

GED Accountability Studies

Study	Status	Impact
1. The GED Experience: Reaching Out to People (Iowa Dept. of Education)	Completed July 1982	Evaluated the effectiveness of Iowa's GED delivery system.
2. Bright Horizons: Iowa GED Writing Skills Pilot Project Final Report (Iowa Dept. of Education)	Completed July 1985 (ED 256-956)	Determined the feasibility of including an essay component on the GED examinations.
3. Iowa's Literacy/Adult Basic Education Target Population Studies (Iowa Dept. of Education)		
A. Iowa's Adult Basic Education Students: Descriptive Profiles Based on Motivations, Cognitive Ability and Socio-Demographic Variables.	Completed May 1987 (ED 290-048)	Determined the marketing and motivational characteristics of adult basic education students and reasons for attending the Adult Basic Education program.
B. Iowa's ESL Students: A Descriptive Profile.	Completed December 1987 (ED 290-049)	Determined the motivational and marketing characteristics of Iowa's ESL students enrolled in Adult Basic Education programs.
C. Reasons for Nonparticipation Among Iowa's Adults Who Are Eligible for ABE.	Completed March 1989 (ED 306-426)	Documented the reasons that adults who are eligible for Adult Basic Education programs choose not to participate.

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<p>4. ABE/GED in Community Colleges: A Status Report (U.S. Dept. of Education)</p>	<p>Completed June 1988</p>	<p>Determine the characteristics of effective community college ABE/GED programs in those states that utilize community colleges for their primary delivery system.</p>
<p>5. Iowa's Norming Study of the Tests of General Educational Development (Iowa Depart. of Education)</p>	<p>Completed October 1989 (ED 314-474)</p>	<p>Documented the performance level of Iowa's GED candidates in relationship to a norm group of Iowa's graduating high school seniors.</p>
<p>6. Assessing the Educational Needs of Iowa's Homeless Youth and Adults (Iowa Dept. of Education)</p>	<p>Completed December 1989</p>	<p>Determined the number of Iowa's adult homeless and their educational needs.</p>
<p>7. Assessment and Adult Basic Education: The Iowa Model (Iowa Dept. of Education)</p>	<p>Completed May 1990 (ED 321-028)</p>	<p>Determined the current assessment procedures utilized in Iowa's Adult Basic Education programs as part of a measure of Iowa's educational accountability.</p>
<p>8. Continuing Education Outcomes at Iowa's Community Colleges (Iowa Dept. of Education)</p>	<p>Completed April 1991 (ED 331-560)</p>	<p>Provide outcome measures for Iowa's Adult and Continuing Education programs in the community colleges.</p>

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9. Labor Supply in Iowa: Policies for Economic Growth (University of Iowa)	Completed March 1991	Documented the status of Iowa's labor market in relation to formulation of policies for economic growth.
10. Relationship of the GED Test to Skills Needed in the Workplace (GEDTS).	Completed 1991	Provided documentation of the basic skills needed in the workplace and the comparable skills measured by the GED Tests.
11. A Two, Five and Ten-Year Follow-Up of Iowa's GED Graduates. (Iowa Dept. of Education)	Completed April 1992 (ED 344-047)	Provide accountability as to the immediate, intermediate and long-range impact of Iowa's GED instructional and testing program.
12. GED Profiles: Adults in Transition (GEDTS)	Completed 1992	A series of six reports that present information about adult learners compiled from a national survey of people who took the GED Tests.
13. Outcomes of GED Graduation: An Annotated Bibliography of Research Reports. (University of Georgia)	Completed December 1992	An annotated bibliography designed to document the outcomes of GED graduates.
14. Development of performance indicators of program effectiveness. (Iowa Dept. of Education)	Completed May 1993	Provided performance indicators of program effectiveness in serving the literacy needs of Iowa's adult population.

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15. National Adult Literacy Survey (NALS) (Educational Testing Service)	Completed 1993	Measure and estimate the literacy abilities of Americans aged 16-64, according to race, ethnicity, levels of education, gender, and other significant variables.
16. National Evaluation of Adult Education Programs (U.S. Dept. of Education: Developmental Associates, Inc.)	Completed 1994	Evaluation of the potential of national programs supported by the Adult Education Act.
17. Iowa's Adult Basic Education Programs: A Survey of Learner Demographics and Preliminary Skill Levels. (CASAS: San Diego, CA)	Completed September 1993	Initial evaluation of Iowa's Adult Basic Education target populations utilizing the CASAS appraisal instruments.
18. Iowa Adult Basic Skills Survey. (CASAS: San Diego, CA)	Completed March 1994	Determine the priority competency areas for basic life and employability skills needed by Iowa's adult population.
19. Adult Literacy in Iowa: Results of the State Adult Literacy Survey [IASALS]. (Educational Testing Service)	Completed February 1994 (ED 373-110)	Measure and estimate the literacy abilities of Iowans aged 16+, according to race, ethnicity, levels of education, gender, and other significant variables.

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20. Graphic Supplement for the Iowa State Adult Literacy Survey. (IA Dept. of Education)	Completed March 1994 (ED 370-964)	A graphic supplement for the IASALS Report.
21. Iowa CASAS Pilot Project Reports. (IA Dept. of Education)	Completed September 1994 (ED 385-318)	An initial evaluation of CASAS effectiveness in Iowa's Adult Basic Education Programs.
22. "Iowa Adult Literacy Profiles" Newsletter Series. (Hal Beder: Rutgers University)		A series of newsletters documenting the secondary analysis of the Iowa State Adult Literacy Survey (IASALS) study.
A. An Overview of NALS & IASALS in relation to adult literacy target populations.	Completed November 1994 (Volume 1; No. 1)	A policy analysis of potential target population(s) for literacy education in Iowa.
B. The Economics of Adult Literacy in Iowa	Completed February 1995 (Volume 1: No. 2)	A policy analysis of literacy scores in relation to socio-economic variables.
C. Iowa's Adult Basic Education Priority Target Populations	Completed August 1995 (Volume 1: No. 3)	A policy analysis of five priority populations for adult basic education and vocational training.

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23. Making the Grade: Keys to Success on the Job in the 90's. (ACT Center for Education and Work)	Completed February, 1995	Identify and define the skills and knowledge employees must have to succeed in the workforce.
24. The Iowa Adult Basic Skills Survey. (CASAS: San Diego, CA)	Completed April 1995 (ED 389-956)	A statewide study to determine the priority competency areas for basic skills and employability skills needed by Iowa's adults based on the CASAS competency system.
A. Assessment of Basic Skills Competencies in Iowa's Employment and Workforce Programs (CASAS: San Diego, CA)	Completed November 1995 (ED 389-955)	The purpose of this study was to provide direction for assessment policy and practice in employability and workforce education and training programs serving youth and adult learners in Iowa. The primary objective was to identify existing assessment instruments that can be used during the initial intake/screening process to efficiently measure the basic skills competencies rated as most essential on the Iowa Adult Basic Skills Survey (IABSS).
B. A Workforce Basic Skills Norming Study of Iowa's JTPA and Promise JOBS Target Populations. (CASAS: San Diego, CA)	Completed October 1996 (ED 400 437)	A norming study of Iowa's JTPA and Promise JOBS populations designed to develop a customized appraisal instrument to identify an appropriate range of workplace basic skills.

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<p>25. Synthetic Estimates of Adult Literacy Proficiencies for Regions of Iowa. (Steve Reder: Northwest Regional Educational Laboratory (NWREL): Portland, OR)</p>	<p>Completed June 1995 (ED 385-714)</p>	<p>A report providing synthetic literacy estimates of Iowans aged 16+ by census Public Use Microdata Areas (PUMA's).</p>
<p>26. Iowa CASAS Pilot Project Reports. (IA Dept. of Education)</p>	<p>Completed September 1995</p>	<p>A second year evaluation of CASAS effectiveness in Iowa's Adult Basic Education Programs.</p>
<p>27. Examining the Impact of Programs Funded by the Adult Education Act. (NAEPDC, Wash.: DC)</p>	<p>Completed November 1995</p>	<p>Documents the national impact of Adult Education Act programs from the accountability research conducted over the past 15 years (1980-1995). A total of 30 state and national impact studies were analyzed.</p>
<p>28. National Evaluation of the Section 353 Set-Aside for Teacher Training and Innovation in Adult Education (RMC Research Corporation, Portsmouth, NH)</p>	<p>Completed December 1995</p>	<p>The central purpose of this evaluation is to provide a comprehensive picture of the federal and state systems in place for funding, designing, implementing, and disseminating Section 353-funded activities, and to systematically examine the types of projects funded.</p>

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29. The Role of Community College Adult and Continuing Education in Iowa's Workforce Development Centers. (Iowa Association of Adult and Continuing Education)	Completed January 1996 (ED 396 109)	A position paper to address the role of Iowa's community college continuing education divisions within the infrastructure of Iowa's Workforce Development Centers.
30. Benchmarks for Adult Basic Education Programs in Iowa's Community Colleges. (Iowa's Adult Basic Education Coordinators: Des Moines, IA)	Completed March 1996 (ED 396 108)	This publication identifies Iowa's community colleges adult basic education program benchmarks for base year 1995 with projections for target years 2000 and 2005.
31. Iowa Workforce Training Study: Impact of Iowa's Community College Continuing Education Programs. (National Council on Community Services and Continuing Education, Piedmont Community College; Charlotte, N.C.)	Completed April 1996 (ED 400 438)	A study to determine Iowa's workforce training and retraining needs and to determine the impact of present training and retraining programs offered by Iowa's community colleges in conjunction with business and industry.

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<p>32. <i>The Literacy Proficiencies of GED Candidates: Results from the GED-NALS Comparison Study.</i> (GED Testing Service; Washington, D.C.)</p>	<p>Completed January 1996</p>	<p>A study to determine the correlation(s) between performance on the National Adult Literacy Survey (NALS) and the General Educational Development (GED) Test Battery.</p>
<p>33. <i>The GED Graduate: A View from a Connecticut Business and Industry Perspective.</i> (Connecticut Department of Education; Middletown, CT)</p>	<p>Completed April 1996</p>	<p>A study to determine:</p> <ol style="list-style-type: none"> 1. the general acceptance of the GED diploma as a high school credential in the initial hiring process; 2. the general knowledge of the GED testing program; and 3. the general attitudes toward GED graduates as employees.
<p>34. <i>Iowa CASAS Pilot Project Reports.</i> (IA Dept. of Education)</p>	<p>Completed September 1996 (ED 400 436)</p>	<p>A third year evaluation of CASAS effectiveness in Iowa's Adult Basic Education Programs.</p>

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<p>35. <i>Literacy Behind Prison Walls: Profiles of the Prison Population from the National Adult Literacy Survey.</i> (Educational Testing Service: Princeton, NJ)</p>	<p>Completed October 1994</p>	<p>This report provides an in-depth look at the literacy skills of prisoners in state and federal prisons.</p>
<p>36. <i>Literacy, Economy and Society: Results of the First International Adult Literacy Survey.</i> (Statistics Canada: Ottawa, Ontario, Canada)</p>	<p>Completed December 1995</p>	<p>This report extends knowledge of the United States' adult literacy rates through comparative data from six nations including:</p> <ul style="list-style-type: none"> Canada Germany The Netherlands Poland Sweden Switzerland.
<p>37. <i>Literacy and Dependency: The Literacy Skills of Welfare recipients in the United States.</i> (Educational Testing Service: Princeton, NJ)</p>	<p>Completed 1995</p>	<p>This reports studied the literacy rates of United States' welfare recipients.</p>

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<p>38. <i>Validation of Foundation Skills.</i> (Indiana Department of Education: Division of Adult Education: Indianapolis, IN)</p>	<p>Completed 1996</p>	<p>The Indiana Department of Education conducted a survey to determine the most critical skills and competencies needed by adult basic education learners. The survey was a step toward the refinement and improvement of the Indiana Program of Adult Competency Education (IN PACE). The purpose of this validation process was to assist adult education staff and learners in focusing instructional content on the most immediate demands of the learner's environment.</p>
<p>39. Iowa's Limited Benefit Plan: An Evaluation of Welfare Reform in Iowa. (Mathematica Policy Research, Inc., Washington, D.C. and the Institute for Social and Economic Development: Iowa City, Iowa.)</p>	<p>Completed May 1997.</p>	<p>This publication contains findings relative to the impact of Iowa's innovative welfare reform program initiated October 1, 1993. The objective of the Limited Benefit Plan (LBP) Study is to improve the understanding of the Family Investment Plan (FIP) cases that have been assigned to the LBP, thus helping policymakers in Iowa and around the nation to make well-informed decisions about modifying or adopting the plan.</p>

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<p>40. <i>Extending the Ladder: From CASAS to Work Keys Assessment.</i> (ACT and CASAS: Iowa City, IA and San Diego, CA)</p>	<p>Completed 1997 Internet address: <http://www.nifl.gov></p>	<p>The purpose of this study was to provide educators, trainers, employers and employees with a common language and articulated assessments for communicating about basic and advanced workplace skills and the standards for measuring them.</p>
<p>41. <i>Basic Skills Certification Manual: Guidelines for Iowa's Adult Basic Education Program.</i> (Iowa Department of Education: Des Moines, IA)</p>	<p>Completed August 1997 Internet address: <http://www.state.ia.us/educate/commcoll/basic.html></p>	<p>The purpose of this manual was to outline the guidelines for the issuance of Iowa's basic skills certificates.</p>
<p>42. <i>GED Graduates' Progress: Executive Summary.</i> (Commonwealth of Pennsylvania: Pennsylvania Department of Education)</p>	<p>Completed June 1997</p>	<p>The purpose of this study was to discover how GED graduates in Pennsylvania have progressed since they passed the GED.</p>
<p>43. <i>A perspective on Adult Literacy Proficiency Levels and Adult Corrections Educational Programs.</i> (Iowa Department of Education, Des Moines, IA).</p>	<p>Completed October 1997</p>	<p>The purpose of this paper is to present the background information relative to the literacy proficiency levels of incarcerated persons in adult correctional settings.</p>

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<p>44. <i>Targeting Instruction: The Connecticut Adult Basic Skills Survey.</i> (Connecticut State Department of Education, Middletown, CT)</p>	<p>Completed September 1997</p>	<p>The purpose of this study was to determine priorities for basic skills competencies for community, family and work environments.</p>
<p>45. <i>A Supplemental Report on the Performance Levels of Iowa's Adult Basic Education Target Populations.</i> (Iowa Department of Education, Des Moines, IA)</p>	<p>Completed January 1998. Internet address: <http://www.state.ia.us/educate/commcoll/perform.html></p>	<p>The purpose of this report was to provide follow-up performance data on Iowa's Adult Basic Education Target Populations. The results reflect the same trends as reported in the original Norming Study conducted in October 1996.</p>
<p>46. <i>Synthetic Estimates of Iowa's Adult Literacy Rates.</i> (Warren Glimpse: MESA, Alexandria, VA).</p>	<p>Completed March 1998. Internet address: <http://www.sunspace.com/alp.htm>.</p>	<p>This website provides several different options for accessing data on synthetic estimates of Iowa's adult literacy rates. The synthetic estimates are based on the original National Adult Literacy Survey (NALS) research.</p>
<p>47. <i>The State of Literacy in America: Estimates At The Local, State, and National Levels.</i> (National Institute For Literacy: Washington, DC).</p>	<p>Completed March 1998</p>	<p>This publication provides information for state, counties, Congressional districts and towns regarding synthetic estimates of literacy proficiency rates at NALS Level 1.</p>

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<p>48. <i>Educational and Labor Market Performance of GED Recipients.</i> (National Library of Education; Office of Educational Research and Improvement; U.S. Department of Education: Washington, D.C.).</p>	<p>Completed April 1998</p>	<p>This publication is an analysis of synthesis research on a number of variables concerning GED graduates and their performance in the workforce. The authors reviewed cross-sectional studies, and longitudinal studies on the impact of GED attainment.</p>
<p>49. <i>First Year Evaluation of Iowa's Basic Skills Certification Program.</i> (Iowa Department of Education; Des Moines, IA)</p>	<p>Completed August 1998. Internet address: <http://www.casas.org>.</p>	<p>This publication summarizes the results of the first year of Iowa's Basic Skills Certification Program. The pilot test site reports are included.</p>
<p>50. <i>Turning Skills into Profit: Economic benefits of Workplace Education Programs.</i> (The Conference Board, Inc.: New York, NY.)</p>	<p>Completed 1999.</p>	<p>This report discusses the positive relationship between proficient literacy skills and success in the workplace.</p>
<p>51. <i>Iowa's State Plan for Adult Basic Education: Fiscal Years 2000-2004.</i> (Iowa Department of Education: Des Moines, IA.)</p>	<p>Completed July 1999. Internet address <http://www.readiowa.org></p>	<p>This state plan provides the overall blue print for ABE as authorized by Title II of the Workforce Investment Act.</p>
<p>52. <i>An Analysis of the Evolution of the Skill Premium.</i> (Beth Ingram and George Neumann; University of Iowa: Iowa City, Iowa).</p>	<p>Completed 1999. Internet address <http://www.biz.uiowa.edu/faculty/bingram/mingram.html/papers/></p>	<p>This study discusses the relationship among job skills education and workforce skill standards.</p>

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<p>53. <i>Welfare, Jobs and Basic Skills: The Employment Prospects of Welfare Recipients in the Most Populous U.S. Counties.</i> (NCSALL: Report #10B; Harvard University, Cambridge, MA).</p>	<p>Completed April 1999</p>	<p>This study evaluates the basic literacy skills and employment prospects of current adult TANF recipients for the U.S. and the 75 most populous U.S. countries.</p>
<p>54. <i>Guidelines for the Development of a Memorandum of Understanding for the Adult Education and Family Literacy Act under the Auspices of the Workforce Investment Act of 1998.</i> (The Iowa Association of Adult and Continuing Education Deans and Directors).</p>	<p>Completed January 2000 Internet address: <http://www.readiowa.org></p>	<p>This document provides the guidelines for the development of Regional Memorandum of Understanding for Iowa's Regional Workforce Development Centers under the auspices of the Adult Education and Family Literacy Act (Title II of WIA).</p>
<p>55. <i>Literacy in the Labor Force: Results from the National Adult Literacy Survey.</i> (U.S. Department of Education. National Center for Education Statistics. NCES 1999-470, by Andrew Sum: Washington, D.C.).</p>	<p>Completed September 1999.</p>	<p>This is one of a series of reports that examines the results of the National Adult Literacy Survey (NALS). This report primarily focuses on the literacy skills of the nation's civilian labor force, including the employed and unemployed.</p>

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<p>56. <i>Iowa TOPSpro Data Dictionary</i>. (Iowa Department of Education, Des Moines, Iowa).</p>	<p>Completed March 2000. Internet address: <http://www.readiowa.org></p>	<p>This document provides a set of standardized instructions and definitions to code the TOPSpro forms used for reporting local and state data on Iowa's adult basic education programs.</p>