63	35	154	51	234	31	51	234	46	96	96
Des Moines Area	344	197	146	332	99	216	500	132	550	160	132	550	259	219	219
Western Iowa Tech	128	20	107	139	49	38	159	39	257	34	39	257	64	57	57
Iowa Western	138	*	133	156	51	8	158	34	202	23	34	202	14	101	101
Southwestern	55	*	52	74	26	*	85	36	45	*	36	45	*	49	49
Indian Hills	79	24	55	86	27	42	234	68	156	71	68	156	35	116	116
Southeastern	139	5	134	175	20	4	123	59	100	2	59	100	9	50	50
<b>Total</b>	<b>1,759</b>	<b>369</b>	<b>1,383</b>	<b>2,023</b>	<b>866</b>	<b>420</b>	<b>2,181</b>	<b>712</b>	<b>2,382</b>	<b>420</b>	<b>712</b>	<b>2,382</b>	<b>561</b>	<b>1,071</b>	<b>1,071</b>

**Table 20. Participant Status on Entry by Program \* 2014**

Enrollment by Program Type	Employment Status				Highest Level of School Completed					Secondary Status Measures* (optional)		
	Employed	Unemployed	Not Seeking	Not Reported	Grades			12+	Not Reported	Parent lic Assistance	Single or Other Pub- Dislocated Worker	TANF, WIA,
					0-5	6-8	9-12					
Adult Basic Skills	1,977	1,711	289	*	57	436	4,184	61	*	645	744	33
Adult Secondary Skills	1,639	2,765	324	11	*	68	1,157	44	0	120	137	17
English as a Second Language	535	639	98	0	832	872	1,747	525	*	53	67	8
<b>Total</b>	<b>4,151</b>	<b>5,115</b>	<b>711</b>	<b>14</b>	<b>892</b>	<b>1,376</b>	<b>7,088</b>	<b>630</b>	<b>5</b>	<b>818</b>	<b>948</b>	<b>58</b>

Subset of NRS enrollment

\*Top three self-reported includes multiple responses

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# COMMUNITY COLLEGES