

Iowa Narrative Report 2012-2013

I. 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 Plan.

Section 223(a) of the Act references the mandate that the eligible agency shall not use more than 12.5% of the grant funds for one or more of the eleven (11) State leadership activities. The activities, programs, projects supported with State Leadership funds described below have been aligned with those eleven criteria as indicated.

LOCAL STAFF DEVELOPMENT PROJECTS

The Iowa statewide adult education and literacy program will fund local staff development projects designed to serve the staff development needs of local providers.

- The local staff development program has been a traditional part of the funding pattern for local providers since the inception of the State Plan.
- The Iowa Department of Education requires that each eligible provider submit an annual staff development plan outlining the staff development goals, objectives and activities for any given fiscal year.
- The grant awards are based on the needs and activities delineated in the local staff development plan.

In PY 2013, Iowa disseminated \$80,000.00 to local providers to serve the professional development needs of adult education and literacy staff.

Each local program submits an updated extension plan which includes a section on Continuous Quality Improvement that details professional development needs for the program year. Each Plan includes key elements:

- identifying what is driving the professional development – teacher, student, state;
- how the professional development offered will be evaluated;
- implementation strategy;
- timeline for delivery; and
- estimated budget.

The provider is held accountable for its professional development of well-trained instructors, counselors and administrators by tracking budget expenses quarterly and providing an annual status update.

As state professional development standards for adult education and literacy programs were adopted in PY 2013, programs were also asked to begin aligning their professional development efforts with those eight standards:

Standard 1 – Strengthens practitioners' knowledge and application of content areas, instructional strategies, and assessment strategies based on research.

Standard 2 – Prepares and/or supports practitioners in creating supportive environments that help adult learners reach realistic goals.

Standard 3 – Uses data to drive PD priorities, analyze effectiveness, and help sustain continuous improvement for programs and learners.

Standard 4 – Uses a variety of strategies to guide program improvement and initiatives.

Standard 5 – Enhances practitioners' abilities to evaluate and apply current research, theory, evidence-based practices, and professional wisdom.

Standard 6 – Models and/or incorporates theories of adult learning and development.

Standard 7 – Fosters program, community, and state level collaboration.

Standard 8 – Requires leadership at the state and local levels that promotes effective professional development and fosters continuous instructional improvement.).

Additionally, the state uses a professional development evaluation format that includes both quantifiable feedback on 11 topics (clear objectives, participant interaction, topic relevancy to individual, organization, materials, topic relevant to work, facilitator knowledge, facilitator preparation, meeting objectives, amount of time for event, and facilities used for event) and anecdotal feedback on five topics (what was liked most, what could be improved, how the training will be used by participant, additional trainings requested, and other comments).

- Quantifiable items are based on a 4-point scale, summed, and averaged to gather a percentage for each item.

State Leadership Activity(s): (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;

STATEWIDE STAFF DEVELOPMENT LEADERSHIP PROJECTS

The State Staff Development Leadership Project is designed to fund and coordinate state level staff development activities within Section 223(a) of the Act based on the one or 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.

The Iowa Adult Education and Literacy Leadership Committee— The Adult Literacy Leadership Committee is comprised of representatives from each community college including administrators, instructors, and trainers. Teleconferences/Adobe Connect Pro meetings were 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 Adult Education and Literacy (AEL) Summer Institute, which will occur in the summer of 2013. Committee work has begun on developing a state instructional handbook to provide guidance for programs in implementing quality instruction.

State Leadership Activity(s): (8) other activities of statewide significance that promote the purpose of this title;

New Coordinator Workshop – 10/18/2012, for 11 coordinators, reviewed the updated Coordinator Handbook, policy and procedure changes. In addition, monthly coordinator meetings are held via Adobe Connect Pro/teleconference. Quarterly a face to face meeting is scheduled to address updates and technical assistance.

State Leadership Activity(s): (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;

Iowa Adult Numeracy Academy - integrated 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: number and operations, geometry, measurement, data analysis, and algebra. A cohort of seven participants completed the training from 9/20/2012 – 3/22/2013.

LINCS Numeracy trainings - were held in regional settings:

11/7/2012 at DMACC for 8 participants with a rating of 75-100%,

11/8/2012 at WITCC for 4 participants with a rating of 95-100%, and

11/9/2012 at KCC for 6 participants with a rating of 83-100%.

STudent Achievement in Reading (STAR) - Iowa collaborated with Kansas to participate in STAR trainings 11/20-21/12, 1/28-29/2013, and 4/11-12/2013 in Council Bluffs, Iowa and Kansas City, Kansas for 23 participants with a rating range of 4.77-5.0.

LINCS Integration of Technology - trainings were held in regional settings:

9/26/2012 at EICC for 12 participants with a rating of 88-100%,

9/27/2012 at SWCC for 9 participants with a rating of 71-100%, and

9/28/2012 at WITCC for 10 participants with a rating of 63-100%.

Pearson Vue “Digging Into the Reading Standards (6-12)” - 4/19/2013,

25 participants, Rating range: 78%-94%.

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TOPSpro Enterprise™ (TE)—This is the web based MIS for Iowa’s adult education programs. The following trainings were held to provide technical assistance and certification requirements:

Delivery Date	Training Topic	Participating Program
7/6/2012; 7/18/2012;	Implementation: reviews	HCC; EICC; NICC; SCC;

7/25/2012; 8/1/2012; 8/17/2012; 8/23/2012; 8/31/2012	the use of TE and eO as a web based program	IHCC; DMACC; NIACC; NCC; KCC
9/13/2013; 11/9/2012; 11/14/2012; 11/26/2013	Migration: reviews moving data from the server based to the web based	KCC; DMACC; EICC; WITCC; NIACC; SCC; IWCC; ILCC; IHCC, SWCC
7/18/2012; 8/24/2012; 10/19/2012; 11/2/2012	Orientation and Certification: eO testing and proctor certification	NICC; IHCC; NCC; ICCC; DMACC; NIACC
1/17/2013; 1/18/2013; 1/23/2013	Federal Reporting: guidelines on use of reporting tools on TE	EICC; WITCC; IHCC; ICCC; KCC; DMACC

State Leadership Activity(s): (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;

Iowa Literacy Council-- This advocacy group includes diverse business and education members from all over the state who support literacy. In PY 2013, the council had presentations on and learned about developing a Family Literacy Grant, as they planned to be part of a grant review committee for an open competition. This was eventually tabled due to sequestering of funds. The Iowa Literacy Council met five times during the program year in Des Moines: 7/27/2012; 9/14/2012; 11/2/2012; 2/1/2013; and 3/8/2013.

State Leadership Activity(s): (10) integration of literacy instruction and occupational and skill training, and promoting linkages with employers;

Comprehensive Adult Student Assessment Systems (CASAS)-- CASAS certified state trainers include: one basic IT, one Providing Options for the Workplace, Education, and Rehabilitation (POWER), one TOPSpro, and one Functional Writing Assessment (FWA) cadre. These experts conduct training in their content areas as needed across the state and at conferences. All trainers participate in re-certification with CASAS. This will be the final year for a state FWA trainer, there has been twenty three locals and one state reader who have been trained to administer, score, and use materials to teach writing. The following trainings were held:

Data Dictionary webinar 7/26/2012 for 18 participants

CASAS Enterprise Federal Reporting at WITCC 1/17/2013 for 8 participants with a rating of 95-100%; at EICC 1/18/2013 for 17 participants with a rating of 83-96%; and at IVCCD 1/23/2013 for 14 participants with a rating of 43-100%.

CASAS Content Standards for Instruction webinar 2/20/2013 for 12 participants with a rating of 52-98%.

State Leadership Activity(s): (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;

Monitoring Visits to Colleges - The Adult Education and Literacy State Director and consultants monitor community college programs from October through May 2013. These included five on-site visits and eleven desktop visits. The purposes for site visits were 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 using a standard monitoring document, which was provided to each center prior to the visit, and document review. Peer coordinators were encouraged to participate to expand sharing and collaboration across the state. The monitoring tool and visits addressed data collections, instructional practices, benchmarks, curriculum and lesson plan development, assessment practices, and fiscal management.

State Leadership Activity(s): (5) the monitoring and evaluation of the quality of, and improvement in, adult education and literacy activities;

Center for Adult English Language Acquisition (CAELA) Training - Iowa's ESL Regional Specialists provided technical assistance and three trainings on **Transitions for ESL at All Levels:**

10/24/2012 at Des Moines, IA for 3 participants with a rating of 75-100%,

4/3/2013 at NIACC for 7 participants with a rating of 79-93%,

5/5/2013 at NCC for 9 participants with a rating of 83-97%.

Presentations were recorded to share with all providers.

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Future Direction for Program Year 2014 —

A focus on standards-based instruction will be continued and reinforced, as well as implementing professional development standards. Professional development for College and Career Readiness Standards will be provided. This training will be implemented through the methods of Standards in Action. The focus on standards supports explicit instruction. Coupled with the expansion of STARS many Iowa adult education programs will be adopting managed enrollment delivery, in part or in full. In PY 2014 the leadership funds that are grant awarded to programs for professional development will have a separate application process to better allow tracking of how and what funds are targeting for the local providers. The reporting requirements will remain similar. Reporting through the individual grant applications will give the state a better picture of professional development needs for the future.

II. 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.

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. Iowa has worked hard in implementing a web based delivery system for collecting and analyzing adult education and literacy participants. Through this data management system a student profile for the state and state enrollment patterns can be evaluated to determine effectiveness combined with tracking core indicators of performance.

Iowa's Adult Education and Literacy Student Profile

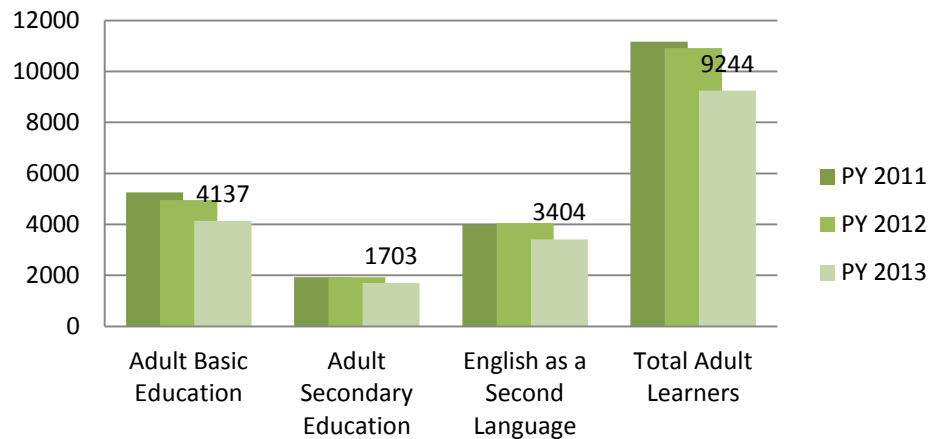
Program year 2013 indicates that the typical adult education and literacy student is female, unemployed, white averaging 25-44 years of age, with the highest year of school completed 9-12th grade without a high school diploma.

Iowa's Adult Education and Literacy Enrollment

In PY 2013 there was a decrease in the number of reportable adult learners (n=9,244) as compared to PY 2012

(n=10,921). Of the total number of learners (9,244) that met the NRS guidelines, students in Adult Basic Education (ABE) comprised the single largest group by program type with 45% (n=4,137) of the total learners served. 18% of the total number of learners served were in Adult Secondary Education (ASE) and 37% (n=3,404) were enrolled in English as a Second Language (ESL).

Enrollment Comparison



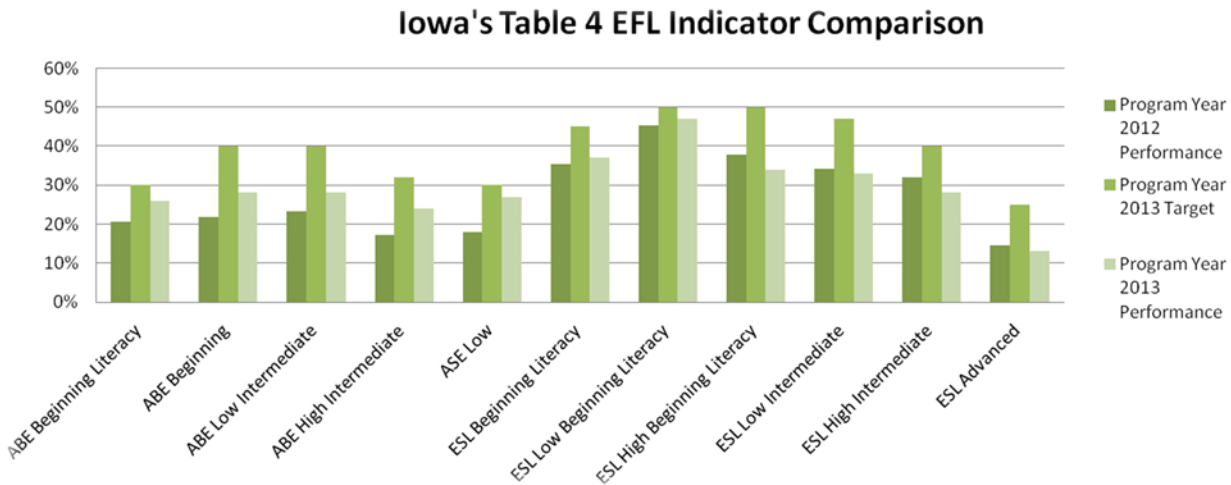
Student retention is critical to the process of accessing progress. Persistence and sufficient hours continues to be a challenge for programs. In PY 2013, 45 percent (9,244) of the 20,559 enrollees persisted for a minimum of 12 or more hours of instruction. Average hours of instruction for the 9,244 enrollees federally reported was 71.6 hours. ESL was the highest averaging 86.7 while ASE level enrollees only averaged 50 hours.

Core Measures

Iowa utilizes a data match process to determine if performance targets negotiated with OVAE have been met for the follow up core measures. Achieving educational functioning level (EFL) gains has been an area of increased focus in PY 2013.

Performance Measure I – Demonstrated Improvements in EFL

Iowa's aggregate pre/post test match is 46.5 percent in PY 2013. Of the 9,244 eligible participants 4,276 were pre and post tested. Of those, 65 percent (2,809) made an educational functioning level gain. While Iowa's adult education and literacy programs did not meet the federal negotiated benchmarks, a slight increase in the ABE and ASE levels occurred with ESL levels remaining steady.

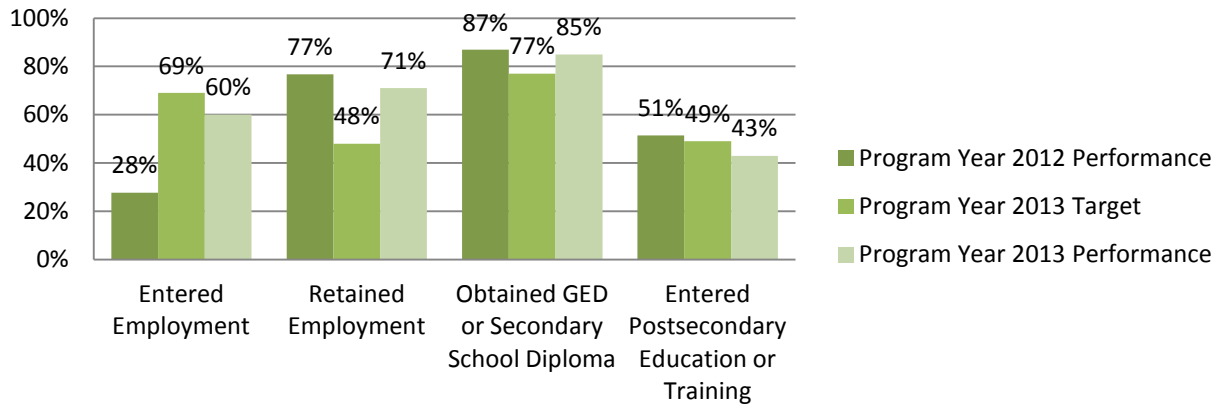


Performance Measure II – High School Completion

According to the NRSpro database, Iowa has had 3,178 completed and passed all subject tests within the program year of July 1, 2012 to June 30, 2013. Iowa maintained a high pass rate, 99 percent, only 31 testers that completed all subject tests and did not pass. An additional 1,022 students started but did not complete all tests within the program year. There were 1,270 participants that qualified for the cohort designation by exiting within the program year and completing all five tests. Of those, 85 percent obtained their high school equivalency diploma. Since December 2013 will close out the current assessment in Iowa. This has resulted in greater efforts to target incomplete test takers. In January 2014 all prior incomplete test scores will be invalid.

Performance Measure III – Entered Postsecondary Education or Training

In PY 2013, Iowa was 6 percent away from achieving the benchmark, Entered Postsecondary Education or Training. There were 1,938 participants were eligible for the cohort and 88 percent were matched for an outcome. The weighted outcome based on the rate of return was 836 participants that was tracked into a postsecondary setting. This year, in addition to the Community College Management Information System, Iowa was able to match data against the National Student Clearinghouse.

Table 5: Core Indicator Comparison

Performance Measure IV – Entered Employment

With the new cohort designation for employment core measures a greater number of participants were included in the cohorts than in previous years. For entered employment Iowa matched 2,574 eligible participants in the cohort. This represents an average annual increase over the past five years of 64 percent. Of the eligible cohort 2,186 were matched with a outcome rate of 60 percent. This is twice the outcome from last program year.

Performance Measure V – Retained Employment

Retained employment for the program year has been calculated after having received additional technical assistance in NRS procedures. The cohort size indicates the benefits of this assistance – an average increase of 59 percent for the past five years and within just the past year an increase of 71 percent in the cohort size

Future Directions in PY 2014

Iowa will continue to address the needs to gain higher EFL benchmark gains with standards-based instruction as well as implementing professional development standards. Professional development for College and Career Readiness Standards will be provided. This training will be implemented through the methods of Standards in Action. The focus on standards supports explicit instruction. Coupled with the expansion of STARS many Iowa adult education programs will be adopting managed enrollment delivery, in part or in full.

III. 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. Include a description of how the eligible agency is being represented on the Local Workforce Investment Boards, adult education's involvement on the State Workforce Investment Board, the provision of core and other services through the one-stop system and an estimate of the Title II funds being used to support activities and services through the one-stop delivery system.

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 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 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.

In addition, the Division Administrator of Community Colleges provides input into the State Workforce Investment Board. The provision of core and other services is delineated in the state level MOU. The State Director for Adult Education participates and encourages involvement with local workforce investment boards. Each program is monitored as to their involvement with a participatory planning committee. These committees are opportunities to work with one stop groups, community and faith based organizations.

A estimate would indicate that approximately 5% 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.

IV. Describe successful activities and services supported with 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 grants are used to support the English as a Second Language (ESL) population enrolled in integrating civics and citizenship classes. The EL Civics classes are held in all fifteen (15) community college consortium sites throughout the state. 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. As a result, the ESL enrollment constitutes approximately 3,635 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 ABE Conference.

Future Direction

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:

- 1) 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.
- 2) Aligning CASAS standards to College and Career Readiness 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 Standards in Action in each providers instruction.