The Carl D. Perkins
Career and Technical Education Improvement Act of 206
Public Law 109-270 (Perkins IV)

IOWA PERKINS IV FIVE-YEAR STATE PLAN

State Name: IOWA

Eligible Agency Submitting Plan on Behalf of State:
Iowa State Board of Education

Person at, or representing, the eligible agency responsible for answering questions on this plan:

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Type of State Plan Submission (check only *one*):

X 5-Year Plan – FY 2008 – FY 2013

Special Features of State Plan Submission (check all that apply):

____ Unified – Secondary and Postsecondary

____ Unified – Postsecondary Only

____ Title I only *(All Title II funds have been consolidated under Title I)*

X Title I and Title II

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PART A: STATE PLAN NARRATIVE

The Iowa State Board of Education is the eligible agency that administers the use of Carl D. Perkins IV Career and Technical Act of 2006 grant funds. The State Board is appointed by the State's governor and has governance responsibilities for PK-12 local education agencies and community colleges. Career and technical education (CTE) is offered at both instructional levels in comprehensive settings. The State Board has assigned the responsibility for planning and administering the State's Perkins grant funds to the Iowa Department of Education (IDE), more specifically, the Bureau of Community Colleges and Career and Technical Education within the Division of Community Colleges and Workforce Preparation. The administrator for the Division of Community colleges and Workforce Preparation serves as the lead administrator responsible for the development and implementation of the plan and its administration.

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

I.A. Statutory Requirements

I.A.1
Requirement:
The IDE must conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. [Sec. 122(a)(3)]

Response:
In response to the reauthorization of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, the Iowa State Board of Education was required to approve a new state plan following a federally-mandated process to address four significant changes that would impact state and local recipients of Perkins funds: Career and Technical Education (CTE) Programs of Study, Accountability, Tech Prep, and Competitiveness. The Iowa State Board of Education met on Wednesday, February 6, 2008, and approved the draft state plan for release for notice of public hearing. The draft plan was made accessible at the following website: http://www.iowaperkinsstateplan.org. Notice of the public hearing was e-mailed to stakeholders and constituent groups across the State.

The public hearing was held on Thursday, February 28, 2008, 7:00 – 9:00 p.m. Fifteen Iowa Communication Network (ICN) sites where provided and staffed by DE Consultants in regions around the State with the Presentation by the DE originating out of Des Moines. In addition to taking verbal comments, written comments were accepted. Comments and concerns from the Public Hearing were addressed by the DE in the presentation of the final plan to the State Board of Education.

I.A.2
Requirement:
Include a summary of the above recommendations and the eligible agency's response to such recommendations in the State plan. [Sec. 122(a)(3)]

Response:

Public Hearings

As required by law, the State of Iowa held a public hearing to obtain comments on the Iowa State Plan for Implementation of the Carl D. Perkins Career and Technical Act of 2006 on February 28, 2008. The two hour hearing was held over the Iowa Communications Network (ICN), an interactive audio-visual system available across the State of Iowa. Staff of the Iowa Department of Education, with local assistance, facilitated meetings in the fifteen education regions of the State at 16 sites. More than 30 individuals attended the hearing. Three individuals gave testimony and eight had submitted written comments in advance of the hearing.

Appropriate notice of the hearing, including date, time, and locations of the hearing sites, were provided to the public through e-mailed correspondence.

The purpose of the hearing was to gain input from the public and interested organizations and groups regarding the Perkins Plan. A draft copy of the plan was made available on the Department's Web Page. E-mail was utilized to forward a draft of the plan to individuals who requested the information prior to the hearing. Draft copies of the plan were also made available at each of the 16 public hearing sites.

Public Hearing Recommendations and State Responses

Summaries of the comments from the public hearing and the written correspondence regarding the State Plan are included in Appendix L. Following are the key concerns and the State's response to those concerns. Written correspondence was received from eight individuals. Correspondents included agencies, teachers, and secondary and postsecondary administrators.

Administration (Allocation of Funds)

Concern: The formula for determining how the funds are divided between secondary and post-secondary institutions should take into consideration two additional factors: the number of students who enroll in CTE programs; research that shows students who take CTE in secondary programs are more likely to enroll in CTE programs at the post-secondary level.

Response: The committee was committed to a determination of the split that is data-driven. The committee recommended using the same formula as developed and utilized in the determination of the split in the Perkins III plan. It has long been recognized that comparison of secondary and postsecondary headcount enrollments is not a fair measure due to the nature of the program structures at each sector; three sequential units in secondary and up to 86 college credit hours in post-secondary.

Concern: By giving more of the "split" to the postsecondary institutions, high school CTE programs will have even less monies from one of the few funding options which the schools have.

Response: There are three factors influencing the allocations to secondary schools: 1) the steady decline in the federal allocation of Perkins funds to Iowa; 2) the shift in the split between secondary and postsecondary due to the trends in programming, enrollments, and expenditures; and 3) the federal method for determining allocations to local education agencies.

Concern: With the focus on math, reading and expanded "rigorous" courses, the message appears to be that CTE is pretty far down the list of instructional priorities.

Response: A critical component of career and technical programs is the integration of math and reading in rigorous CTE courses. This emphasis is complementary to the improvement of career and technical students' learning in both the academic and technical areas.

Concern: Consider the option to write a one-year plan or a five-year plan for the grant application.

Response: The basic grant application will allow recipients to submit either a one or a five-year application. The tech prep grant application will also allow recipients to submit either a one or five-year application. Within the tech prep five year application, recipients will submit a five-year plan for implementation of programs.

Concern: How was the allocation split between secondary and postsecondary determined?

Response: The split determination was a data-driven decision based on the formula utilized for Perkins III. Though other options were explored, the decision was made to continue use of the formula. The formula for the funds received through Perkins IV was based on input from a taskforce composed of administrators of secondary school districts and community colleges. Three factors were utilized to determine the distribution of funds received through Section 112 (1)(a) to the two sectors. The factors gave consideration to the enrollments (contact hours) in career and technical education programs in each of the sectors, the costs incurred by each sector to operate the programs, and the factors (population data) utilized by the U.S. Department of Education to distribute Career and Technical Education Assistance to the States. These factors were selected because together they provided a means to give full consideration to the comprehensive nature of career and technical educational programs and the needed investment of additional resources in both sectors to enable the achievement of the state's vision for its Career and Technical Education system.

The distribution of funds between the two sectors was based on the following formula using State Fiscal Year 2006 data:

- One-third (1/3) of the funds to be distributed based upon the proportional share of the total contact hours generated by the career and technical education programs in each sector.

- One-third (1/3) of the funds to be distributed based upon the proportional share of the total operation costs incurred by each sector to conduct career and technical education programs.

- One-third (1/3) of the funds to be distributed based upon the federal method of calculating each state's share of the total federal appropriation. The federal method is shown below:

(A) an amount that bears the same ratio to 50 percent of the sum being allotted as the product of the population aged 15 to 19 inclusive, in the State in the fiscal year preceding the fiscal year for which the determination is made and the State's allotment ratio bears to the sum of the corresponding products for all the States;

(B) an amount that bears the same ratio to 20 percent of the sum being allotted as the product of the population aged 20 to 24, inclusive, in the State in the fiscal year preceding the fiscal year for which the determination is made and the State's allotment ratio bears to the sum of the corresponding products for all the States;

(C) an amount that bears the same ratio to 15 percent of the sum being allotted as the product of the population aged 25 to 65, inclusive, in the State in the fiscal year preceding the fiscal year for which the determination is made and the State's allotment ratio bears to the sum of the corresponding products for all the States; and

(D) an amount that bears the same ratio to 15 percent of the sum being allotted as the amounts allotted to the State under subparagraphs (A), (B), and (C) for such years bears to the sum of the amounts allotted to all the States under subparagraphs (A), (B), and (C) for such year.[Sec. 111(a)(2)]

The portion of funds that have been awarded to state for the population group for ages 15-19 will be awarded to the secondary sector, and the balance of the funds will be awarded to the post-secondary sector.

Based on the formula described above, 50.6 percent of the funds received in Section 112(1)(a) has been distributed to the secondary sector and 49.4 percent of the funds has been distributed to the postsecondary sector.

Concern: The proposal to allocate 50.6% of Perkins to postsecondary and 49.4% to secondary calculates to about a 6% decrease for the high schools. There are already insufficient funds in the secondary programs to prepare CTE students adequately. Students will not be prepared to enter the CTE program s waiting for them at the college level.

Response: The formula for the split factored where contracts are written and dollars are spent for career and technical education. The change in the split indicates postsecondary institutions providing more career and technical education than secondary institutions. Additionally, each community college will designate up to 5.4% of its annual allocation to linked secondary-postsecondary CTE programs.

Concern: Tech Prep Coordinators would like to be part of the conversation in deciding the use of the State Perkins Reserve Funds.

Response: Input will be sought from the Tech Prep Coordinators in order that they may provide advice regarding the use of the State Perkins Reserve Funds.

<u>Accountability</u>

Concern: Community colleges may be asked to develop assessments for high schools and minimally shall approve the assessments to be utilized by the high school for which they have articulated programs. This will be a heavy burden for the community colleges.

Response: Based on the input received through the public hearing, we modified the measurement approach for Secondary Technical Skill Attainment (2S1) so that secondary recipients will only have to gain approval of the technical skills to be assessed, the instrument utilized to assess those skills, and proficiently level to be attained for secondary career and technical education programs when they are linked with a post-secondary program through a "program of study." This issue will be one of the items addressed when the secondary and post-secondary jointly develop "programs of study" per the requirements of Perkins Act. This approach will reduce the burden for community colleges in that they will able to address the issue while they are developing "programs of study" with their secondary partners and limit the requirement to only those programs where they have jointly developed a "program of study."

Concern: In addition to the ITED (Iowa Test of Educational Development) evaluation, support the use of Work Keys in reading and math for the workplace or the COMPASS (course level placement test) exam being used by the community colleges.

Response: The guidance provided by the U.S. Department of Education's Office of Vocational and Adult Education requires the states to utilize the state assessment approach that it utilizes to address the requirements of Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act. Iowa elected to utilize the Iowa Test of Educational Development assessment instruments to evaluate high school students' proficiency in the areas of math and reading, thus it is required to utilize these same assessment instruments to evaluate career and technical education concentrators' attainment in math and reading.

Concern: 1p1 How are "technical skills" and "employability skills" defined? How can the baseline year be FY07 if we have not disaggregated these two types of "Skills" for analysis and reporting purposes prior to this point in time?

Response: Each recipient is required to assess its students' attainment of challenging career and technical skill proficiencies that are aligned with industry-recognized standards, if available and appropriate. The skills to be assessed, the technical assessment instrument to be utilized to assess those skills, and the proficiently level to be attained must by approved by a third party. The third part may be a nationally or state recognized industry organization, a provider of reliable and valid third party assessment instruments, or a regional or local advisory committee for the career and technical education program. The skills to be assessed should include both technical and general employability skills. Recipients will not be required to disaggregate the data between the two types of skills.

Concern: Define "certificate" more precisely. How many "credits" will a certificate need to contain to qualify as an "industry recognized credential?"

Response: Per Chapter 281-21.2(10)e of the Administrative Code of Iowa a certificate may issued by a community college to certify that a student has satisfactorily completed a course of instruction other than what is required to complete a program of study that leads to a diploma, an associate degree in general studies, an associate degree in applied arts or applied sciences, or an associate degree in arts or sciences. Community college credit certificate programs may be a part of a "ladder" CTE diploma or degree program that is approved by the Director, or a standalone credit certificate program approved by the Director. The requirements to qualify for an "industry-recognized credential" are established by the "industry-based" organization offering the credential.

Concern: 2P1 Retention vs. Transfer. Please define. 5P1, 5P2 Nontraditional participation and completion. Small programs have a difficult time meeting performance indicators due to the small number of nontraditional students available. 6P1, 6P2 Same concern as in 5P1 & 5P2.

Response: The performance level targets are negotiated by the eligible recipient at the recipient level rather than individual program level. Thus performance data is collected from each career and technical education program offered by the recipient or all members of a consortium, then aggregated to determine the performance level of the recipient or consortium for each of performance indicators.

Program Development

Concern: If a small district only has 3 programs – then in effect 100% of its programs must meet the linked programs criteria to meet the 75% benchmark. We're not all Des Moines and Cedar Rapids and Davenport sized districts out here.

Response: Per Chapter 256.11(h) of the Iowa Code, an accredited high school in the State of Iowa must offer and teach a minimum of four career and technical education programs. Therefore, Iowa's smallest schools would be required to have three of their four programs within programs of study.

Concern: Instead of establishing LEA Advisory councils, encourage the LEA to be involved with the community college advisory councils.

Response: Programs of study require representation from both the high school CTE program and the community college CTE program. Regional CTE program advisory committees have been developed and, where appropriate, are fostered.

Special Populations

No specific concerns expressed at public hearing and no written communications received for this area.

Leadership

Concern: Professional Development. Have the postsecondary institutions use the same professional development model (Iowa Professional Development Model) as the secondary schools utilize.

Response: The issue was addressed by adding that the professional development model utilized by the postsecondary institutions would need to be research based.

Concern: Provide technical assistance for the third party assessment. The field needs a process and guidance for the Advisory Groups to follow in approving the third party assessments.

Response: The IDE consultants will provide technical assistance as the field explores the third party assessments to be utilized.

I.A.3

Requirement:

The IDE must develop the State plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. The IDE also must consult the Governor of the Iowa with respect to development of the State plan. [Sec. 122(b)(1)(A)-(B)]

Response:

Iowa Carl D. Perkins Five-Year State Plan Development Process

The Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education developed and utilized a process for gathering input from the field as it created the FY 2009-2013 State Plan for the Administration of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). This process involved a Stakeholders' Group consisting of representatives of the numerous entities with a stake in career and technical education in Iowa (i.e. parents and students; institutions of higher education; the State tech prep coordinators and representatives of tech prep consortia; entities participating in activities described in section 111 of Public Law 105-220; interested community members; representatives of special populations; representatives of business and industry; and representatives of labor organizations in the State.) The Stakeholders' Group made recommendations regarding the State Plan to the Iowa Department of Education. Five work teams were established to make recommendations to the Stakeholders' Group regarding specific sections of the State Plan including: Program Administration, Accountability and Assessment, Program Development and Improvement, Special Populations/Non-traditional Prep, and Statewide Leadership. These work teams completed their work and the Department presented an initial draft to the Stakeholders' Group on January 11, 2008. The Department then presented the preliminary state plan recommendations to the State Board of Education on February 6, followed by a public hearing on February 28, 2008. The final Stakeholder's meeting was held on Friday, March 13, 2008. The Five-Year State Plan was shared the Governor's Office for comment (see Appendix). The State Board of Education reviewed the finalized plan recommended by the Department on April 3-4, 2008.

I.A.4

Requirement:

The IDE must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State plan. [Sec. 122(b)(2)]

Response:
In addition to the Statewide Stakeholders group, five subgroups with the following responsibilities where involved and contained a cross-section of membership from the required groups from across the State. The work teams had three full day meetings and a final meeting with the Statewide Stakeholders group to present their recommendations.

Program Accountability & Evaluation
This work team developed recommendations to be presented to the Stakeholders Planning Committee addressing issues related to implementation of accountability and evaluations per the requirements of the Carl D. Perkins Career and Technical Education Act of 2006. Issues included the development of performance measurement definitions and approaches for the core indicators, establishment of a state adjusted level of performance for each core indicator, developed process for reaching agreement with local recipients on local adjusted levels of performance and the development of a process for reporting data relating to the performance of students who participate in career and technical education programs.

Administration
This work team developed recommendations to be presented to the Stakeholders Planning Committee addressing administrative issues related to the implementation of the Carl D. Perkins Career and Technical Education Act in the State of Iowa. Issues included distribution of funds between eligible recipients, alternative funding formulas, formation of consortiums, application process, criteria for approval of eligible recipients, monitoring, coordination with related workforce development initiatives including support of one-stop career deliver system, set-a-side for tech prep programs and special initiatives via reserve fund, and procedures for planning for program improvement and sanctions.

Program Development and Improvement
This work team developed recommendations for the Stakeholders Planning Committee addressing issues related to development of programs of study and the improvement of career and technical education programs. Issues included the defining of the components of career and technical education programs of study including the development and implementation of articulation agreements between secondary and post-secondary institutions, the availability of information about programs of study provided by local recipients, the improvement of the transition from post-secondary career and technical education programs into baccalaureate degree programs, and tech prep program implementation and improvement issues.

Special Populations/Nontraditional
This work team developed recommendations presented to the Stakeholders Planning Committee addressing issues related to the recruitment and retention of students who are members of special populations and/or of an underrepresented gender in a career field into career and technical education programs that prepare individuals for further education and for high-skill, high-wage, or high-demand occupations. Issues included the development of strategies for students enrolled in alternative

education programs and special populations so that they are provided equal access to career and technical education programs, and are provided with supportive supplemental services to enable their success in those programs. The team was also required to determine how funds received through the grant would be utilized to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. The team also had to determine how to serve students in correctional and other state institutions.

Statewide Leadership

This work team developed recommendations presented to the Stakeholders Planning Committee addressing issues related to provision of technical assistance to local grant recipients, the professional development, and teacher recruitment and preparation activities for career and technical education teachers, faculty, administrators, and career guidance counselors. Issues included the promotion of the integration of coherent and rigorous academic content standards and career and technical education curricula, increase the knowledge and skills needed to work with and improve instruction for members of special populations, the increasing the understanding of the application of academic knowledge and industry-based skill standards, and the increased use of applied learning that contributes to students academic and technical knowledge and skill attainment.

I.A.5

Requirement:

The IDE must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State agency must file its objections with the IDE. The IDE must respond to any objections it receives in the State plan that it submits to the Secretary. [Sec. 122(e)(3)]

Response:

The IDE is the sole agency with responsibility for adult vocational and technical education, postsecondary vocational and technical education, tech prep education, and secondary vocational and technical education. It is also the sole agency with responsibility for supervision of community colleges.

II. PROGRAM ADMINISTRATION

II.A. Statutory Requirements

II.A.1
Requirement:
The IDE must prepare and submit to the United States Secretary of Education a Perkins IV State plan for a 6-year period; or it may prepare and submit a transition plan for the first year of operation of programs under the Act. [Sec. 122(a)(1)]

Response:
The IDE submitted its Perkins IV One-Year Transition State Plan to the United States Secretary of Education in May 2007. The IDE will submit the Perkins IV Five-Year State Plan by the date required.

II.A.2.a
Requirement:
The IDE must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—

i. Incorporate secondary education and postsecondary education elements;

ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;

iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and

iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;

Response:
The Iowa State Plan for Career and Technical Education is designed to assist local recipients of Perkins funds to implement activities that support and result in meeting or exceeding the State of Iowa adjusted levels of performance. The plan is also designed to allow local career and technical education programs at the secondary and postsecondary levels to respond to locally identified needs to improve respective programs.

The Iowa State Plan for Career and Technical Education is designed to assist local recipients of Perkins funds to implement activities that support and result in meeting or exceeding the State of Iowa adjusted levels of performance. The plan is also designed to allow local career and technical education programs at the secondary and postsecondary level to respond to locally identified needs to improve respective programs.

Programs of Study in Iowa must meet the following requirements:

- Be consistent with Iowa Code for secondary and postsecondary schools. (Iowa Code 256.11(5) h; 258.3A; 258.4; 281-46(258); 281-12(2&6); 281-24.5(3-6); (Requirements for Vocational Education); Chapter 24 (Administrative Rules); 260C.14 and 260.18A 281-47.2(260C) (Requirements for Career Academies).

    - In accordance with Iowa Code, career and technical programs of study will consist of coherent and rigorous curriculum that:
        - Includes academic and technical content,
        - Is a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education, and
        - Adequately prepares students to succeed in postsecondary education leading to an industry recognized certificate or credential, including the Bureau of Apprenticeship and Training, credit certificate, diploma, Associate of Applied Science (AAS) or Associate of Science (AS) with a career option in a specific career field.

- All Secondary students must meet the same high school graduation requirements per Iowa Code 256.7(26)

- The secondary career and technical education programs of study may include concurrent enrollment opportunities for postsecondary credit. As part of the needs assessment process, local school districts and community colleges shall evaluate opportunities for concurrent enrollment.

- Career and technical education programs of study must include a sequence of at least three units of CTE coursework offered to the secondary level and linked to postsecondary education leading to an industry-recognized certificate or credential, including the Bureau of Apprenticeship and Training, credit certificate, diploma, Associate of Applied Science (AAS) or Associate of Science (AS) with a career option in a specific career field.

- The career and technical education programs of study at the secondary level will include competency based applied learning that contributes to academic knowledge, higher-order thinking skills, reasoning and problem-solving skills, work attitudes, general employability skills, leadership, and knowledge of all aspects of the industry including entrepreneurship.

- Career and technical education programs will have an advisory committee with representation of secondary and postsecondary levels of instruction as well as business and industry as applicable.

- Career and technical programs will be evaluated through an annual review of the Perkins performance requirements for academic and technical attainment, placement and retention data, degree attainment data, and nontraditional career data for secondary and postsecondary programs. In addition, Iowa Code requires a more in-depth review of 20 percent of all CTE programs annually.

II.A.2.b
Requirement:
The IDE must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(b) How the IDE, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;

Response:
The IDE, in consultation with community college chief academic officers, Area Education Agencies, community college career and technical directors, local school administrators, Iowa Association for Supervision and Curriculum Development, and the Tech Prep network will facilitate the planning and development of model templates that outline required elements for programs of study and provide technical assistance and monitoring of programs of study. The planning and development of programs of study will be responsibility of the eligible recipient. Stakeholders shall explore ways to foster growth and innovation in the development of programs of study. The development and design of programs of study will utilize either the current Iowa Tech Prep model or Career Academy model that integrates career, technical and academic requirements with federal requirements.

Stakeholder groups assessed the current career and technical education structure in Iowa. In addition, an external, third party assessment has developed recommendations for consideration. The goal of both processes is to align service areas, career clusters, and career pathways within a new framework for career and technical education.

Career and technical programs of study to be adopted by local educational agencies should offer students coursework for career and technical content areas that—

- Incorporate secondary education and postsecondary education elements;

- Include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;

- May include the opportunity for secondary education students to participate in concurrent enrollment programs or other ways to acquire postsecondary education credits; and

- Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;

Career and technical programs of study will also:

- Integrate general studies (academics) within their scope and sequence.

- Expand career clusters.

- Consider emerging technologies for new CTE programs of study.

- Utilize a common statewide template. The standard elements required for a program of study will be addressed in the template.

- Utilize written agreements between educational entities for the career-focused programs of study. These agreements will define curriculum, operational policies and procedures, and credit provisions. All secondary and postsecondary courses, both core academic and technical, will include outcomes or competencies (technical skills). Written agreements shall be reviewed annually.

During the transition year, eligible recipients have developed or implemented a minimum of one program of study. Eligible recipients will foster the development and implementation of programs of study within their respective districts to benefit students and stakeholders. Each will develop and implement a minimum of 75% of their CTE programs to align with the Iowa program of study template requirements. Eligible recipients will describe their plans to meet this goal within the application for funding. Eligible recipients will demonstrate incremental progress toward this goal throughout the implementation of the Carl D. Perkins Act of 2006.

The IDE will develop the process for program of study monitoring. This process will include a template which outlines the required elements of a program of study and the method the IDE will utilize to monitor progress toward the minimum requirement of 75% of secondary CTE programs aligned with a program of study. Eligible recipients shall provide relevant information regarding programs of study through state data collection systems, such as Project Easier Plus CTE, and/or through the Title I application and monitoring process.

II.A.2.c
Requirement:
The IDE must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(c) How the IDE will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;

Response:
Throughout implementation of the Carl D. Perkins Acts of 1990 and 1998, Iowa placed significant emphasis on the linkage and articulation between secondary and post-secondary education. State legislation focusing upon career and technical education passed in 1989 required articulation for CTE programs. State staff continue to assist with the establishment of articulation agreements between secondary and post-secondary programs and coordinate the development of statewide articulation agreements. During statewide secondary school improvement visits and community college

accreditation visits, IDE staff has the responsibility to monitor documents to ensure that requisite articulation agreements are established for each program.

Tech Prep consortia in Iowa have a major role in promoting and implementing linkages and articulation between secondary and postsecondary levels. The state's 15 community colleges deliver college level curricula to secondary career and technical students through jointly administered programs. Concurrent enrollment opportunities are also explored and developed.

State legislation also provides incentives to students, parents, and secondary schools for providing postsecondary enrollment opportunities to secondary students through three legislative initiatives – supplementary weighting, Grow Iowa Values Fund, and the Postsecondary Enrollment Options Act (PSEO).

Iowa will continue to require that eligible recipients develop and implement articulation agreements between secondary and postsecondary educational entities through multiple activities. These include professional development, in-service training, and articulation requirements for all CTE programs of study, policy reviews, process improvement, and expansion of articulation avenues.

i. In order to implement the new federal legislation effectively and to provide necessary technical assistance to Iowa's schools and colleges, additional professional development activities that address articulation between secondary and postsecondary levels will be designed and conducted for state staff.

   Professional Development will be designed to provide assistance for teachers, curriculum directors, counselors, and administrators in developing and strengthening linkages through articulation agreements and concurrent enrollment opportunities between secondary and postsecondary education; and continuing to align and articulate curricula between secondary and postsecondary levels, as well as postsecondary to postsecondary institutions to assist students in successful transition.

ii. Efforts to improve and strengthen the transition from secondary to postsecondary education will include:
   - Increased communication between all levels to ensure clear definitions and expectations about quality.
   - Use of potential assessments.
   - Understanding of college policies and procedures.

iii. Program articulation between secondary and postsecondary education is required within career and technical programs of study. Common competencies or outcomes (technical skills) between secondary and postsecondary CTE programs will be agreed upon jointly. The development of statewide curriculum planning and course articulation agreements shall be expanded building upon existing models. For example, Iowa has developed statewide models in early childhood education as well as business courses.

iv. The IDE shall expand the focus of articulation from secondary to two-year programs to the transition from two-year AAS and AS degree programs to baccalaureate degree programs.

v. State staff shall engage stakeholders in order to identify methods to improve the preparation of students for college-level articulated courses. Iowa requires that 8th grade students complete a graduation plan, the Student Core Curriculum Plan (SCCP). The 8th grade plans are developed for middle school students and outline high school course selection plans through graduation. Student Core Curriculum Plans support the program of study concept. Such plans shall provide an educational map for students to initially focus on their future and to continue their formal education beyond high school. Potential high school – community college articulated as well as concurrent enrollment courses shall be emphasized. Career and technical and academic faculty shall collaborate in discussing requisite preparation for college-level courses.

vi. In cooperation with the statewide Liaison Advisory Committee for Transfer Students (LACTS), a statewide articulation agreement between community colleges and the Regents universities (Iowa State University, University of Iowa, and University of Northern Iowa) for the Associate of Science Degree for career option college parallel programs will be explored.

II.A.2.d

Requirement:

The IDE must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;

Response:

Information about programs of study at the secondary level will be disseminated using diverse methods, resources and media. IDE career and technical education consultants provide technical assistance to eligible recipients concerning technical knowledge and skills as well as infused academic and career skills and knowledge. Professional development opportunities, utilizing the Iowa Professional Development Model (IPDM) for eligible recipients, will be conducted to provide information on effective practices for integrated career and technical education programs.

Examples of resources include Iowa Choices (Iowa's Career Information Delivery System), electronic bulletins and updates, student course handbooks, secondary school curriculum guides, community college handbooks, and publications such as Iowa's Community College Program Guide as well as the Iowa Career Resource Guide.

Iowa legislation requires that all 8th grade students complete an educational plan identified as the Student Core Curriculum Plan (SCCP) for high school graduation with parental involvement and approval. This plan outlines high school course selection.

School counselors and teachers facilitate career development education in grades 7 - 12 through information about career clusters, workplace skills, occupations, postsecondary opportunities, and educational opportunities with programs of study. Many community colleges host career planning and

career experience days for secondary students and teachers to support this effort. Secondary school staff members are encouraged to utilize electronic and print resources to inform students about the opportunities available as students plan their coursework in high school and postsecondary college or training.

Section 118:
The IDE Division of Community Colleges and Workforce Preparation is designated as the entity to meet compliance with Section 118 – Occupational and Employment Information. The IDE, in collaboration with guidance counselors, teachers, administrators, community college staff, and other stakeholders, developed specifications for a statewide Career Information Delivery System (CIDS). Based upon their recommendations, the IDE has currently designated Iowa Choices as the Iowa statewide CIDS. The IDE shall continue to designate the statewide CIDS. Iowa Choices meets the following requirements for Section 118:

- Assisting students in identifying high-skill, high-wage, high-demand occupations or emerging professions.

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- Assisting students to have access to regional occupational information for preparation for careers that exist in their area and provide a family-sustaining wage.
- Promoting a vast array of career options for all students, including nontraditional career areas.
- Encouraging students to take higher-level academics for preparation of a career goal.
- Preparing students for a successful post-secondary transition.
- Facilitating parental involvement.

The IDE will encourage the use of the state-designated career information delivery system products for middle and high school students, youth correctional facilities, community colleges and public/private postsecondary institutions, and the Iowa Workforce Development Centers.

Career information resources are a critical component for the professional development of counselors, administrators, and career and technical instructors. These resources are used to facilitate and support quality guidance and academic counseling through school counselors, CTE instructors, transition coordinators, advisor/advisee programs, and academic core teachers at the secondary and postsecondary levels. Such references provide career development tools for curriculum and instructional strategies. Potential activities that can assist with valid information dissemination and decision-making include:

- Developing of a common marketing process.
- Utilizing local parent associations to share career information or distribute references.
- Offering career planning seminars for parent and student stakeholders.

- Collaborating with business and industry and local workforce development centers to discuss regional career opportunities.

- Using of public access media channels.

- Developing of an interactive website.

- Increasing technical capacity for the IDE.

Local plans submitted by eligible secondary recipients must specifically describe how career guidance and academic counseling will be provided to career and technical students. Information about how students can transition to postsecondary education must be delineated.

II.A.2.e
Requirement:
The IDE must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by the IDE, to develop, improve, and expand access to appropriate technology in career and technical education programs;

Response:
Technology in career and technical programs is incorporated into the delivery of program content. Such technology includes relevant equipment as well as information technology. The IDE will develop technical assistance designed to expand the use of technology in program delivery and professional development. Distance learning systems such as on-line delivery and the Iowa Communications Network used for professional development and concurrent enrollment coursework increase access for students and staff. Industry-related technology will be encouraged in skill certification for career and technical programs.

The IDE will utilize professional development to deliver instructional methods utilizing technical skill applications. When applicable, joint professional development for secondary and postsecondary instructors will be delivered. Local recipients will be encouraged to partner with business and industry to facilitate increased access to appropriate technology in career and technical education programs. Local CTE advisory committees shall assist recipients with the evaluation and selection of appropriate technology.

The use of technology for professional development will be promoted. Professional development will be designed to include sharing of technology and effective practices.

II.A.2.f
Requirement:
The IDE must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(f) The criteria that the IDE will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—

i. Promote continuous improvement in academic achievement;

ii. Promote continuous improvement of technical skill attainment; and

iii. Identify and address current or emerging occupational opportunities;

Response:
The local application includes items requiring that eligible recipients describe how they are addressing (1) Promoting continuous improvement in academic achievement, (2) Promoting continuous improvement of technical skill attainment, and (3) Identifying and addressing current or emerging occupational opportunities, in addition to other requirements as specified by the Act. DE staff will utilize a criterion-based rubric (see Appendix A) to guide the review process of applications submitted by eligible recipient to determine compliance with the required criteria.

The current Perkins IV Plan was developed with the intention to align, as closely as possible, with the state's accountability provisions under Chapter 12 of the Iowa Administrative Code (281—IAC 12). Additionally, as the accountability provisions of the No Child Left Behind Act of 2001 support the development of an "action plan" for agencies to implement in order to ameliorate deficiencies, Iowa's proposed Perkins IV Plan requires agencies that do not meet targets to develop an "approvable" plan, which, upon approval by the Iowa DE, Perkins funds will be released to the fiscal agents.

The evaluation and accountability of Perkins IV is described below:
2008-2009 school year: Spring 2009 is the end of data collection for the 2008-2009 school year. In January of 2009, data reports from the 2007-2008 school year will become available. By June 2009, agencies will need to develop plans to address deficiencies from the transition plan for 2007-2008.

2009-2010 school year: Spring 2010 is the end of data collection for the 2009-2010 school year. In January of 2010, data reports from the 2008-2009 school year will become available. The 2009-2010 school year is the first year of implementation monitoring for the plan revisions conducted during the Summer of 2009. Based on data, the plan developed in 2009 should be re-examined to address deficiencies. This plan should include capacity building and professional development for staff, recruitment of staff, and program modifications.

2010-2011 school year: Spring 2011 is the end of data collection for the 2010-2011 school year. In January of 2011, data reports from the 2009-2010 school year will become available. The 2011 school year is the first year of implementation monitoring for the plan revisions conducted during the Summer of 2010. The revised plan based on 2009-2009 and 2009-2010 data is implemented during the 2010-2011 school year. Implementation is directed at faculty/staff, primarily to build capacity.

2011-2012 school year: Spring 2012 is the end of data collection for the 2011-2012 school year. In January of 2012, data reports from the 2010-2011 school year will become available. During the 2011-2012 school year, the plan implementation, resulting from capacity building with staff, as well as program modifications, is implemented with students for the first time.

2012-2013 school year: Spring 2013 is the end of data collection for the 2012-2013 school year. In January of 2013, data reports from the 2011-2012 school year will become available. The 2012-2013 school year will be the first year for evaluation of the plan and its implementation with staff and students. If negotiated targets for the 2011-2012 school year are met, the agency is granted continuance of its current plan. If negotiated targets are not met, the agency must revise its plan for faculty/staff and/or students to address deficiencies and targets not met. The revised plan must be approved by the IDE.

2013-2014 school year: Spring 2014 is the end of data collection for the 2013-2014 school year. In January of 2014, data reports from the 2012-2013 school year will become available. The 2013-2014 school year will be a continuance of plan monitoring for revised plans developed during the summer of 2013.

Transition Plan

2007-2008 School Year	January 2009	2008-2009 School Year
Spring 2008 – end of data collection – 3 achievement targets – Reading, Math, Graduation Rate	Data Reporting	Begin implementation of plan
	If Miss Targets June 2009 – plan to address deficiencies, to include capacity building, recruitment, professional development, and program modifications.	

Six-Year Plan; Data reporting during the six year duration

2008-2009 School Year	2009-2010 School Year	2010-2011 School Year	2011-2012 School Year	2012-2013 School Year	2013-2014 School Year
Spring 2009 – end of data collection for 2008-2009 year.	Spring 2010 – end of data collection for 2009-2010 year.	Spring 2011 – end of data collection for 2010-2011 year.	Spring 2012 – end of data collection of 2011-2012 year.	Spring 2013 – end of data collection for 2012-2013 year	Spring 2014 – end of data collection for 2013-2014 year
	June 2009 Plan based on 2007-2008 data to address faculty, staff, and program needs is implemented during 2009-2010 school year.	Revised plan based on 2008-2009 data is implemented during 2010-2011 school year.	Development work conducted during 2010-2011 is implemented with Students		

	January 2010	January 2011	January 2012	January 2013	January 2014
	Data Reporting for 2008-2009 year	Data Reporting for 2009-2010 year	Data Reporting for 2010-2011 year	Data Reporting for 2011-2012 year	Data Reporting for 2012-2013 year
	June 2010 – re-examine plan to address deficiencies, to include capacity building, recruitment, professional development, and program modifications.	Perkins Plan Implementation monitoring	Perkins Plan Implementation monitoring	If targets are met, agency granted continuance of current plan. If targets are not met, agency must revise plan for faculty/staff and/or students to ameliorate deficiencies. Plan must be approved by DE.	Perkins Plan Implementation monitoring

What happens to agencies not meeting goals?
Based on the timing of when data are available for program accountability and improvement planning, agencies will use prior year data to develop and submit an approvable plan, which, upon approval, will be enacted during the subsequent academic year. Agencies that miss some goals in some years and other goals in later years is not seen as a barrier to plan implementation. This is because agencies must develop their approvable plans to ameliorate deficiencies regarding goal attainment, and this is done on an annual basis. The goals that an agency fails to meet in a given year would need to become part of the agency's improvement plan for the next year.

Example: Data from 2011-2012 are available in January of 2013. For goals not met, the agency must revise and resubmit an approvable plan (in the Spring or Summer of 2013) to ameliorate deficiencies. This plan may include actions to address student needs, staff needs, or both. Upon IDE approval, the agency will implement the plan for the 2013-2014 academic year. In simpler terms, agencies will use last year's data to write an improvement plan this year that will be implemented next year.

II.A.2.g
Requirement:
The IDE must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

Response:
All career and technical education secondary programs in Iowa are part of comprehensive high schools. Graduation requirements and diplomas are the same for all high school students, including special population students.

The application for the Carl D. Perkins Career and Technical Education Act of 2006 will require information from school districts and consortia regarding measures taken to encourage high school completion during the grant application and implementation process. General studies students and special population student demographic data will be disaggregated. Local districts will be encouraged to utilize this data in conducting local needs assessments to develop strategies to increase the number of students who graduate with a diploma.

II.A.2.h
Requirement:
The IDE must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

Response:
Throughout the implementation of Perkins III, Iowa developed and implemented programs that provide a seamless pathway for students leading to an industry-recognized certificate or credential, including the Bureau of Apprenticeship and Training, credit certificate, diploma, Associate of Applied Science (AAS), or Associate of Science (AS) with a career option concentration in a specific career field. These programs provide direct opportunities to access postsecondary education and prepare students to enter into high-skill, high-wage, or high-demand occupations. In addition, Iowa requires that secondary schools show the demand for skilled employees in related occupations as part of the state program approval process.

Multiple factors will be considered as eligible recipients develop and offer programs that lead to high-wage, high-skill, or high-demand occupations. The state will collaborate with Iowa Workforce Development (Department of Labor) to provide assistance to the eligible recipients regarding regional determination of high-wage, high-skills, or high demand occupations. Iowa Workforce Development (IWD) determines high-demand on a statewide level as an industry with an annual growth rate of 1.2 percent (1.2%). High-wage is determined on a regional level as being above the mean annual wage for employment. IWD can provide high-skill information on a regional level. IWD routinely surveys regional industries to determine skills needed for workforce enhancement and development. Such data is used by educational stakeholders to project new or revise existing career and technical programs of study.

The IDED also provides incentives to develop career and technical programs of study through Accelerated Career Education (ACE) initiatives to promote current or emerging high-skill, high-wage, or high-demand occupations. Examples include health care as well as the emerging alternative fuel industry. The IDE staff and other state and local entities assist with the program development and approval processes.

Industry skill certifications are garnering increased attention in many career areas. In the fall of 2005, Iowa conducted surveys to gather baseline information about the skill credentials community college and high school students earn. Included in the data collected was information concerning which programs were aligned with industry certifications, who issues the credentials, whether aligned instructional programs are certified or accredited by that entity, whether the entity has credential requirements for the instructors, whether the test is voluntary, whether students take the exam while enrolled or after graduation, and exam pass rates (if available/provided to the school or college.) Educational entities reported a diverse array of certifications in a variety of career clusters. The state will continue to collect data, research potential opportunities for industry certification, establish targets to expand industry skill credentials, and promote best practices regarding skill credentialing.

As career and technical programs of study are implemented, the IDE will promote, where possible and appropriate, the utilization of industry-recognized skills standards so that students have access to industry skill credentials. Iowa programs of study will identify both academic and technical courses that prepare students for success in higher education and the workforce.

II.A.2.i
Requirement:

The IDE must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(i) How funds will be used to improve or develop new career and technical education courses—

i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;

ii. At the postsecondary level that are relevant and challenging; and

iii. That lead to employment in high-skill, high-wage, or high-demand occupations;

Response:
Local application guidelines will provide information regarding use of funds to improve or develop new career and technical education courses within programs of study. Programs of study will integrate rigorous and challenging academic and career and technical instruction and lead to an industry-recognized certificate or credential, including the Bureau of Apprenticeship and Training, credit certificate, diploma, Associate of Applied Science (AAS), or Associate of Science (AS) with a career option in a specific career field. The programs of study will be designed to prepare career and technical students for high-skill, high-wage, or high-demand occupations in current and emerging professions and link secondary and postsecondary education. Eligible recipients may choose to use funds to improve or develop new career and technical programs of study if their local application identifies and documents the need and ensures that the career and technical programs of study will result in skills that are valued by the workforce. Model or pilot programs in emerging technology fields will be explored and promoted.

School districts and consortia will be encouraged to develop new career and technical education courses to expand or to establish new programs of study as consortia-wide initiatives. During the transition year, all eligible recipients were required to have a minimum of one program of study within their district or consortium. Eligible recipients will also foster the development and implementation of programs of study within their respective districts to benefit students and stakeholders. Each secondary district will develop and implement a minimum of 75% of their CTE programs to align with the Iowa program of study model. Eligible recipients will describe plans to meet this goal in their application for funding. Eligible recipients will demonstrate incremental progress toward this goal throughout the implementation of the Carl D Perkins Act of 2006. The state will continue to provide technical assistance to support the development of new career and technical programs of study.

II.A.2.j
Requirement:
The IDE must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(j) How the IDE will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve

program quality and student achievement. (Please note this item is required only for States not consolidating all of their Tech Prep funds);

Response:
Multiple and diverse communication systems are in place among CTE consultants, Perkins recipients, Area Education Agencies, and CTE instructors to disseminate and communicate essential information to improve career and technical programs (including Tech Prep) and student achievement. Electronic and print media as well as state-wide meetings and conferences facilitate communications and afford the avenue to share effective practices. Activities to support program improvement include the following:

Professional Development
The Iowa Professional Development Model guides delivery of date-driven, sustainable professional development for secondary school staff. Similarly, professional development standard from postsecondary professional organizations provide guidelines for planning and implementing of professional development for post secondary staff.

Professional development will include guidance and support for teachers, curriculum directors, counselors, and administrators in developing and strengthening linkages through articulation agreements and concurrent enrollment opportunities between secondary and postsecondary education; how to improve data quality and accountability systems; and how to enhance the academic core in support of career and technical education.

Within budget limitations, the IDE will coordinate technical assistance designed to expand the use of technology in program delivery and professional development. The IDE will develop a professional development process to deliver instructional methods utilizing technical skill applications. Program management committees have been established in each career and technical service area within the current Iowa CTE framework. Based on data, the committees' recommendations shall assist in identifying the professional development needs of their respective career and technical instructors and assist in planning for the delivery and evaluation of the professional development services. The program management committees' recommendations will be considered in planning statewide professional development priorities and activities coordinated by the Department of Education.

State and regional workshops and conferences, as a part of a sustainable professional development efforts, are supported by the IDE utilizing national presenters, national resources, and professional associations. The IDE will explore the reintroduction of a Perkins Administrators' Conference as a focused vehicle to deliver technical assistance and effective practices supporting the priority initiatives during the five-year cycle of the state's plan.

Electronic Communications
State career and technical education consultants and Tech Prep coordinators communicate on a regular basis with instructors and administrative staff within their respective service areas through the consultants' electronic distribution list. Communication focuses upon federal and state policies, staff development, data requirements, and other issues relative to career and technical program improvement and student achievement initiatives. The Iowa Communications Network (ICN) also provides an interactive forum to share information and dialogue issues.

Monitoring and Accreditation Process

State program consultants are responsible for monitoring the Perkins grants and conducting on-site visits a minimum of once every three years. The intent of the visit is to directly observe evidence that the Perkins grant management components and background information are used appropriately and provide technical assistance based on identified needs. In addition, CTE consultants participate in comprehensive school improvement visits and provide opportunities to share promising practices. CTE consultants also participate in accreditation site visits to review CTE practices and provide input for program improvement. Technical assistance is provided to schools and colleges based on identified needs.

Perkins Application for Funds

State career and technical education consultants shall review and evaluate each component of the local application to ensure alignment with Perkins grant guidelines. Issues regarding the successful completion of the application are communicated to the recipient for corrections or additions.

II.A.2.k

Requirement:

The IDE must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and

Response:

Iowa has provided for the linkage of academic and career and technical education under Perkins III and will continue to use this framework. Each eligible recipient is asked to ensure that career and technical education students are taught to the same challenging academic proficiencies as are taught to other students. The grant recipient confirms this in the Assurances/Agreement Section of the local plan. In addition, each program receiving Perkins assistance is required to report its status relative to the performance measures. The Perkins performance measure for the core indicator on secondary academic skills uses the state level database that reports the academic achievement of 11th grade students in reading/language arts and math using the Iowa Tests of Educational Development (ITEDs). Data are accessible for use at the local level to assure that additional emphasis can be placed upon academic skills within career and technical programs.

Tech Prep programs have helped students meet high academic standards by integrating academic competencies into the career and technical curricula, providing learning experiences that challenge students to high levels of attainment, and using assessments to document student learning progress and attainment.

Professional development provided to teachers, curriculum directors, and administrators will include:

- Development of strategies to assure students meet high levels of achievement in academic and technical proficiencies, and

- Integration of career and technical education including contextual learning.

Inherent in Perkins IV is the specific focus on both academic and technical standards linked with high-skill, high-wage, or high-demand occupations in current or emerging professions. The state will support eligible recipients to improve this linkage and increase student academic and career and technical achievement in the following ways:

- Collaboration between career and technical education and the employment community will be examined. The specific academic and technical skills needed to support a regional workforce will be designed. The results will determine how well career and technical education is preparing participants for high-skill, high-wage, or high-demand jobs.

- Monitor and review data on the performance of CTE students compared to their non-CTE peers.

- Professional development will be designed for pre-service and practicing teacher and faculty education programs.

II.A.2.l
Requirement:
The IDE must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(l) How the IDE will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]

Response:
The IDE will continue to align its implementation of Perkins IV with its efforts to implement NCLB legislation. During Perkins III, both programs defined a student as being academically proficient in the areas of math and reading if the student scored at the 41st percentile (national norms) or higher on the math and reading assessment components of the Iowa Tests of Educational Development (ITEDs). This alignment will continue with the implementation of Perkins IV. The IDE has the capability of tailoring reporting to identify student attainment in an individual program of study, as well as reporting at the consortium and career cluster level. The outcome of the student academic attainment measure will be evaluated at the state and the recipient levels.

II.A.3.a
Requirement:
The IDE must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—

(a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;

Response:
Iowa's delivery of professional development activities for career and technical teachers, as well as academic teachers and guidance and administrative personnel, will be a multi-pronged approach. State, regional and local levels will all be involved in delivering professional development activities.

State Level
The IDE will provide focused and comprehensive professional development programs including pre-service orientation for CTE teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels that support activities described in the State plan. The professional development will be high quality, sustained, research-based, intensive, and classroom focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom. At the secondary level, the Iowa Professional Development Model currently used in the LEAs will be utilized. At the post-secondary level, community colleges could use a research-based model such as the Standards for Staff Development, Revised (2001), as adopted by the National Council for Staff, Program, and Organizational Development (NCSPOD), to meet this requirement.

Program Management Committees
Program management committees will be used at the state level to assist in identifying minimum competencies and core curricula content in each CTE program area. The work of the teams will include assisting in identifying professional development needs of the Iowa CTE system.

Membership on the program management committees will include appropriate stakeholders.

Professional development activities may include:

- Improving the academic and technical skills of career and technical education.
- Ensuring that all career and technical education students achieve the same academic proficiencies as the general student population.
- Developing, improving, or expanding the use of technology in career and technical education.
- Implementing Math-in-CTE as a joint academic and CTE professional development initiative.
- Using proven and evolving instructional strategies including using contextual and applied curricula and instruction, to deliver quality education, including contextual and applied curricula and instruction.
- Continually assessing the needs, expectations, and methods required by business and "all aspects of an industry," including addressing high-wage, high-skill, or high-demand occupations.

- Ensuring appropriate instruction and services for special populations that assist schools in meeting the state adjusted levels of performance.

- Designing appropriate instruction and services that result in the enrollment and completion of CTE programs by nontraditional students.

- Improving parental and community/stakeholder involvement, through the use of active advisory committees.

- Implementing tech prep and Iowa's defined career academy programs.

- Integrating career and technical student organizations as a significant part of the CTE Program curriculum.

- Providing career guidance services to assist students in gaining access to post secondary education.

Professional Development System Management
A comprehensive professional development system will be managed by the IDE Bureau of Community Colleges and Career and Technical Education, Division of Community Colleges and Workforce Preparation, at the IDE. Services will be provided/coordinated by IDE staff, and through presenters with appropriate credentials.

Regional and Local Staff Development
Because most of Iowa's eligible recipients will continue to be members of consortia, significant professional development occurs at a regional level. In addition, because Tech Prep allocations are awarded to each of the 15 community college areas of the state, staff development activities are delivered in each of those regions. Perkins applicants for Basic Grant funds and Tech Prep funds must address professional development in the required uses of funds.

Professional Development for IDE Staff
In order provide necessary technical assistance to Iowa's schools and colleges, additional professional development activities will be designed for IDE staff. Issues that may be addressed include:

- Core indicators and measurement of them.

- Technology updates.

- Adoption and implementation of industry skill standards.

- Linkage between career and technical education and the state-adopted Iowa Core Curriculum.

- Financial and audit related requirements.

- Services to special populations.

- Promotion of nontraditional occupations and gender equity.

State leadership and professional development will be provided to CTE programs to assist in the development and adoption of rigorous academic integration into CTE program curricula. The IDE Math-in-CTE initiative is one example of such a curriculum model structure.

II.A.3.b
Requirement:
The IDE must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—

(b) Increases the percentage of teachers that meet teacher certification or licensing requirements;

Response:
Iowa's endorsement system meets the Federal requirement of "highly qualified teachers" as per No Child Left Behind (NCLB). The IDE is concerned about the teacher shortage in CTE areas. At the local level, schools and community colleges have the option of using federal funds to support teacher preparation based on local need. "Market Factor" funds have been made available from the Iowa Legislature to allow school districts to add a "market factor" to teacher salaries paid by the school district. The market factor salary incentives may include improving salaries due to geographic differences and subject area shortages.

The State of Iowa requires secondary school CTE teachers to meet qualifications as outlined in Chapter 272 of Iowa Administrative Rule.

The state of Iowa requires Community College CTE instructors to meet the minimum requirements as outlined in Iowa Code, section 260C.48, Subsection 1.

Iowa teacher shortage areas are designated annually by the IDE. Data used to calculate the shortages include the numbers of Class C and Class B teaching licenses issued, the number and frequency of job postings on *Teach Iowa* (the IDE statewide teacher recruitment web site), and the number of projected university graduates in each teaching discipline. New graduates in identified teacher shortage areas may be eligible for teacher loan repayment or college student forgivable loans through both state and federal programs.

The IDE provides a licensure program for individuals coming from industry and planning to teach in a secondary CTE program. The primary requirement for licensure in a program is 6,000 hours of hands-on work experience in the occupation in which the endorsement is being sought. Specifics for the licensure are outlined in the Requirements of Provisional Career and Technical Licensure developed by the Iowa Board of Educational Examiners.

The IDE will partner with secondary and post-secondary institutions to encourage student participation in Career and Technical Student Organizations (CTSOs). Participation in CTSOs not only provides the CTE student with an opportunity to gain leadership skills but also provides the CTE student with an

opportunity to explore and consider the possibility of teaching in a CTE area. Perkins state leadership funding will be allocated in support of CTSOs to assist with membership recruiting and processing, financial management and oversight, coordination of state officers' activities, conference planning and organizational activities.

Each community college is required to develop a Quality Faculty Plan process (Iowa Code Section 260C.36), which is reviewed in the accreditation process by the IDE (Iowa Code Section 260C.48). Community college CTE instructors employed half time or more must develop a professional development plan which meets the requirements of the college's Quality Faculty Plan as outlined in Chapter 21 Iowa Administrative Rule.

Professional development is a required State Leadership activity and an established State priority for the use of Perkins IV State Leadership and Title I, Part C funds. Professional development coordinated and/or conducted by the IDE is data-driven and sustainable.

Major initiatives include:

i. Recruitment: Supporting efforts to recruit and prepare new CTE teachers, to mentor beginning CTE teachers, and to address the continuing and advanced degree needs of experienced teachers.

ii. Retention: The IDE will provide guidance to ensure that new CTE teachers:

- Are knowledgeable of current industry standards and are able to teach to the standards.
- Are able to provide their students with an understanding of "all aspects of the industry."
- Understand the importance of and are capable of developing coherent, required sequences of courses which prepare students for immediate employment and/or further education.
- Are using current curriculum, information, and instructional methodologies—including contextual and work-based learning.
- Understand the importance of developing student leadership skills through Career Technical Student Organizations (CTSOs).
- Are aligning their courses and programs to core curriculum standards and framework.
- Are utilizing and teaching current technology.
- Are effectively integrating academic and CTE.
- Understand the needs of and are recruiting and effectively serving students who are members of special populations in their courses and programs.

The IDE will continue to involve secondary career guidance and postsecondary student services counselors/advisers and site and district level administrators in pertinent professional development activities and apprise them of evolving CTE trends, career opportunities, successes in career and advanced education preparation, and discipline specific best practices.

II.A.3.c
Requirement:
The IDE must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—

(c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;

Response:
Local recipients will help career and technical teachers, faculty, administrators, and career guidance academic counselors to build knowledge and understanding of career clusters and industry standards through professional development workshops and activities delivered and coordinated with technical assistance and participation from IDE, AEAs, community colleges, business and industry representatives, and other stakeholders. The IDE will require local applications to include a description of their plan, following state guidelines established by the Iowa Professional Development Model and other accepted standards, such as those established by the National Council for Staff, Program, and Organizational Development (NCSPOD), an affiliate council of the American Association of Community Colleges (AACC). Professional development plans will address career clusters, industry standards, "all aspects of an industry," and SCAN skills.

All Aspects of the Industry.
Professional development will be provided to ensure CTE instructors are aware of the career cluster information including the career cluster foundation knowledge and skills:

- Planning
- Management
- Finance
- Technical Skills
- Principles of Technology
- Labor Issues
- Community Issues

- Health and Safety

- Personal Work Habits

See II.A.3.a

II.A.3.d
Requirement:
The IDE must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—

(d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;

Response:
The Division of Community Colleges and Workforce Preparation, Bureau of Community Colleges and Career & Technical Education in partnership with Pre-K-12 Education Division are moving forward with plans to implement a model to enhance the integration of math into Iowa's career and technical programs at the secondary and post secondary levels. The model was researched, developed, and studied by the National Research Center for Career and Technical Education (NRCCTE). The final report on the Math-in-CTE study is available at:

http://www.nccte.org/publications/infosynthesis/r%26dreport/MathLearningFinalStudy.pdf

The original model was limited to secondary school CTE program students. The implementation of the model in Iowa proposes to replicate the secondary model, and to expand the application of that model to community college CTE program students. Perkins IV requires rigorous academic integration into CTE programs.

Data reviews will be done to identify existing initiatives that focus on integrating language arts/reading and science into CTE curriculum.

The IDE will strongly encourage secondary and post-secondary institutions to support CTSOs and provide students the opportunity to apply what they are learning in a real world setting. Schools will be encouraged to extend incentives for teachers to become advisers of these beneficial student leadership organizations.

The IDE will continue to encourage AEAs, LEAs, and postsecondary institutions to provide educational opportunities for their teachers/instructors to learn more about current research-based initiatives in applied learning. Program management committees at the state level and advisory committees at the local level will be utilized to obtain input from CTE stakeholders.

II.A.3.e
Requirement:

The IDE must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—

(e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and

Response:
An IDE consultant is assigned at the state level to work specifically with special populations concerns and initiatives of both secondary and postsecondary recipients. Additionally, it is the responsibility of all Division of Community College and Workforce Preparation consultants to support the enhancement of services to serve special populations. Technical assistance provided by the IDE will include:

- Promoting equal access of special populations/non-traditional/at-risk and on promotion of nontraditional training and employment

- Providing professional development to teachers, administrators, counselors, and curriculum staff at LEAs and community colleges to address access and achievement of special population students

- Emphasizing articulation between secondary and postsecondary programs regarding the importance of assisting special population students to transition from secondary and postsecondary education.

II.A.3.f
Requirement:
The IDE must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—

(f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]

Response:
Career and technical secondary teachers, faculty, administrators, and career guidance and academic counselors preparation and professional development activities will follow the requirements stated in Iowa Code 256.7 Subsection 25.

Community colleges will continue to utilize Quality Faculty Plan requirements stated in Chapter 21, Iowa Administrative Rule, and from guidelines from the Higher Learning Commission of the North Central Association of Colleges and Schools.

II.A.4.a

Requirement:
The IDE must describe efforts that the agency and eligible recipients will make to improve—

(a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

Response:
Strategies will continue to be developed to form partnerships with communities; business, industry and labor; teacher training institutions; and professional organizations to recruit career and technical education teachers, faculty and career guidance and academic counselors. LEAs and community colleges will be encouraged to recruit individuals from special populations by targeting industry-related publications and publications designed for the diverse populations, for outreach and advertising of available positions.

II.A.4.b
Requirement:
The IDE must describe efforts that the agency and eligible recipients will make to improve—

(b) the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]

Response:
The Iowa Board of Educational Examiners (BOEE) provides a licensure program for individuals coming from industry and planning to teach in a secondary CTE program. The primary requirement for licensure in a program is 6,000 hours of hands-on work experience in the occupation in which the endorsement is being sought. Specifics for the licensure are outlined in the Requirements of Provisional Career and Technical Licensure developed by the Iowa Board of Educational Examiners. There is also an alternative licensure process (Educational Internship Program), approved by the IDE and BOEE.

The IDE will continue to encourage Iowa's four-year colleges to offer programs for individuals seeking to complete requirements for alternative licensure to qualify for employment as secondary career and technical instructors.

The IDE will encourage community colleges statewide to provide training for new CTE instructors to become knowledgeable or to increase knowledge in teaching methods, skills, technology, student organizations, and other areas to assist the CTE instructors in making the transition from business and industry to teaching.

II.A.5
Requirement:
The IDE must describe efforts that the agency and eligible recipients will make to improve the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]

Response:
The Liaison Advisory Committee on Transfer Students (LACTS) within Iowa plays an active role in facilitating transfer efforts between public institutions of higher education. Membership includes representatives from the Iowa Regents institutions (Iowa State University, the University of Iowa, and the University of Northern Iowa) and community colleges. Meetings involving stakeholders as well as IDE staff annually discuss transition and articulation issues and submit recommendations for improvement. This group will actively continue in this role. The IDE will continue to encourage exploration of the University of Iowa's Bachelor of Applied Studies (BAS) degree program (a capstone to the Associate of Applied Arts degree) with the state's Regent universities.

The LACTS group has completed initial recommendations on the Associate of Science transfer agreement. The committee will continue to focus on the transferability of the Associate of Science Degree with a career option in a specific career field and explore the potential for statewide agreements modeled after the present career and technical Electronics/Electronics-Based Technology Agreement. Such agreements can expand the transition avenues for community college career and technical education students to baccalaureate degree programs.

Many community college career and technical programs in Iowa also have articulation or transfer agreements with specific baccalaureate degree programs offered at other public and private institutions of higher education. Such agreements vary by community college and region within the state. These agreements are developed on a program-by-program basis and are routinely reviewed and updated.

In order to understand the scope and diversity of the above-mentioned agreements, the IDE will facilitate the following:

- Collect data on the number of career and technical students who transition between community college and baccalaureate programs using the National Student Data Clearinghouse data.

- Collaborate with Iowa Regent institutions in identifying transfer and transition issues.

Based upon this feedback, the Department will develop strategies to assist future career and technical students who desire to transition to baccalaureate degree programs. The DE has fostered the pre-engineering curriculum developed by Project Lead the Way (PLTW). In 2005-06 Iowa established eleven PLTW sites; this number grew to twenty-six in 2006-07. In 2007-08 Iowa is anticipating the number of PLTW to grow to sixty-one.

The Curriculum for Agricultural Science Education (CASE) Team is using a multifaceted approach in creating an agriculture science curriculum that includes two foundation level courses integrating science, math, and technology in the context of Agriculture, Food and Natural Resources (AFNR). The CASE team includes Iowa and 11 other states and is utilizing the assistance of the national Project Lead the Way curriculum staff. This established course work will articulate into baccalaureate programs.

II.A.6
Requirement:
The IDE must describe how it will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business

(including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in Iowa. [Sec. 122(c)(5)]

Response:
At the K-12 level, significant input from parents, local businesses, educators, and labor is pursued within the state's School Improvement initiatives. The Comprehensive School Improvement Process (CSIP) includes an examination of the overall curricula including secondary career and technical programs. IDE staff will continue to offer assistance and resources to facilitate local advisory committee efforts.

Stakeholders representing various constituencies provide relevant input to frame the planning, development, implementation, and evaluation of career and technical education programs at multiple levels within Iowa.

At the state level, the Iowa Director of Education must approve all secondary and post-secondary career and technical education programs. This process requires input at the local level analyzing labor market needs and support, potential student interest and projected enrollments, projected salaries, and related requisite data framing program success prior to implementation.

Career and technical programs employ a variety of strategies to develop and maintain the relevant scope and sequence of a program of study. Such strategies include curriculum resources, the use of Developing a Curriculum (DACUM) workgroups, and competency or outcome surveys completed by local businesses and labor representatives.

As part of state accreditation guidelines, a minimum of 20% of postsecondary career and technical programs must be evaluated in-depth annually within the parameters of the program review and evaluation process. Annual reviews of select data elements are also conducted. Program improvement plans may be developed if such reviews recommend this phase. Such plans necessitate a greater engagement by local stakeholders including students and local employers. These processes help ensure program vitality, relevance, and student success.

Recipients of Perkins funds at both the secondary and post-secondary levels are required to meet with program advisory committees to seek input for program design and/or improvement at the local level. The IDE provides professional development activities and resources to strengthen the role and effectiveness of these groups.

II.A.7.a
Requirement:
The IDE must describe efforts that the agency and eligible recipients will make to—

(a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in--

i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and

ii. Career and technical education subjects;

Response:
State and local recipients continue to emphasize improvements in the performance of Iowa's career and technical students in both academic and technical skill disciplines.

The Division of Community Colleges and Workforce Preparation, Bureau of Community Colleges and Career and Technical Education in partnership with the Pre-K – 12 Education Division is implementing a model to enhance the integration of mathematics into Iowa's career and technical programs at the secondary and post-secondary levels. The model was researched, developed, and studied by the National Research Center for Career and Technical Education (NRCCTE).

In Summer 2008, the IDE will begin professional development to support the Math-in-CTE initiative. Educators and learning communities of CTE and math partner instructors will continue to discuss and plan how to facilitate the diffusion of this initiative. Representatives from area education agencies, community colleges, and math and CTE faculty from secondary and postsecondary institutions will prepare for the implementation of this model.

At the secondary level, local funds may be targeted to identify and address processes to integrate academic and career and technical education to improve student performance. As noted earlier, all secondary career and technical programs in Iowa are part of comprehensive high schools. CTE students are expected to meet the same academic core requirements for graduation as general studies students. The Perkins performance measure for the secondary core indicator on academic skill attainment will use the state level database that reports the academic achievement of 11th grade students in reading/language arts and math derived from nationally normed assessments. The Perkins performance measure for the secondary core indicator of technical skills attainment will use data derived from local assessments and reported on the state database.

Where deficiencies exist, local plans will identify specific strategies designed to improve student performance in that arena.

The current Perkins IV Plan was developed with the intention to align, as closely as possible, with the state's accountability provisions under Chapter 12 of the Iowa Administrative Code (281—IAC 12). Additionally, as the accountability provisions of the No Child Left Behind Act of 2001 support the development of an "action plan" for agencies to implement in order to ameliorate deficiencies, Iowa's proposed Perkins IV Plan requires agencies that do not meet targets to develop an "approvable" plan, which, upon approval by the Iowa DE, Perkins funds will be released to the fiscal agents.

The evaluation and accountability of Perkins IV is described in Section II.A.2.f of this plan and is based on a continuous improvement model.

At the post-secondary level, career and technical programs of study evaluate academic and technical skill achievement levels within the parameters of locally developed outcomes/competency-based

assessment plans. Career and technical programs of study leading to a state-approved Associate of Applied Science, Associate of Science/Career Option/college parallel programs, diploma or certificate award must include the general education academic course requirements as well as technical course requirements outlined within the IDE's general education core requirements as listed in the Guidelines for Program Awards in Iowa Community Colleges.

Local performance on technical skill and credential, certificate, or degree attainment at the post-secondary level will be reported. Local program administrators will work with academic and career and technical faculty to identify any deficiencies in performance and plan strategies to improve integration and subsequent student performance in deficit areas. Strategies will also target general continuous improvement in academic and technical performance in accordance with state adjusted targets.

II.A.7.b
Requirement:
The IDE must describe efforts that the agency and eligible recipients will make to—

(b) Provide students with strong experience in, and understanding of, all aspects of an industry; and

Response:
The DE will continue to provide resources and professional development activities to local districts that are designed to increase student understanding of all aspects of an industry. Appropriate state-wide professional development activities and technical assistance will continue to be designed and delivered to support local efforts. Evaluative feedback shall provide input to improve and/or expand activities and suggest new or emerging topics to consider for future professional development and technical assistance.

Eligible recipients will be required to explain in detail the efforts and resources it expends to provide students with a comprehensive understanding and experience in all aspects of an industry. Local plans at the secondary and post-secondary levels will be required to describe resources to be used and provided, assessments to be conducted, data to be evaluated, and measures to be used to evaluate students' understanding of all aspects of an industry. Local schools will assess the effectiveness of their efforts, and will plan and adopt new strategies, as necessary.

II.A.7.c
Requirement:
The IDE must describe efforts that it and eligible recipients will make to—

(c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]

Response:
Each eligible secondary and post-secondary recipient is asked to ensure that all career and technical education students are held accountable to the same challenging academic proficiencies as are taught to other students. A statement to this effect is included in the Assurances/Agreement Section of the local plan that each eligible recipient must sign.

Career and technical programs at the secondary level are part of comprehensive high schools. Career and technical students have the same core academic graduation requirements as general studies students. CTE students at the post-secondary level enroll in the same general education courses designed for general studies students and must complete the general education requirements in order to graduate with a credit certificate, diploma or associate degree.

In conjunction with this requirement, each secondary program receiving Perkins assistance will be required to report its status relative to academic attainment. At the post-secondary level, programs receiving Perkins assistance will be required to report its status relative to certificate, diploma or degree attainment.

II.A.8

Requirement:

The IDE must describe how it will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]

Response:

The Division of Community Colleges and Workforce Preparation has the responsibility for providing technical assistance to recipients of federal funds for CTE. As designated by the State Board of Education and the director, the Division will administer the Perkins grant, monitor its requirements, assist in policy development, leadership, and provide technical assistance to promote the development of services and activities that integrate rigorous and challenging academic and career and technical instruction and that link secondary and postsecondary education for participating career and technical education students.

In administering the Perkins IV grant, Division consultants are assigned to specific regions and work with all secondary schools, consortia, and community college recipients in those regions. Consultants routinely provide technical assistance for the implementation of the grant.

In providing technical assistance under Perkins IV, the Division will:

i. Assist local districts in aligning CTE with the state core indicators under the school improvement initiative.

ii. Assist eligible recipients in implementing and reporting on the requirements of Perkins IV.

iii. Work to develop and implement an up-to-date data and management information system to assure accurate aggregate data and analysis.

iv. Support school improvement activities linked to CTE.

v. Provide leadership and technical assistance to support the integration of academics into CTE programs.

vi. Assess, plan, implement and evaluate statewide and Division-supported professional development.

vii. Establish partnerships with local education agencies (LEAs) institutions of higher education, adult education providers, and other entities such as employers, labor organizations, intermediaries, and parents.

viii. Provide support for leadership, initial teacher preparation, and professional development focused on improving the quality of CTE personnel.

ix. Identify areas of economic development, emerging and targeted industries, and those that support these industries that relate to the development of new career and technical education programs

x. Analyze career and technical education program data on how the needs of special populations are being met and how the career and technical education programs are designed to enable special populations. This analysis will be used to meet State adjusted levels of performance. The analysis will track special populations for further education, further training, or for high skill, high wage, or high demand occupations.

xi. Continue to provide support and incentives for technology enhancement and training in CTE programs across the state.

xii. Continue to provide technical assistance that will serve individuals in State institutions, such as State correctional institutions and institutions that serve individuals with disabilities.

II.A.9

Requirement:

The IDE must describe how career and technical education in Iowa relates to state and regional occupational opportunities. [Sec. 122(c)(16)]

Response:

The merging trends of new technologies, global competitiveness, economic development needs, and the emergence of new occupational opportunities are resulting in an increased emphasis on assuring that career and technical education in Iowa relates to high-skill, high-wage, or high-demand occupations. The state has identified three targeted industries: advanced manufacturing, biosciences, and information solutions/financial services. The IDED-sponsored Battelle studies and the recent legislative Skilled Worker Shortage Study Committee and the Governor's Workforce Summit all highlight the skills gaps of the existing and projected Iowa workforce and the criticality of implementing career and technical programs matched to the economic and workforce needs of the state and nation. The continual examination of emerging careers and their necessary skill sets will be a focus of program improvement teams.

IWD is the state's principal data source utilized to determine occupational needs; regionally, employer surveys and environmental scanning techniques are used to supplement these state data sources. The principal sources of state and regional occupations opportunities are:

- Occupational Employment Statistics: This program conducts a semi-annual survey designed to produce estimates of employment and wages for specific occupations. The OES program collects data on wage and salary workers in non-farm establishments in order to produce employment and wage estimates for about 800 occupations. The OES program produces these estimates by geographic area and by industry. Estimates are created for the State, Metropolitans Statistical Areas, and four areas of the state. An overview of the program can be found at http://www.bls.gov/oes/oes_emp.htm#overview

- Iowa Wage Survey: These estimates are created using the data collected from the Occupational Employment Statistics Survey and aged to a more recent time period using the employment cost index. Estimates for additional geographic areas are created for employment and wages for occupations where sufficient data are available. Iowa creates estimates for the State, Metropolitan Statistical Areas, balance of state, IWD Regions, two digit industries and counties. Additional information for the Iowa Wage Survey can be found at http://www.iowaworkforce.org/lmi/occupations/wages/surveyinformation.htm.

- Occupational projections: The long-term occupational projections are produced every two years for a ten-year period. The programs two major inputs are the industry employment projections and the OES data. The industry employment projections provide information on non-farm employment, self-employed, agriculture, railroads and students. The OES data provides staffing pattern for the industries. The inputs are then processed using a software system and the outcome produces detailed occupational data such as employment levels, annual growth, and annual openings for the State of Iowa and 15 IWD Regions. New for the 2004-2014 occupational projections was the inclusion of information on wages, education/training levels and skills. The information retrieved from the occupational programs assists individuals in making informed career decisions. The national projections for 2006-2016 were recently released. However, state projections lag the national projections by several months. More information about the projections program is available at http://www.bls.gov/emp/home.htm IWD's labor market information network displays occupational and industry projections for 2004-2014, the website is http://iwin.iowaworkforce.org The 2004-2014 occupation projections were also used in the development of the Iowa Career Resource Guide The 2006-16 industry and occupational projections be available during the summer of 2008

II.A.10

Requirement:

The IDE must describe the methods it proposes for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]

Response:

The IDE currently submits a Consolidated Plan for the Elementary and Secondary Education Act as authorized by Title I of the No Child Left Behind Act (NCLB). While the plan does not include the Carl D. Perkins Act providing funds for career and technical education, the development of the plan included participation of the Bureau of Community Colleges and Career and Technical Education. Part of the planning process included identifying the purposes of each piece of federal education legislation,

developing a matrix showing the common areas of emphasis, and identifying how funds could be used to support common goals.

In the development of the State Plan for Perkins IV, staff members working with other federal education programs provided input including special education and homeless education. Wherever possible, the State Plan and local plans will address the needs of students served under the various federal education programs.

Current joint planning and coordination between federal career and technical education and programs funded under NCLB occurs regularly.

Additionally, IWD and the IDE have signed an interagency memorandum of understanding (MOU) regarding cross agency access and the development of a linked data system of educational training and retraining program participants and the state's unemployment insurance records for purposes of program evaluation and accountability. IWD is committed to seeking agreements with neighboring states, as well as the federal employees' data system so that job placement and retention may be more completely and accurately measured. If the effort is unsuccessful, the IDE may explore the use community college-conducted surveys of program leavers.

II.A.11

Requirement:

The IDE must describe the procedures it will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]

Response:

The State of Iowa has a long history of collaboration among state agencies regarding workforce development issues. This dates back to 1987 when Governor Terry Branstad established a Welfare Reform Council for the purposes of eliminating unnecessary duplication of services in the employment and training programs serving welfare recipients. Ultimately this initiative expanded to identify how all workforce development and related programs could best be coordinated.

Coordination across state agencies continued during the Governorship of Tom Vilsack with the State Enterprise Planning Initiative, and it continues with Governor Chet Culver. The state agencies engage in total enterprise planning, with initiatives driven by a common set of goals.

During Perkins III, IWD and the IDE utilized an outcomes matrix, which identified common program outcomes. During the 2006 Iowa legislative session, state funding was appropriated to IWD to develop an educational outcomes system linking IDE and IWD data sources. It is anticipated that as WIA is reauthorized, that the state agencies will work toward a common set of outcomes where appropriate.

Examples of cooperation across state agencies are most notable in the provision of career information and planning resource jointly developed by the IDE and IWD. Efforts to increase career awareness amongst students and parents are a priority of IDE, IDED, and IWD. IDED and the IDE are working

jointly in the expansion of Project Lead The Way (PLTW) amongst Iowa's high schools and an advanced manufacturing demonstration project. These types of cooperative cross-agency initiatives will grow during implementation of the Perkins IV plan.

II.B Other Department Requirements

II.B.1
Requirement:
The IDE must submit a copy of the State's local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.

Response:
Refer to Appendix B for the local application and instructions.

II.B.2
Requirement:
The IDE must provide a description of the State's governance structure for career and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.

Response:
Iowa's Education System

The State Board of Education, established by Iowa Code section 256.1 and appointed by the Governor, has the responsibility in the State of Iowa to establish policy and adopt accreditation rules for the operation of Iowa schools, area education agencies, and community colleges. In this role, the State Board of Education has responsibility for K-12 school districts, area education agencies, and community colleges serving students in credit courses and adult and continuing education students in noncredit courses. Additionally the Iowa State Board of Education constitutes the state board for career and technical education (IA Code 285.2)

The IDE is charged with carrying out the policies of the State by administering the education laws passed by the Iowa General Assembly and Congress. Another role of the Department is to provide leadership to local school districts, area education agencies, and community colleges that goes beyond the regulatory function of compliance with state or federal statutes or rules. That leadership is focused on the State Board of Education's stated goal for education in Iowa:

- All children will enter school ready to learn.
- All K-12 students will achieve at a high level.
- Individuals will pursue postsecondary education in order to drive economic success.

The state is divided into education regions. In each region, area education agencies (AEAs) provide a basic core of services to K-12 districts, with some variations depending on the needs of the schools and

students each serves. Funds for AEAs come from a combination of direct state aid, local property taxes, and various grants. The AEAs provide: special education, media services and educational services. The board members are elected by and represent local district school boards of education. This system maintains the Iowa philosophy of local control through a structure that closely parallels that of local schools.

Boundaries of the AEAs were established to be coterminous with the boundaries of the merged area schools in 1974. Today, several AEAs have consolidated while the community college boundaries have remained reasonably stable since their creation. The community colleges of Iowa operate numerous campuses and instructional centers. These public postsecondary two-year institutions are organized as comprehensive community colleges. Each community college has a locally-elected board of directors and serves a multi-county merged area, which may vary in size from four to twelve counties. All Iowans of postsecondary school age are eligible to attend any of the community colleges.

The Division of Community Colleges and Workforce Preparation is responsible for coordinating statewide efforts to fulfill the community colleges of Iowa's commitment to access, quality, and responsiveness. The Division does this through numerous partnerships among the community colleges, high schools, public and private four-year colleges, business, and labor. The Division is also responsible for adult education programs, coordinates secondary and postsecondary career education, and supervises veterans' and military education for postsecondary institutions.

One of the major responsibilities of the Division is career and technical education in Iowa. Programs and services provided by this Division include assistance with effective practices, program approval, technical assistance, funding, and career and technical student organizations. Educational consultants have responsibilities for state identified CTE service areas, as well as entrepreneurship, academics, articulation, cooperative education, corrections, gender equity, guidance and counseling, labor market materials, program evaluation, regional planning, Tech Prep, and special populations.

Career and technical student organizations include: Business Professionals of America (BPA); DECA; Delta Epsilon Chi; Future Business Leaders of America (FBLA); Family, Career, and Community Leaders of America (FCCLA); Iowa Association of FFA; Health Occupations Students of America (HOSA); Phi Beta Lambda (PBL); Postsecondary Agriculture Students (PAS); Iowa Association of SkillsUSA; and Technology Student Association (TSA).

Within the IDE, linkages have been built between academic and career education through the development of a career pathways framework organized around six broad career areas. This serves as a model or tool for local school improvement and ensures all students have the opportunity to explore careers. In preparation for the development of the Perkins IV, a third party assessment of the structure of Iowa CTE, Iowa Code and Administrative Rule requirements, policies, and practices was conducted by Hans Meeder, Consulting: *Reengineering CTE in Iowa—Aligning Career and Technical Education with Education Reform, Workforce Development and Economic Development*. The recommendations were received as the Perkins IV Stakeholders group was convened; the recommendations will continue to be reviewed for system and program improvement during the Perkins IV plan implementation.

The development of the Perkins IV State Plan is a responsibility of the IDE, Division of Community Colleges and Workforce Preparation.

The approximate number of recipients is 31 LEAs, 50 consortia of LEAs, and 15 community colleges.

II.B.3

Requirement:

The IDE must provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.

Response:

Iowa's community colleges have become the core of Iowa's workforce development delivery system in all regions of the state. The U.S. Government Accountability Office (GAO) visited Iowa in the summer of 2007 to study the strong role community colleges play in the state's one-stop workforce development delivery system.

Most of the state's workforce development regions are aligned with community college service delivery areas which enhance the coordination of education, job training and workforce development programs within regions.

Eleven community colleges are the administrative entities for Iowa's federal Workforce Investment Act and Promise Jobs programs and all 15 community colleges are core partners in regional workforce development delivery systems.

Adult basic education and skill training are essential in moving the state's unemployed, underemployed and displaced workers up the career ladder to higher skilled and higher paying jobs. Community colleges are the primary gateway for those Iowans; they will be essential in helping meet the looming skilled worker shortage.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

III.A.1.a
Requirement:
The IDE must describe the State's program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—

(a) Will be provided with equal access to activities assisted under the Act.

Response:
Secondary and community college staff will be supported in their efforts to provide equal access to their activities to special populations under the Act, including:.

- Continue assignment of an IDE consultant to work with both secondary and postsecondary recipients regarding equal access of special populations/non-traditional/at-risk and on promotion of nontraditional training and employment.

- Continue the Special populations/non-traditional/at-risk Leadership Team that includes representatives from community colleges across the state, K-12, AEAs, higher education, corrections, vocational rehabilitation, vocational services, business and industry, workforce and economic development, human services, and related agencies. Participants have an interest in special population students and provide guidance, input, and support for statewide equity efforts to ensure equal access to nontraditional employment, training, and programs.

- Continue to collect data to evaluate access and achievement of the special population students.

- Continue to provide technical assistance and professional development to teachers, administrators, counselors, and curriculum staff at LEAs and community colleges to address access and achievement of special population students.

- Continue to convene community college equity and special population coordinators on a regular basis so there is sharing regarding successful strategies for serving special population students.

- Continue to emphasize articulation between secondary and postsecondary programs regarding the importance of assisting special population students to transition from secondary and postsecondary education.

- Continue the Community College Diversity Seminar to promote professional development efforts focusing on nontraditional training, equal access, inclusiveness strategies for male and female students in nontraditional careers, and of special population students to employment.

- Continue to support and promote the content of the *Diversity Iowa Website,* a resource for Iowa educators from kindergarten to postsecondary school in their efforts to recognize and reflect diversity in their classrooms. Compile a database of resources to provide students with a

welcoming, supportive, and effective learning environment. Highlight secondary and postsecondary best practices in diversity efforts; provide technical assistance in efforts to promote nontraditional occupations.

- Continue to provide information to secondary guidance counselors and teachers, community college student services personnel and faculty, and other individuals regarding the value of nontraditional occupations and strategies to promote them with students and parents at the local level, including media promotion of nontraditional employment. Maintain an inclusive learning environment by demonstrating effective strategies to remove barriers to equity in non-traditional careers.

- Continue to provide $100,000 from the State Leadership Fund to serve individuals in the state correctional institutions, both those serving youth and those serving adults. The funds available will be utilized to provide services to individuals who choose to enroll in CTE programs.

III.A.1.b
Requirement:
The IDE must describe the State's program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—

(b) Will not be discriminated against on the basis of their status as members of special populations; and

Response:
The IDE and the recipients will not discriminate against special population students on the basis of their status as members of special populations/non-traditional/at-risk.

- Local applicants will be required to sign an assurance that they will not discriminate and must also provide information regarding how equal access will be achieved. Technical assistance will be provided to assist in promoting nondiscrimination.

- Professional development initiatives will assist in the identification and development of strategies to ensure nondiscrimination.

- Regularly scheduled community college accreditation visits, community college and school equity visits, the comprehensive school improvement process, and Perkins monitoring visits provide monitoring of discriminatory practices and resolution.

- A complaint review process is in place to address concerns related to discrimination.

III.A.1.c
Requirement:
The IDE must describe the State's program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—

(c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how the IDE will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]

Response:
The recipients will provide programs designed to enable the special population students to meet or exceed state adjusted levels of performance and to prepare special populations/non-traditional/at-risk for further learning and for high-skill, high-wage, or high-demand occupations. [Section 122(c)(9)(A)-(C)]

- Funding may be provided for community colleges to develop strategies for special populations that persist to graduation and lead to high skill, high wage, or high demand occupations. Program development will incorporate existing effective practices such as career development workshops, mentoring and tutoring services, engineering camps, and industry tours. Partnerships with local LEAs will include detailed metrics to measure program impact and outcomes. Matched local funding may be required.

- Recipients will clarify in the local application how they will be accountable for the performance of special population students. Eligible recipients must develop an improvement plan if they fail to meet the adjusted state levels of performance, including those for special populations.

- The application will require recipients to describe how programs will be designed to assist special populations to meet or exceed the performance levels. IDE staff may assist in the design of data driven, ongoing, and sustainable professional development related to assisting special population students in order to provide technical assistance to eligible recipients.

- Eligible recipients will be required to describe within their application the promotion of nontraditional occupations.

III.A.2
Requirement:
The IDE must describe how it will adequately address the needs of students in alternative education programs, if Iowa has such programs. [Sec. 122(c)(14)]

Response:
The local application guidelines will include information regarding the manner in which students in alternative education schools/programs may be served. Alternative education schools/programs include programs developed by secondary districts, consortia of schools, or in conjunction with community colleges designed to meet the needs of students not successfully participating in the traditional education delivery system.

Eligible recipients will address the needs of students in alternative education schools/programs, including the provision of career and technical education programs, guidance and counseling and support services.

III.A.3
Requirement:
The IDE must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]

Response:
Local recipients will describe how funds may be utilized to promote preparation for high-skill, high-wage or high-demand occupations and nontraditional fields for special population students.

To assist local recipients, the IDE will:

- Continue to disseminate information on best practices and resources for recruiting, enrolling, retaining, and graduating all students in career areas nontraditional for their gender, students from underrepresented racial/ethnic groups and students with disabilities.

- Continue to provide ongoing equity-related technical assistance to community colleges and IDE staff to encourage the systemic integration of strategies in the recruitment, retention, and preparation of students in high wage, high demand occupations in nontraditional fields.

- Continue to collaborate with state agencies, workforce development, educational institutions, and business and industry to promote programs that provide a seamless pathway for students entering nontraditional careers including Iowa's targeted industries (currently advanced manufacturing, biosciences, and information solutions/financial services).

- Continue to provide professional development workshops on skill assessments, educational delivery, training, and career counseling in high growth and nontraditional careers.

III.A.4
Requirement:
The IDE must describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]

Response:
The IDE will provide $100,000 of the State Leadership Fund to serve individuals in state correctional facilities, both those serving youth and those serving adults. The funds available will be utilized to provide services to individuals who choose to enroll in vocational and technical programs as described in Section 2 of the Perkins Act. Funding amount will be determined yearly.

State correctional institutions seeking the use of funds will submit an application responding to the requirements of the Perkins Act on a correctional facility application form. Allocation of the available funds will be based on each eligible correctional institution's relative portion of contact hours for students in career and technical programs. Each institution will then complete an individual application.

III.A.5
Requirement:

The IDE must describe how it will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended.

Response:
Recipients will develop an action plan to ensure equitable access, to promote participation, and to remove barriers to special needs participants.

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

IV.A.1
Requirement:
The IDE must describe procedures it will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]

Response:
The IDE convened a work team of the Perkins IV Stakeholders Committee to address the proposed measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels. The work team was composed of career and technical education practitioners and data reporting officers from eligible recipients at both the secondary and postsecondary levels, staff from the Division of Community Colleges and Workforce Preparation as well as IDE personnel that have assignments addressing performance indicators in other federal programs administered by the Department. The IDE shall maintain an internal data quality work team to monitor and improve data reporting quality, validity and reliability.

Iowa Code requires career and technical programs be competency-based and that minimum competencies be identified at the state level. The process for developing competencies is established by sub-rule 281.46.7 (1) in the Iowa Administrative Code. Local school districts and community colleges may elect to develop competencies in lieu of the state minimum competencies. A school district is provided the option of utilizing minimum competencies developed through a structured group interview process, involving a technical committee composed of incumbent workers within an occupational cluster of a service area. The law further requires the competencies be revalidated periodically. Iowa Code, Chapter 258.4(8) also requires the program sequence address the following: new and emerging technologies; job-seeking, job-keeping, and other employment skills including self-employment and entrepreneurial skills that reflect current industry standards, leadership skills, entrepreneurial, and labor-market needs; and the strengthening of basic academic skills. Perkins also required programs eligible for federal funds include competency-based instruction, applied learning that contributes to the academic knowledge, higher-order reasoning and problem- solving skills, work attitudes, general employability skills, technical skills, and occupational-specific skills of an individual. Another major legislative initiative has further shaped the model framework. School improvement focuses upon district identified and adopted standards and benchmarks. The process of State Accreditation of Community Colleges is utilized in the review of CTE programs, as well as a CTE program approval process for all new CTE programs proposed by the community colleges across the state.

IV.A.2
Requirement:
The IDE must describe the procedures it will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and

technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]

Response:
Data needed for the core indicators will be collected electronically by the State for both the secondary and postsecondary levels from the eligible recipients through the current data collection systems. Current performance levels for the indicators including those tied with ESEA performance (1S1, 1S2 and 4S1) are available through the state's Secondary Data collection system Project EASIER (Electronic Access System for Iowa Education Records). For the purposes of the adjusted levels of performance, the State will use the most recent aggregated eligible recipient data to determine a state baseline and project improvement for these levels.

The IDE's Project EASIER and Project EASIER Plus CTE are initiatives involved in the transfer of individual student records, which include data on CTE programs. The mission of the projects is to reduce data burden, encourage better decision-making by establishing and maintaining a cost effective method of accessing and transferring accurate and timely education information among school districts, postsecondary institutions and the IDE.

The IDE's MIS for community colleges is utilized to collect postsecondary student enrollment and demographic information. This information is augmented by supplemental student performance information collected via Project Easier Plus CTE for community colleges. The IDE will explore modification of the community college MIS system to incorporate data elements currently collected via Project Easier Plus CTE.

IV.A.3
Requirement:
The IDE must identify, on the forms in Part C of this guide, the valid and reliable measurement definitions and approaches that it will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. The IDE must describe how the proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]

Section 113(b) of the Act describes the measures that Iowa must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1). Based on its non-regulatory guidance, the USDE has pre-populated the measurement definitions on the Final Agreed Upon Performance Levels (FAUPL) form. The IDE does not need to describe how these definitions and measures are valid and reliable in the State plan narrative. If Iowa chooses to propose other student definitions and measurement approaches in its new State plan, it would have to describe how its proposed definitions and measures would be valid and reliable. (The U.S. Secretary of Education is considering whether to issue regulations requiring states to agree to use the student definitions and measurement approaches for the core indicators of performance for academic attainment in reading/language arts and mathematics and graduation rates as contained in the guidance document. If the Secretary decides to regulate on these issues and adopts final rules, states may be required to amend their State plans.

Response:
See Part C: Accountability Forms

Iowa will use units as a valid and reliable measure at the secondary level to compare programs due to the statewide definition in Iowa Administrative Code 281 12.5(14):

> "*Unit.* A unit is a course which meets one of the following criteria: it is taught for at least 200 minutes per week for 36 weeks; it is taught for the equivalent of 120 hours of instruction; or it is an equated requirement as a part of an innovative program filed as prescribed in rule 12.9(256). A fractional unit shall be calculated in a manner consistent with this subrule. Multiple–section courses taught at the same time in a single classroom situation by one teacher do not meet this unit definition for the assignment of a unit of credit. However, the third and fourth years of a foreign language may be taught at the same time by one teacher in a single classroom situation each yielding a unit of credit."

Iowa will use credits as a valid and reliable measure at the community college level to compare programs; a statewide definition is in Iowa Administrative Code 281 21.2(13).

IV.A.4
Requirement:
The IDE must describe how, in the course of developing core indicators of performance and additional indicators of performance, it will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]

Response:
Since the Office of Vocational and Adult Education (OVAE) opted to continue to utilize the Consolidated Annual Report (CAR) format to collect student attainment data from each state, Iowa will continue to align its implementation of Perkins IV with its efforts to implement ESEA legislation. Throughout the life of Perkins III, both programs defined a student as being academically proficient in the areas of math and reading if they scored at the 41st percentile (national norms) or higher on the math and reading assessment components of the Iowa Test of Educational Development. This alignment will continue into the implementation of Perkins IV. Iowa has the capability of tailoring its reporting to identify the student attainment in an individual program of study, as well as reporting on the consortium and career cluster levels. The outcome of the student academic attainment measures will be evaluated on the state and recipient levels.

Per the description in item #1 the Department convened a subcommittee of the Perkins IV Stakeholders Committee to address the proposed measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels.

The subcommittee was composed of career and technical education practitioners from eligible recipients at the secondary and postsecondary levels, as well as IDE and personnel that have assignments addressing performance indicators in other federal programs administered by the Division

of Community Colleges and Workforce Preparation within the IDE. This work team was given the charge of aligning performance indicators of other State and Federal programs to the greatest extent possible.

IV.A.5

Requirement:

On the forms provided in Part C of this guide, the IDE must provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(II)]

Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State plan, and to reach agreement with the Department on "adjusted performance levels" for each of the core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.

a. Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students' attainment of "challenging academic content standards" and "student academic achievement standards" that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State's academic assessments (i.e. the State's reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students' attainment of these State standards. Thus, a State's core indicators must include career and technical education students' proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State's assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.

   To measure attainment of these standards, a State must develop and reach agreement with the Department on "adjusted performance levels," which constitute the State's performance targets for a program year. Permissible targets (i.e. "adjusted performance levels") would be a State's "annual measurable objectives" (AMOs) from its State's ESEA accountability workbook. (To ensure that a State's schools are making "adequate yearly progress" (AYP) as required under section 1111(b)(2)(A) of the ESEA, section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the State's academic assessments each year.) Under the Perkins Act, a State may propose different performance levels (targets) instead of its AMOs as discussed below.

b. Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level "student graduation rates (as described in section 1111 (b)(2)(C)(vi) of the [ESEA])." Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State's schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide targets for graduation rates under section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year.

The Department strongly encourages Iowa to reach agreement on "adjusted performance levels" required under section 113 of the Perkins Act for the core indicators discussed in (a) and (b) above that are the same as Iowa's AMOs or targets that Iowa adopted to ensure that Iowa's schools are making AYP as required under section 1111(b)(2) of the ESEA. However, as noted above, Iowa may not have established targets for graduation rates under the ESEA, or Iowa may wish to propose performance levels for these core indicators that are different from Iowa's targets. If so, Iowa must provide baseline data using Iowa's most recent year's achievement data or graduation rate under the ESEA, propose performance levels, and reach agreement with the U.S. Department of Education on "adjusted performance levels." (The Secretary is considering whether to issue regulations requiring states to agree to "adjusted performance levels" under the Perkins Act that are the same as the State's AMOs or targets for graduation rate under the ESEA. If the Secretary decides to regulate on this issue and adopts final rules, states may be required to amend their State plans.)

Response:
See Part C: Accountability Forms

IV.A.6
Requirement:
The IDE must describe its process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(4)(A)(i)(II); sec. 122(c)(10)(B)]

Response:
Upon approval of the performance indicators by the U.S. Department of Education, the IDE will, to the greatest extent possible, provide each eligible recipient with baseline data. These data will be used to reach an agreement regarding the eligible recipients' adjusted levels of performance. The Perkins Act provides the eligible recipient the opportunity to accept the state agreed levels of performance. When this option is accepted, the eligible recipient will be held accountable to the state agreed levels of performance.

The IDE will provide each eligible recipient with the most recent data that was reported to the state on their behalf. These data will be used in the negotiation process to reach an agreement on the recipient's agreed to targeted level for performance on each indicator. If a recipient elects to negotiate a local performance target, it must propose a target level that demonstrates that the recipient will make

progress toward meeting the State's negotiated performance level for that indicator and their supporting rationale.

IV.A.7
Requirement:
The IDE must describe the objective criteria and methods it will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]

Response:
If significant unanticipated circumstances arise, an eligible recipient will have the opportunity to request a review of their agreed levels of performance. This request will be made during the application process. Upon a request for review of their local agreed levels of performance, the following method will be utilized.

- The eligible recipient will provide a written rationale to why and to what extent the local agreed levels of performance should be adjusted.
- The eligible recipient will provide data that supports the request to adjust their local levels of performance.
- The IDE will review the request and negotiate with the eligible recipient to make any adjustment to their agreed levels of performance.

IV.A.8
Requirement:
The IDE must describe how it will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how it will ensure that the data reported to it from local educational agencies and eligible institutions, and the data that it reports to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].

Response:
Data will be collected electronically by the State for both the secondary and postsecondary levels.

The IDE's Community College Management Information System (MIS) is the source, which the State utilizes to obtain input from eligible recipients at the postsecondary level. The purpose of the MIS is "...to collect data electronically from the community colleges to provide summative information about credit and non- credit students, credit student awards, programs and courses, human resources, and community college finances, and improvement and accountability of the system." The IDE conducts a multi-step process to ensure accuracy and reliability. An annual data dictionary and reporting manual are issued to ensure statewide reporting standards and definitions. Once data is submitted internal edits are conducted to identify reporting errors with the file layout or data elements. The Community College MIS is a point in time data reporting system, not a unit student record system. The IDE is exploring the development of a long range plan for improvement of the Community College MIS.

A summary report of the data submission is created and sent to the eligible recipient's administration for confirmation. Once confirmed by the eligible recipient, IDE staff further reviews the data to compare with previous years and identify possible issues to be resolved.

The IDE's Project EASIER (Electronic Access System for Iowa Education Records) and Project Easier Plus CTE are initiatives involved in the transfer of K-12 individual student records, which include data on CTE programs. The mission of the projects is to reduce data burden, encourage better decision-making by establishing and maintaining a cost effective method of accessing and transferring accurate and timely education information among school districts, postsecondary institutions and the IDE. The IDE Project EASIER staff conducts a multi-step process to ensure accuracy and reliability. An annual reporting manual is issued to ensure statewide reporting standards and definitions. Electronic data submission allows for the file to be filtered for errors and rejected if errors are detected. A system to identify errors and "out-of-bounds" responses is under development. A summary report of the data submission is created and available for the eligible recipient's administration to certify. Once certified by the eligible recipient, Project EASIER staff further reviews the data to compare with previous years and identify possible issues to be resolved.

Underlying principles of the projects include a commitment toward reduction of paper-based state reporting, building on existing technologies available to schools, a commitment toward the elimination of paper-based college transcripts, the adoption of a common basis for facilitating meaningful information exchange, and greater security of confidential student information.

IV.A.9

Requirement:

The IDE must describe how it plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

Response:

The annual grant letter approval that is issued to each local recipient, including consortia, will include specific language describing the agreed upon performance levels for the program year of the grant for each indicator as described in section 113(b) and 203(e) of the Act. These performance levels will then be entered in the recipient's (and each sub-recipients in the case of a consortium) specific web-based (Project EASIER plus CTE) reporting document for that given program year.

IV.A.10

Requirement:

The IDE must describe how it will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how it is coordinating those programs with other Federal programs to ensure non-duplication. [Sec. 122(c)(8)]

Response:

The Iowa code 258.4(7) requires LEAs and community colleges to conduct an annual review of at least 20% of the approved career and technical programs. At the secondary and postsecondary levels, the IDE confirms the compliance of these requirements and use of evaluation data for program improvement purposes through the LEA and community college accreditation and review process.

The Director of the IDE meets on a regular basis with other Iowa department directors to coordinate interagency activities and cooperative initiatives; additionally, a CTE consultant serves as the Department's liaison with the IWD and attends the IWD Board's monthly meetings; the State Board of Education and the IWD Board initiated a joint meeting in 2007. The DE and IWD have jointly developed and disseminated career information resources and instructional tools to our schools. The Division also coordinates the Adult Basic Education and Family Literacy Grant, strengthening the linkage between CTE and basic education and GED programs. Iowa has been successful in conducting a data match between the administrative records (UI) records of IWD and the community college MIS; both agencies are jointly supporting an enhanced administrative records match capability for the state. The IDE and IWD signed a Memorandum of Understanding (MOU) to enable a data match between the community college MIS and the state's unemployment insurance records. Additionally, IWD and IDE have collaborated on the Workforce Investment Act (WIA) incentive award to establish family literacy centers through the community colleges.

B. Other Department Requirements

IV.B.1.a-c
Requirement:
The IDE must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:

(a) The student definitions that the IDE will use for the secondary core indicators of performance and the postsecondary/adult core indicators of performance;

(b) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year, except that, for the indicators for which Iowa must use for its standards, assessment, and graduation rates adopted under Title I of the ESEA, if Iowa chooses to use its AMOs and targets under the ESEA, it will not need to submit baseline data; and

(c) Proposed performance levels as discussed above, except that, for the indicators for which Iowa must use its standards, assessments, and graduation rates adopted under Title I of the ESEA, if Iowa chooses to use its AMOs and targets under the ESEA, it will only have to confirm this information with its Regional Accountability Specialist. Upon request of the IDE, the Regional Accountability Specialist will pre-populate the forms in Part C with Iowa's AMOs and targets for the 2007-08 and 2008-09 program years and send the forms for IDE to finish completing.

Response:
See Part C: Accountability Forms

IV.B.2
Requirement:

The IDE must identify the program areas for which Iowa has technical skill assessments, the estimated percentage of CTE students who take technical skill assessments, and the Iowa's plan for increasing the coverage of programs and students reported in future program years.

Response:
The State has not adopted statewide technical skill assessments for any program area. In 2006, the IDE conducted a survey of high schools and community colleges to gather baseline data on the utilization of industry skill assessments and credentials; however the number of CTE students who take such assessments remains indeterminable. The Department is exploring ways to increase the number CTE students pursuing and completing industry skills credentials. As a part of this process, IDE personnel are participating in a variety of activities including the Next Steps Working Group's Technical Skills Assessment Study Group, Data Quality Institutes, and other efforts.

The technical skills assessed, the instrument utilized to assess those skills, and proficiency level to be attained to pass the assessment must be approved by a third party. The third party may be a nationally or state recognized industry organization, a provider of reliable and valid third party assessment instruments, or a regional or local advisory committee for the career and technical education program being assessed.

V. TECH PREP PROGRAMS

A. Statutory Requirements

V.A.1
Requirement:
The IDE must describe the competitive basis or formula it will use to award grants to tech-prep consortia. [Sec. 203(a)(1)]

Response:
Each of the 15 area consortia of the state will receive a basic allocation of $50,000. The balance awarded to each consortium will be based on the number of local education agencies in the area that choose to participate in the consortium. Superintendents of all secondary districts in each area must sign an affidavit regarding their choice to participate in the consortium. Ninety-five percent (95%) of the Tech Prep funds will be awarded to consortia in this manner. The remaining five percent (5%) will be used for administration at the state level.

Community colleges will be the fiscal agents for the tech prep consortia, with the responsibility for developing the data systems to track high school tech prep students who enter community college programs and the rates at which they persist and subsequently graduate.

The IDE has the authority to withhold and reallocate funding for consortia tech prep programs that do not meet minimum performance levels for three consecutive years.

V.A.2
Requirement:
The IDE must describe how it will give special consideration to applications that address the areas identified in section 204(d) of the Act. [Sec. 204(d)(1)-(6)]

Response:
Because funding of consortia is awarded through an allocation process rather than a competitive grant, the IDE will ask all consortia to address each of the six items in Sec. 204(d) in their local application. As noted earlier, a consortium must be formed for each community college merged area and must include the AEA, community college, and must invite and encourage all LEAs in the area to be members of the Tech Prep consortium.

The application will also require consortia to provide the following information:

1. Describe how the consortium will provide effective activities that lead to employment placement or the transfer of students to baccalaureate or advanced degree programs. Perkins Act Title II, [(Sec. 204(d)(1)]

2. Describe the process utilized by the Consortium to consult with business, industry, institutions of higher education, and labor organizations within the region in developing the transitional plan. Include the process that will be utilized in developing the five-year plan. Perkins Act Title II, [(Sec. 204(d)(2)]

3. Describe how the Consortium addresses the issues of school dropout prevention and reentry and the needs of special populations. Perkins Act Title II, [(Sec. 204(d)(3)]

4. Describe how the Consortium will provide education and training in area or skills, including emerging technology, that there are significant workforce shortages. Perkins Act Title II, [(Sec. 204 (d) (4)

5. Describe how tech prep/career academy programs will help students meet high academic and employability competencies. Perkins Act Title II, [Sec. 203(c)(2)(D)], [Sec. 204(d)(5)]

6. Describe how the consortium coordinates activities that are conducted under Title II, Tech Prep with the activities conducted under the Title I, basic Perkins. Perkins Act Title II,) [Sec. 203(c)(8)][Sec. 204(d)(6)]

V.A.3
Requirement:
The IDE must describe how it will ensure an equitable distribution of assistance between urban and rural consortium participants. [Sec. 204(f)]

Response:
Because of the method of allocation, all consortia are provided with equal opportunity to develop tech prep programs in their area. Within the consortia, funds are used to serve both rural and urban members in an equitable manner.

V.A.4.a
Requirement:
The IDE must describe how it will ensure that each funded tech prep program—

(a) Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;

Response:
In order to receive tech prep funds, each eligible program must be part of a consortium agreement. The state of Iowa is divided into 15 merged educational regions, each served by a community college. Another entity, area education agencies (AEAs), provides support services to respective K-12 districts (local education agencies). The consortium agreement must include a respective area education agency, community college, and K-12 district.

A second requirement for tech prep funding is that all local education agencies (LEAs) within the area must be invited and encouraged to be a member of the Tech Prep consortium. An articulation agreement delineating the responsibilities of the consortium for establishing and operating tech prep programs must be signed by the superintendent of each participating secondary district. Official representatives of the area education agency and community college as well as regional board chair (if applicable) also sign the agreement. If a secondary district elects not to participate in the consortium, an affidavit to that effect must be signed.

Tech Prep consortia will be encouraged to utilize the existing Regional Planning Board (Iowa Administrative Code 281-46.7(258)) or a regional advisory committee comprised of representatives from the following groups: the AEA, community college, K-12 districts, parents, business, industry, labor, workforce development, economic development, and chambers of commerce. Minutes of the regional advisory committee meetings will be made available to all consortia members. An annual report of the activities and outcomes of the Tech Prep plan shall be distributed to regional advisory committee members. If a regional advisory committee is utilized, the chairperson must also sign the annual tech prep grant application to ensure the committee is included in the process.

The regional advisory board has responsibility to review the development of the plan and provide assistance in the implementation of the regional tech prep activities. All program elements defined in the Tech Prep section of the Carl Perkins Act of 2006 are included in the work of the consortium.

V.A.4.b
Requirement:
The IDE must describe how it will ensure that each funded tech prep program—

(b) Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G) of the Act;

Response:
In accordance with requirements of the Perkins IV Act, tech prep programs developed and implemented by consortia will include a minimum of two years of secondary education and two or more years of post-secondary education in a non-duplicative, sequential program of study. Tech prep programs may also be designed in conjunction with registered apprenticeship programs. Such agreements must also include two years at the secondary level plus an apprenticeship experience encompassing a minimum of two years.

Tech prep programs must also meet the requirements for career and technical education (vocational education) stipulated in Iowa Code 256.11 and 258. Programs of study must include a minimum number of career and technical instructional units and include academic courses. In order to develop and implement 2 + 2 tech prep programs, consortia will seek input from secondary and post-secondary representatives, related labor organizations, business, and industry.

Tech prep programs of study will be competency-based and include technical and academic skills leading to an associate degree or two-year postsecondary credential. Sequential technical core elements will be included at both the secondary and post-secondary levels.

Core academic subjects within tech prep programs will include courses in mathematics, science, and/or communications and meet or exceed the requirements of the Elementary and Secondary Education Act.

To ensure that tech prep programs align with the needs of employers, advisory committees comprised of representatives from business and industry and labor will be established. Their role will be to assist with program curriculum development, identify competencies and skills standards, provide opportunities for work-based or work-site learning, and collaborate with educators to ensure that programs of study are relevant and current.

In developing tech prep applications, consortia will identify and describe strategies and funds that support the promotion of participants in tech prep programs that are non-traditional for male and female students.

A major focus for career and technical programs at the secondary level in Iowa has been the design, development, and implementation of career academies. Iowa Code 281-47.1(260C) defines the program requirements. Career academies are intended to strengthen the academic and technical components of career and technical education to improve alignment with high-skill, high-wage, or high-demand occupations. Tech prep and career academy programs have comparable parameters. As Iowa implements Perkins IV, state staff will seek consistency in definition between the Iowa tech prep model and the career academy model. A career academy shall meet the following minimum requirements (Iowa Administrative Code 281-47.2(1):

- Articulate two years of secondary education with an associate degree program, which may include a diploma or certificate;
- Ensure that the secondary and postsecondary components of the career preparatory program are non-duplicative;
- Identify a sequential course of study;
- Delineate skill standards specific to the industry;
- Integrate academic and technical instruction;
- Utilize work-based learning;
- Utilize work-site learning where appropriate and available;
- Lead to an associate degree in a high-skill and rewarding career field;
- Provide for an individual career planning process, with parent or guardian involvement; and
- Include articulation of a community college associate degree or, if possible, a baccalaureate degree.

V.A.4.c
Requirement:
The IDE must describe how it will ensure that each funded tech prep program—

(c) Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D) of the Act;

Response:

Tech prep and career academy programs will assist students in meeting high academic standards through the integration of academic skills into the scope and sequence of career and technical programs. Since tech prep and career academy programs in Iowa are part of the comprehensive high school structure, tech prep and career academy students must complete the same minimum general studies (academic) course requirements established for all secondary students for graduation.

Instructional modality and methodology will provide learning experiences that challenge students to high levels of academic attainment. Assessments used in accordance with NCLB legislation will document student learning progress and attainment. The Iowa Tests of Educational Development (ITEDs) are used within the state to measure student learning.

The development, design, and delivery of tech prep and career academy programs shall integrate programs of study and follow the Iowa Tech Prep Model which has the following components:

- Non-duplicative sequence of three or more units of CTE courses.
- Competency-based (skill standards) instruction.
- Articulation with postsecondary programs leading to an associate's degree or two-year certificate.
- Foster and include opportunities for secondary students to concurrently enroll in postsecondary courses.
- Academic courses in mathematics, science, and/or *communications.*
- Includes employability, leadership, and may include entrepreneurial components; may employ worksite learning experiences in conjunction with all aspects of an industry.

Educational technology and distance learning modalities will be encouraged and used where applicable and conducive to student learning styles. Career and academic courses are offered through distance learning/web-based delivery as well as the interactive Iowa Communications Network (ICN).

V.A.4.d
Requirement:
The IDE must describe how it will ensure that each funded tech prep program—

(d) Includes professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F) of the Act.

Response:
Professional development will be provided for administration, faculty and curriculum directors to support the successful planning, development and delivery of tech prep programs. Professional development shall include:

- Parameters for implementation of tech prep programs aligned with Perkins IV and Iowa's Tech Prep and career academy models.

- Technical assistance on the use of technology appropriate for the program.

- Dissemination of resources and strategies to assist students in understanding employability needs, expectations and methods in business as well as all aspects of an industry.

- Integration between academic and career and technical education.

- Dissemination of effective practices.

- Concepts and practices in contextual and applied learning.

- Formative and summative assessment strategies.

- Use and analysis of student achievement data derived from knowledge and skill assessments.

Professional development will be available and delivered jointly to all stakeholders within the tech prep consortium.

V.A.4.e
Requirement:
The IDE must describe how it will ensure that each funded tech prep program—

(e) Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the Act;

Response:
Counselors serve a paramount role in providing students with relevant career and postsecondary education information. This information is intended to assist students in making valid secondary and postsecondary decisions to guide their future careers. Professional development programs focusing on tech prep and career academies will include both secondary and postsecondary counselors, student services personnel, and AEA staff serving K-12 districts. Programs will be designed to assist participants to:

- Understand the parameters of tech prep and career academy programming and the Iowa Tech Prep and career academy models.

- Provide career guidance services and academic counseling to all students, including special populations.

- Provide information to students concerning the academic and career and technical course requirements of tech prep and career academy programs.

- Assist the educational progress of students in completing tech prep and career academy programs including meeting secondary graduation requirements, pursuing postsecondary articulation opportunities, and postsecondary degree completion planning.
- Provide relevant and reliable information concerning employment opportunities and career pathways for career and technical students.

- Assist students in appropriate job placement or transfer to further postsecondary education.

- Remain current with employability needs, expectations and methods of business as well as all aspects of an industry.

V.A.4.f
Requirement:
The IDE must describe how it will ensure that each funded tech prep program—

(f) Provides equal access to the full range of technical preparation programs (including pre-apprenticeship programs) to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations [Sec. 203(c)(6)];

Response:
Tech prep and career academy programs in Iowa provide equal opportunities for success in career and technical education to all students. Supplemental services and recruitment activities will emphasize tech prep program avenues to special population students. Special populations include: individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency. (Within the parameters of tech prep programming, the last category includes school drop-outs and adjudicated youth.)

Stakeholders from diverse backgrounds and experiences will actively participate in the planning, design, implementation, and evaluation of tech prep and career academy programs. Consortia will be encouraged to plan, develop, and implement strategies promoting tech prep and career academy programs to special population students and their parents. Strategies may include marketing, communications, and experiential activities.

Tech prep consortia will also be encouraged to develop programs and resources that focus on special populations and access to tech prep and career academy programs. Activities may include effective practices, student success stories, mentoring, and/or career exploration activities. In addition, tech prep and career academy programs in non-traditional career fields will be promoted to members of underrepresented populations.

Tech prep consortia will collaborate with educational and service providers and other relevant partners such as workforce development, youth corrections, business, industry, labor, economic development, and community colleges to identify, communicate, and serve the diverse needs of special populations. The overarching goal is to enhance student enrollment and success throughout their educational and career pathway.

V.A.4.g
Requirement:
The IDE must describe how it will ensure that each funded tech prep program—

(g) Provides for preparatory services that assist participants in tech-prep programs [Sec. 203(c)(7)]; and

Response:
To enhance enrollments and the success of participants in tech prep programs, consortia will provide a range of preparatory services. Students in 7-12th grade as well as those intending to transfer to aligned post-secondary programs will have access to such services.

Career exploration will be initiated in middle schools with the goal to provide general information, career awareness, and experiences in diverse career pathways. Currently, Iowa Choices is the State of Iowa Career Information and Delivery System (CIDS) for schools and postsecondary institutions. Students may access the CIDS to engage in career assessments, labor market data, and research career information that explores the world of work. Local consortia tech prep programs, career academies, and programs of study will be emphasized. Iowa requires that 8th grade students complete a graduation plan, the Student Core Curriculum Plan (SCCP), outlining high school course selection and plans through graduation. Tech prep and career academy courses and programs of study, as well as linkages with post-secondary institutions, will provide a potential roadmap to higher education in addition to career entry.

School counselors and teachers assist students and their parents in the development of 8th grade Student Core Curriculum Plans and will continue to facilitate and assist student's individual career and educational planning as they progress through high school and consider options through the tech prep/ career academy and general studies sequence.

As secondary students complete high school tech prep or career academy programs and articulate or transition to post-secondary related programs of study, community college staff will provide college services such as course placement testing, advising, and enrollment assistance designed to enhance the transition to higher education. This 7 – 14th integrated process is intended to provide valid preparatory information to students as they pursue and complete each step of the tech prep program's educational ladder.

Tech prep consortia members will also be encouraged to develop relevant employment-related activities. Such services will assist tech prep and career academy program participants in understanding the expectations of the work-place, the value of work-based experiential learning, and the need for life-long learning in the evolving world of work. Participants will also develop an understanding of the time and money value of a career education plan, the need for career planning, and the emergence of new occupations evolving in various career fields.

V.A.4.h
Requirement:
The IDE must describe how it will ensure that each funded tech prep program—

(h) Coordinates with activities under Title I. [Sec. 203(c)(8)]

Response:
In Iowa, all secondary career and technical education programs of study as well as tech prep and career academy programs are offered through comprehensive high schools. An increasing number of secondary career and technical programs have aligned with Iowa's career academy model. Therefore, program activities planned, developed and implemented in support of Title I of the Perkins plan shall parallel or be available to career and technical students as well as tech prep and career academy students.

During the transition year, eligible recipients were required to develop or implement a minimum of one program of study within their district or consortium. Eligible recipients will also foster the development and implementation of programs of study within their respective districts to benefit students and stakeholders. Each secondary district will develop and implement a minimum of 75% of their CTE programs to align with the Iowa program of study model. Eligible recipients will describe their plans to meet this goal in their application for funding. Eligible recipients will demonstrate incremental progress toward this goal throughout the implementation of the Carl D. Perkins Act of 2006.

Consortia will be encouraged to monitor and minimize duplication of activities during the implementation and on-going initiatives relevant to the requirements of Title I and Tech Prep within the Carl D. Perkins Career and Technical Education Act of 2006. Continual coordination, collaboration, and communication between stakeholders will facilitate this and provide a common message to all career and technical students. This can help maximize the impact and intent of Perkins IV funding for the State of Iowa and its career and technical students.

V.A.5
Requirement:
The IDE must describe how it plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

Response:
Upon approval of the performance indicators by the U.S. Department of Education, the IDE will, to the greatest extent possible, provide each eligible recipient with baseline data. These data will be used to reach an agreement regarding the eligible recipients' adjusted levels of performance. The Perkins Act provides the eligible recipient the opportunity to accept the state agreed levels of performance. When this option is accepted, the eligible recipient will be held accountable to the state agreed levels of performance.

The IDE will provide each eligible recipient with the most recent data that was reported to the state on their behalf. These data will be used in the negotiation process to reach an agreement on the recipient's agreed to targeted level for performance on each indicator. If a recipient elects to negotiate a local performance target, it must propose a target level that demonstrates that the recipient will make

progress toward meeting the State's negotiated performance level for that indicator and their supporting rationale.

B. Other Department Requirements

V.B.1

Requirement:

The IDE must submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.

Response:

Refer to Appendix D for the Tech Prep Application.
Refer to Appendix C for the Review Criteria to evaluate the Tech Prep application.

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

VI.A.1
Requirement:
The IDE must describe how it will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that it chooses to consolidate under section 202(a) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]

Response:
The formula used to distribute funds between the two sectors was implemented by the state per the Perkins IV legislation. The formula for the funds received through Perkins IV was based on input from a taskforce composed of administrators of secondary school districts and community colleges. Three factors are utilized to determine the distribution of funds received through Section 112 (1)(a) to the two sectors. The factors gave consideration to the enrollments (contact hours) in career and technical education programs in each of the sectors, the costs incurred by each sector to operate the programs, and the factors (population data) utilized by the U.S. Department of Education to distribute Career and Technical Education Assistance to the States. These factors were selected because together they provided a means to give full consideration to the comprehensive nature of career and technical educational programs and the needed investment of additional resources in both sectors to enable the achievement of the state's vision for its Career and Technical Education system.

The distribution of funds between the two sectors is based on the following formula using State Fiscal Year 2006 data:

- One-third (1/3) of the funds is distributed based upon the proportional share of the total contact hours generated by the career and technical education programs in each sector.

- One-third (1/3) of the funds is distributed based upon the proportional share of the total operation costs incurred by each sector to conduct career and technical education programs.

- One-third (1/3) of the funds is distributed based upon the federal method of calculating each state's share of the total federal appropriation. The federal method is shown below:

  (a) an amount that bears the same ratio to 50 percent of the sum being allotted as the product of the population aged 15 to 19 inclusive, in the State in the fiscal year preceding the fiscal year for which the determination is made and the State’s allotment ratio bears to the sum of the corresponding products for all the States;

  (b) an amount that bears the same ratio to 20 percent of the sum being allotted as the product of the population aged 20 to 24, inclusive, in the State in the fiscal year preceding the fiscal year for which the determination is made and the State’s allotment ratio bears to the sum of the corresponding products for all the States;

(c) an amount that bears the same ratio to 15 percent of the sum being allotted as the product of the population aged 25 to 65, inclusive, in the State in the fiscal year preceding the fiscal year for which the determination is made and the State's allotment ratio bears to the sum of the corresponding products for all the States; and

(d) an amount that bears the same ratio to 15 percent of the sum being allotted as the amounts allotted to the State under subparagraphs (a), (b), and (c) for such years bears to the sum of the amounts allotted to all the States under subparagraphs (a), (b), and (c) for such year.[Sec. 111(a)(2)]

The portion of funds that have been awarded to the State for the population group for ages 15-19 will be awarded to the secondary sector, and the balance of the funds will be awarded to the post-secondary sector.

Based on the formula described above, 50.6 percent of the funds received in Section 112(1)(a) will be distributed to the secondary sector and 49.4 percent of the funds will be distributed to the postsecondary sector. Each community college will expend a minimum of 5.4 percent of its annual Basic Grant allocation to improve program linkages between secondary and postsecondary career and technical education.

VI.A.2
Requirement:
The IDE must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Sec. 131(g); Sec. 202(c)]]

Response:
Funds received through this Section (131) will be allocated to local educational agencies within the state as follows:

Thirty percent (30%) will be allocated to such local educational agencies in the proportion to the number of individuals aged five through 17, inclusive, who reside in the school district served by such local educational agency for the preceding fiscal year compared to the total number of such individuals who reside in the school districts determined on the basis of the most recent satisfactory data provided to the secretary by the Bureau of the Census for the purpose of determining eligibility under Title I of the Elementary and Secondary Education Act of 1965.

Seventy percent (70%) of the funds will be allocated to each local educational agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local educational agency and are from families below the poverty level for the preceding fiscal year, as determined on the basis of the most recent satisfactory data used under section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared to the total number of such individuals who reside in school districts served by all of the local educational agencies in the state for such preceding fiscal year.

VI.A.3
Requirement:
The IDE must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State. [Section 122(c)(6)(A); Sec. 202(c)]

Response:
Each community college or consortium of community colleges will be allocated an amount that bears the same relationship to the portion of funds made available under Section 112(a)(1) for the postsecondary sector as the sum of the number of individuals who are Federal Pell Grant recipients and recipients of assistance from the Bureau of Indians Affairs enrolled in career-technical or college parallel/career option programs. Funds made available for a given fiscal year will be allocated base on the sum of the number of such recipients enrolled in such programs in the preceding fiscal year.
A consortium of community colleges will be required to operate joint projects that provide services to all postsecondary institutions participating in the consortium and mutually beneficial to all members of the consortium. Such funds will not be reallocated to individual members of the consortium for purposes of programs benefiting only one member of consortium. Consortia will also be required to describe in their application for funds the process they will utilize to allocate funds within the consortium.

Consortia membership will be fixed for the five year period. The IDE will mediate unresolved consortia membership issues.

VI.A.4
Requirement:
The IDE must describe how it will allocate any of those funds among any consortia that will be formed among secondary schools, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]

Response:
Funds distributed to a consortium must be used to benefit all members. As required by the Perkins Act, funds may not be returned to a member of the consortium based upon their contribution to the total consortium allocation. Decisions about fund distribution to members of the consortium will be made based upon a plan all members of the consortium develop.

VI.A.5
Requirement:
The IDE must describe how it will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocations. [Section 122(c)(6)(B); sec. 202(c)]

Response:
Iowa currently does not have any consortia at the postsecondary level. If the need arises to create consortia, the following process will take effect. Funds distributed to a consortium must be used to benefit all members. As required by the Perkins Act, funds may not be returned to a member of the

consortium based upon their contribution to the total consortium allocation. Decisions about fund distribution to members of the consortium will be made based upon a plan all members of the consortium develop.

VI.A.6
Requirement:
The IDE must describe how it will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]

Response:
When district boundaries change, the Department will do the following:

i. When districts merge after population and enrollment data has been collected, the Department will combine the population and/or enrollment data for the merging districts.

ii. When a district dissolves after population and enrollment data has been collected, the Department will split the enrollment of the dissolving district between the receiving district(s) based on data obtained from the School Finance Team.

The Department will obtain enrollment data from the Bureau of Planning, Research and Evaluation for local educational agencies without geographical boundaries and include those figures when making allocations.

VI.A.7
Requirement:
The IDE must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, it must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also it must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.

Response:
No alternative allocation formula is proposed.

B. Other Department Requirements

VI.B.1
Requirement:
The IDE must submit a detailed project budget, using the forms provided in Part B of this guide.

Response:
A detailed budget is provided in Part B.

VI.B.2
Requirement:
The IDE must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.

Response:
Lists of the allocations are provided in Appendix I.

VI.B.3
Requirement:
The IDE must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.

Response:
a. Distribution of Reserve Funds to Eligible Recipients (Section 112a)
Funds received through this Section (112a) will be distributed to postsecondary eligible recipients on a formula basis.

b. Distribution of Funds to Secondary Education Programs (Section 131)
Funds received through this Section (131) will be allocated to local educational agencies within the state as follows:

Thirty percent (30%) will be allocated to such local educational agencies in the proportion to the number of individuals aged five through 17, inclusive, who reside in the school district served by such local educational agency for the preceding fiscal year compared to the total number of such individuals who reside in the school districts determined on the basis of the most recent satisfactory data provided to the U.S. Secretary of Education by the Bureau of the Census for the purpose of determining eligibility under Title I of the Elementary and Secondary Education Act of 1965.

Seventy percent (70%) of the funds will be allocated to each local educational agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local educational agency and are from families below the poverty level for the preceding fiscal year, as determined on the basis of the most recent satisfactory data used under section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared to the total number of such individuals who reside in school districts served by all of the local educational agencies in the state for such preceding fiscal year.

Consortia membership will be fixed for the five year period. The Department of Education will mediate unresolved consortia membership issues.

c. Distribution of Funds to Postsecondary Education Programs (Section 132)

Each community college or consortium of community colleges will be allocated an amount that bears the same relationship to the portion of funds made available under Section 112(a)(1) for the postsecondary sector as the sum of the number of individuals who are Federal Pell Grant recipients and recipients of assistance from the Bureau of Indians Affairs enrolled in career-technical or college parallel/career option programs. Funds made available for a given fiscal year will be allocated base on the sum of the number of such recipients enrolled in such programs in the preceding fiscal year.

A consortium of community colleges will be required to operate joint projects that provide services to all postsecondary institutions participating in the consortium and mutually beneficial to all members of the consortium. Such funds will not be reallocated to individual members of the consortium for purposes of programs benefiting only one member of consortium. Consortia will also be required to describe in their application for funds the process they will utilize to allocate funds within the consortium.

VI.B.4
Requirement:
The IDE must describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.

Response:
Per section 112 of the Perkins Act, the reserve fund may not to exceed 8.5% of the annual total state allotment. The IDE will establish a reserve fund of $150,000 for State Fiscal Year 2009. In subsequent fiscal years, the IDE will make a funding request to the Director of the IDE. The reserve fund will be established to implement activities tied to the state's strategic workforce and economic priorities and initiatives, and/or to integrate the academic core supporting career and technical education or enhancing the academic attainment of CTE students to support activities at both the secondary and post-secondary levels. The focus of each year's funds will be determined by the IDE. The IDE will seek opportunities to use the reserve fund as leverage to secure additional support of these activities. Each of the community colleges must meet one of the following three criteria: (i) in a rural area; (ii) in an area with a high percentage of CTE students; (iii) or in an area with a high number of CTE students. Reserve funds will be made available to community colleges on a formula basis. Each of the 15 merged areas of the state will receive a basic allocation of $10,000. The balance awarded to each area will be based on the number of local education agencies in the area that choose to participate. Superintendents of all secondary districts in each area must sign an affidavit regarding their choice to participate.

Community colleges will be the fiscal agents for the reserve fund allocations.

VI.B.5
Requirement:
The IDE must describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.

Response:
For an eligible recipient to be considered as having a "high number of CTE students," the recipient must have CTE enrollment above the state average. For an eligible recipient to be considered as

having a “high percentage of CTE students,” their percentage of CTE students as compared to the total enrollment must be higher than the state average. For an eligible recipient to be considered “a rural area,” the area’s urban population must be lower than 50% of its total population. The IDE will utilize data from the Nation Center for Educational Statistics and the U.S. Census Bureau’s Small Area Income and Poverty Estimates (SAIPE) to determine an area’s urban population.

VI.B.6

Requirement:

The IDE must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.

Response:

The IDE will utilize information from the National Center for Educational Statistics to define each secondary district as urban or rural. All districts with a “urban-centric locale” code larger than 23 will be considered a rural or sparsely populated secondary district. For a postsecondary eligible recipient to be considered “a rural or sparsely populated area,” the area’s urban population must be lower than 50% of its total population. The IDE will utilize data from the National Center for Educational Statistics and the U.S. Census Bureau’s Small Area Income and Poverty Estimates (SAIPE) to determine an area’s urban population.

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

VII.A.1
Requirement:
The IDE must provide a written and signed certification that—

(a) The plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)] [*Note: The term 'eligible agency' means a* ***State board*** *designated or created consistent with State law as the sole State agency responsible for the administration, or the supervision of the administration, of career and technical education in the State. See Sec. 3(12).]*

(b) The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]

(c) The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]

(d) All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]

(e) A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)] [*Note: If a State wishes for the Department to continue sending the grant award documents directly to the State director, this individual's title needs to be listed on this portion of the assurance.]*

(f) The State officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]

(g) The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]

The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]

Response:
As established by Iowa Code Section 256.1 (and provided in detail by this plan in B2, Program Administration, the State Board of Education has the authority to develop, submit the state plan, and carry out the functions of the state plan, and disburse funds.

A written and signed certification is provided in Appendix M.

VII.B.1
Requirement:
The IDE must submit a copy of the State plan to the State office responsible for the Intergovernmental Review Process if Iowa implements that review process under Executive Order 12372. [See 34 CFR Part 79]

Response:
The IDE will submit a copy of this Perkins IV State Plan to the state office responsible for the Intergovernmental Review Process if Iowa implements that review process under Executive Order 12372.

VII.B.2
Requirement:
The IDE must provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; [See 34 CFR Part 82. To download ED Form 80-0013, and the SF LLL Form (Disclosure of Lobbying Activities) referred therein, See: http://www.ed.gov/fund/grant/apply/appforms/appforms.html]

Response:
Complete and signed assurances are provided in Appendix M.

VII.B.3
Requirement:
The IDE must provide a complete and signed Assurance for Non-Construction Programs Form. [See http://www.ed.gov/fund/grant/apply/appforms/appforms.html]

Response:
Complete and signed assurances are provided in Appendix M.

VII.B.4
Requirement:
The IDE must provide a signed assurance that it will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]

Response:
Complete and signed assurances are provided in Appendix M.

VII.B.5
Requirement:
The IDE must provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]

Response:
Complete and signed assurances are provided in Appendix M.

VII.B.6
Requirement:
The IDE must provide a signed assurance that Iowa will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area <u>or</u> is a public charter school operating secondary school career and technical education

programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]

Response:
Complete and signed assurances are provided in Appendix M.

VII.B.7
Requirement:
The IDE must provide a signed assurance that Iowa will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]

Response:
Complete and signed assurances are provided in Appendix M.

VII.B.8
Requirement:
The IDE must provide a signed assurance that Iowa and eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]

Response:
Complete and signed assurances are provided in Appendix M.

VII.B.9
Requirement:
The IDE must provide a signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]

Response:
Complete and signed assurances are provided in Appendix M.

VII.B.10
Requirement:
The IDE must provide a signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the

meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

Response:
Complete and signed assurances are provided in Appendix M.

PART B: BUDGET FORMS

Requirement:
On the attached budget tables, the IDE must identify for 2008-2009:

I. Title I: Career and Technical Education Assistance to States

Line I.A	The amount of Title I funds available under section 112(a).
Line I.B	The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a) and (b).
Line I.C	The total amount of combined Title I and Title II funds.
Line I.D	The percent and amount, if any, slated for eligible recipients under section 112(a)(1).
Line I.D.1	The amount, if any, to be reserved under section 112(c).
Line I.D.1.a	The percent and amount reserved for secondary recipients.
Line I.D.1.b	The percent and amount reserved for postsecondary recipients.
Line I.D.2	The amount to be made available for eligible recipients for under section 112(a)(1) by the allocation formulas addressed in sections 131 and 132.
Line I.D.2.a	The percent and amount slated for secondary recipients.
Line I.D.2.b	The percent and amount slated for postsecondary recipients.
Line I.E.	The percent and amount to be made available for State leadership under section 112(a)(2).
Line I.E.1	The amount to be made available for services to prepare individuals for non-traditional fields under section 112(a)(2)(B).
Line I.E.2	The amount to be made available to serve individuals in State institutions, as described in section 112(a)(2)(A).
Line I.F	The percent and amount to be expended for State administration under section 112(a)(3).
Line I.G	The amount to be expended for matching of Federal expenditures for State administration under sections 112(b) and 323.

Response:
The IDE has identified the data required on Lines I.A. – I.G. for 2008-2009 on the attached budget tables.

II. Title II: Tech Prep Programs

Line II.A The amount of funds available under section 201(a).

Line II.B The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a).

Line II.C The total amount of funds to be used for Title II tech-prep programs.

Line II.D The amount of funds to be made available for tech-prep consortia under section 203.

Line II.D.1 The percent of funds to be made available for tech-prep consortia under section 203.

Line II.D.2 The number of tech-prep consortia to be funded.

Line II.E The amount to be expended for State administration under Title II.

Line II.E.1 The percent of funds to be expended for State administration under Title II.

Response:
The IDE has identified the data required on Lines I.A. – I.G. for 2008-2009 on the attached budget tables.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2008)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	$ 12,134,049
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	$ 0
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (*Line A + Line B*)	$ 12,134,049
D. Local Formula Distribution (*not less than 85%*) (*Line C x 85%*)	$ 10,313,943
1. Reserve (*not more than 10% of Line D*)	$ 150,000
a. Secondary Programs (0 % of *Line D*)	$
b. Postsecondary Programs (100% of *Line D*)	$ 150,000
2. Available for formula allocations (*Line D minus Line D.1)*	$ 10,163,943
a. Secondary Programs (50.6% of *Line D.2*)	$ 5,142,955
b. Postsecondary Programs (49.4% of *Line D.2*)	$ 5,020,988
E. State Leadership (not more than 10%) (*Line C x10%)*	$ 1,213,404
1. Nontraditional Training and Employment	($ 100,000)
2. Corrections or Institutions	($ 100,000)
F. State Administration (not more than 5%) (*Line C x 5%*)	**$** 606,702
G. State Match *(from non-federal funds)*[1]	**$** 606,702

[1] The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2008)

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State $ _1,244,304

B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds $ _____0

C. Amount of Title II Funds to Be Made Available For Tech-Prep (*Line A less Line B*) $ _1,244,304

D. Tech-Prep Funds Earmarked for Consortia $ _1,182,089

1. Percent for Consortia
(*Line D divided by Line C*) [95%]

2. Number of Consortia ___15_____

3. Method of Distribution (*check one*):

a. __x__Formula
b. _____Competitive

E. Tech-Prep Administration $ ____62,215

1. Percent for Administration
(*Line E divided by Line C*) [5%]

PART C: ACCOUNTABILITY FORMS

I. Definitions of Student Populations

Requirement:
On page 43, the IDE must provide the career and technical education (CTE) student definitions that it will use for the secondary and postsecondary/adult core indicators of performance, e.g., "CTE participants" and "CTE concentrators." These are the students on which it will report data annually to the U.S. Secretary of Education under section 113(c)(1)-(2) of the Act.

Response:

A. Secondary Level

Career and Technical Education Participant – A secondary student who has earned one half (0.5) or more units in any career and technical education program area.
Career and Technical Education Concentrator – A secondary student who has earned one and a half (1.5) or more units in a single career and technical education program area.

B. Postsecondary/Adult Level

Career and Technical Education Participant – A post-secondary student who has earned one (1) or more credits in a career and technical education program.
Career and Technical Education Concentrator – A post-secondary student who: 1.) completes at least twelve (12) academic or technical credits within a single career and technical education program sequence that is comprised of 12 or more academic or technical credits that terminates in the award of an industry-recognized credential, a certificate, diploma, or a degree; or 2.) completes a short-term career and technical education program sequence of less than 12 credits that terminates with an award of an industry-recognized credential, or a certificate.

II. Identification of Measurement Definitions/Approaches

Requirement:
In Columns 2 and 3 of the Final Agreed Upon Performance Levels (FAUPL) forms on pages 44-48, the IDE must provide its valid and reliable measurement definitions and approaches, respectively, for each of the core indicators of performance required under section 113(b) of the Act. Each definition must contain a description of the numerator (the number of individuals achieving an outcome) and a denominator (the number of individuals seeking to achieve an outcome). As discussed above in Part A, Section IV, A.3, the U.S. Department of Education Office of Vocational and Adult Education (OVAE) pre-populated the FAUPL form with the measurement definitions and approaches for the core indicators to measure student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics under the Elementary and Secondary Education Act (ESEA) (1S1 and 1S2, respectively) and student graduation rates under the ESEA (4S1). Iowa may choose to propose other student definitions and measurement approaches, but

it would have to describe in its Perkins IV State Plan how its proposed definitions and measures would be valid and reliable.

Response:
See the column entitled "Measurement Approach" on Form C

III. Baseline Data

Requirement:
In Column 4 of the FAUPL forms, the IDE must provide baseline data, using data for the most recently completed program year (July 1, 2005 – June 30, 2006), on the performance of career and technical education students on each of the core indicators of performance, except that, for the indicators for which Iowa must use State standards, assessments, and graduation rates adopted under Title I of the ESEA, if the IDE chooses to use its annual measurable objectives (AMOs) and targets under the ESEA, it will not need to submit baseline data. The U.S. Department of Education Office of Vocational and Adult Education will use the IDE's baseline data as a starting point for reaching agreement with it on the core indicators of performance for the first two program years under Perkins IV section 113(b)(3)(iii) of the Act.

Response:
See the column entitled "Baseline- 7/1/07 – 6-30-08 on Form C.

IV. Performance Levels

Requirement:
In Columns 5 and 6 of the FAUPL forms, the IDE must provide proposed levels of performance for each of the core indicators of performance for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) as required under section 113(b)(3)(ii) of the Perkins Act, except that, for the indicators for which Iowa must use its standards, assessments, and graduation rates adopted under Title I of the ESEA, if Iowa chooses to use its AMOs or targets under the ESEA it will only have to confirm this information with its OVAE Regional Accountability Specialist. At Iowa's request, the Regional Accountability Specialist will pre-populate the forms in Part C with the Iowa's AMOs or targets for the 2007-08 and 2008-09 program years before sending the forms to IDE to finish completing. .

Response:
See the column entitled "Year One - 7/1/08 – 6/30/09 on Form C.

V. State Confirmation of Final Agreed Upon Performance Levels

Requirement:
After IDE reaches agreement with the U.S. Department of Education Office of Vocational and Adult Education on Iowa's final agreed upon adjusted performance levels for the first two program years, the IDE will be asked to confirm these levels via e-mail submission of Iowa's FAUPL form. Iowa's final agreed upon performance levels for the first two program years for the ESEA indicators will be incorporated into Iowa's plan and its July 1, 2007 Perkins grant award. Iowa's final agreed upon

performance levels for the first two program years for all other for all other indicators will be incorporated into its Perkins IV State Plan and its July 1, 2008 Perkins grant award.

Response:
The IDE will confirm after reaching agreement with the U.S. Department of Education Office of Vocational and Adult Education on Iowa's final agreed upon adjusted performance levels for the first two program years, by confirming these levels via email submission of the Iowa Final Agreed Upon Performance Levels (FAUPL) form.

II. Final Agreed Upon Performance Levels Form (FAUPL)

A. Secondary Career and Technical Education Performance Indicators and Targets:

Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06-6/30/07)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	**Numerator:** The number of career and technical education concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education. **Denominator:** The number of career and technical education concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.	Iowa uses multiple assessment tests for Reading/Language Arts. The test includes Iowa Tests of Basic Skills (ITBS), Iowa Tests of Educational Development (ITED), English Language Development Assessment (ELDA) and Iowa Alternate Assessment (IAA). Iowa public schools are judged by performance and improvement on the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED). Iowa school districts and buildings must report assessment results for all students in reading and mathematics in grades 3 through 8 and in grade 11. In science, student results are reported in grades 8 and 11, until the 2007-2008 school year in which grade 5 students' results will also be reported. Students identified as English language learners (ELL) are additionally assessed using the English Language Development Assessment (ELDA). Some students with disabilities are assessed using the Iowa Alternate Assessment. Students with disability such as sight impaired may take the Braille version of the ITBS reading comprehension test. Those scoring above the 40th percentile are counted as proficient for AYP purposes.	**76.38%**	**74.20%**	**79.30%**

Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06-6/30/07)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	**Numerator:** The number of career and technical education concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education. **Denominator:** The number of career and technical education concentrators who took the ESEA assessment in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, have left secondary education.	Iowa uses the Iowa Tests of Basic Skills (ITBS,) for grades 1-8 and Iowa Tests of Educational Development (ITED) for high school students for annual statewide assessment. To meet the requirements of the legislation, Iowa school districts and buildings must report assessment results for all students in reading and mathematics (see explanation in 1S1).	**78.32%**	**74.20%**	**79.30%**
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	**Numerator:** The number of career and technical education concentrators who passed a technical skill assessment that is reliable and valid and was approved by a third party and the post-secondary institution that the program is linked with through a "program of study", during the reporting year. **Denominator:** The number of career and technical education concentrators who took a technical skill assessment that is reliable and valid and was approved by a third party and the post-secondary institution that the program is linked with through a "program of study" during the reporting year.	The technical skills assessed, the instrument utilized to assess those skills, and proficiently level to be attained to pass the assessment must be approved by a third party and the post-secondary institution that the program is linked with through a "program of study". The third party may be a nationally or state recognized industry organization, a provider of reliable and valid third party assessment instruments, or a regional or local advisory committee for the career and technical education program being assessed.	**56.65%**	Not Required	**56.70%**

Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06-6/30/07)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)	**Numerator:** The number of career and technical education concentrators who earned a regular secondary school diploma, (including recognized alternative standards for individuals with disabilities) or earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma during the reporting year. **Denominator:** The number of career and technical education concentrators who left secondary education during the reporting year.	The state will utilize data collected via Project EASIER and Project EASIER Plus CTE to determine the rate at which career and technical education concentrators are completing high school.	**91.39%**	Not Required	**91.39%**
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	**Numerator:** The number of career and technical education concentrators who received a high school diploma in the reporting year. (They were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA for the reporting year.) **Denominator:** The number of career and technical education concentrators who left school in the reporting year. (They were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA for the reporting year.)	The state will utilize data collected via Project EASIER and Project EASIER Plus CTE to determine the rate at which career and technical education concentrators are graduating from high school.	**91.27%**	**90.3%**	**90.3%**
5S1 Secondary Placement 113(b)(2)(A)(v)	**Numerator:** The number of career and technical education concentrators who left high school and reported that they intended to enroll in post-secondary education or advanced training, in the military service, or employment. **Denominator:** The number of career and technical education concentrators who left secondary education during the reporting year.	The state will utilize data collected via the graduate intent survey and reported via Project EASIER and Project EASIER Plus CTE to determine the number of career and technical education concentrators that left secondary education during the reporting year that intent to enroll in post-secondary education, enter military service, or seek full time employment upon graduation from high school.	**86.43%**	Not Required	**86.43%**

Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/06-6/30/07	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	**Numerator:** The number of CTE participants from the under-represented gender group who participated in career and technical education programs that lead to employment in non-traditional fields for their gender during the reporting year. **Denominator:** The number of CTE participants who participated in career and technical education programs that lead to employment in non-traditional fields for a gender during the reporting year.	The state will utilize data collected via Project EASIER and Project EASIER Plus CTE to determine the rate at which the under-represented gender is participating in career and technical education program that lead to employment in a non-traditional field for their gender.	**Not Currently Available**	Not Required	**Not Currently Available**
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	**Numerator:** The number of CTE concentrators from the under-represented gender group who completed a career and technical education program that leads to employment in non-traditional fields for their gender and left school during the reporting year. **Denominator:** The number of CTE concentrators from the under-represented gender group who concentrated in career and technical education programs that leads to employment in non-traditional fields for their gender and left school during the reporting year.	The state will utilize data collected via Project EASIER and Project EASIER Plus CTE to determine the rate at which the under-represented gender is completing career and technical education program that lead to employment in a non-traditional field for their gender.	**30.37%**	Not Required	**30.37%**

B. Post-secondary Level Performance Indicators and Targets:

Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06-6/30/07)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	**Numerator:** The number of career and technical education concentrators who passed a technical skill assessment that is reliable and valid and was approved by a third party during the reporting year. **Denominator:** The number of career and technical education concentrators who took a technical skill assessment that is reliable and valid and was approved by a third party during the reporting year.	The technical skills assessed, the instrument utilized to assess those skills, and proficiency level to be attained to pass the assessment must be approved by a third party. The third party may be a nationally or state recognized industry organization, a provider of reliable and valid third party assessment instruments, or a regional or local advisory committee for the career and technical education program being assessed.	**82.06%**	Not Required	**82.11%**
2P1 Credential, Certificate, Diploma or Degree 113(b)(2)(B)(ii)	**Numerator:** The number of career and technical education concentrators who received an industry-recognized credential, a certificate, diploma, or a degree during the reporting year. **Denominator:** The number of career and technical education concentrators who left post-secondary education during the reporting year.	The state will utilize data collected via the community college Management Information System to determine the rate at which career and technical education concentrators are awarded an industry-recognized credential, a certificate, diploma, or a degree.	**44.02%**	Not Required	**44.03%**

Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/05-6/30/06)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	**Numerator:** The number of career and technical education concentrators who remained enrolled in their original post-secondary institution or transferred to another two or four year post-secondary institution during the reporting year and who were enrolled in post-secondary education the previous reporting year. **Denominator:** The number of career and technical education concentrators who were enrolled in post-secondary education in the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year; or did earn an award in the previous reporting year and remained enrolled in their original post-secondary institution or transferred to another two or four-year institution in the current reporting year.	The state will utilize data collected via the community college Management Information System and the National Student Clearing House to determine the rate at which career and technical education concentrators continue to participate in post-secondary education.	**71.79%**	Not Required	**71.80%**

Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/05-6/30/06)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
4P1 Student Placement 113(b)(2)(B)(iv)	**Numerator:** The number of career and technical educators concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs, in the second quarter following the program year in which they left post-secondary education. **Denominator:** The number of career and technical education concentrators who left post-secondary education during the reporting year.	The state will utilize data available via the community college Management Information System and the Department of Workforce Development's Unemployment Insurance files to determine the percentage of career and technical education concentrators that are employed within the state of Iowa and its bordering states. The Iowa Department of Workforce Development is entering into reciprocal agreements with Iowa's bordering states for the exchange of employment-related data. However, agreements are not currently in place with all states nor is the Department of Education able to obtain the data on a student record level. This currently limits the availability of placement data for the majority of the post-secondary grant recipients. Until the Department of Workforce Development has agreements in place for all bordering states that yields employment placement on an individual unit basis, grant recipients will be allowed to utilize placement data collected via local program completer follow-up surveys rather than the state data source to demonstrate continuous improvement.	**71.78%**	Not Required	**71.80%**

Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/06-6/30/07	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
5P1 Nontraditional Participation 113(b)(2)(B)(v)	**Numerator:** The number of CTE participants from the under-represented gender group who participated in career and technical education programs that lead to employment in a non-traditional field for their gender during the reporting year. **Denominator:** The number of CTE participants who participated in career and technical education programs that lead to employment in a non-traditional field for a gender during the reporting year.	The state will utilize data collected via community college Management Information System to determine the rate at which the under-represented gender is participating in career and technical education program that lead to employment in a non-traditional field for their gender.	**21.76%**	Not Required	**21.77%**
5P2 Nontraditional Completion 113(b)(2)(B)(v)	**Numerator:** The number of CTE concentrators from the under-represented gender group who completed a career and technical education program that leads to employment in a non-traditional field for their gender and left school during the reporting year. **Denominator:** The number of CTE concentrators from the under-represented gender group who concentrated in career and technical education programs that lead to employment in a non-traditional field for their gender and left school during the reporting year.	The state will utilize data collected via community college Management Information System to determine the rate at which the under-represented gender is completing career and technical education program that lead to employment in a non-traditional field for their gender.	**39.76%**	Not Required	**39.77%**

III. Tech Prep Performance Indicators

Additional Tech Prep Performance Indicators and Targets for Iowa Perkins Grant Recipients FY 2009-2013

In General: Tech Prep Regional Consortia will be required to negotiate performance targets for each of the performance indicators as required for section 113 of Perkins Act as well as for each of the additional indicators listed below from section 203. No State performance targets will be established for the additional tech prep performance indicators, however each consortium will be required to negotiate performance targets for each additional indicator and demonstrate continuous improvement. Each institutional member of the regional tech prep consortium will be required to report enrollment information and performance data to the Iowa Department of Education via Project EASIER Plus CTE and the community college Management Information System student for each of the tech prep programs being offered to their students.

Definitions:
Secondary Tech Prep Student: A secondary education student who has earned one and a half (1.5) or more units of credit in the secondary education component of a single career and technical education tech prep program.
Postsecondary Tech Prep Student: A student who has completed all of the courses in the secondary education component of a tech prep program; and has been accepted and enrolled in the postsecondary education component of a tech prep program at an institution of higher education.

Additional Indicators & Citations: Secondary & Post-secondary:	Measurement Definition	Measurement Approach	Baseline (7/1/07-6/30/08)	Year One 7/1/08-6/30/09
1TP1 **Tech Prep Participation** The number of secondary education students and post-secondary education students enrolled in tech prep programs. *PL 109-270, Section 203(e)(1)(A)*	The number of secondary tech prep students (see definition above) who enrolled in one or more courses in the secondary portion of a tech program during the reporting year plus the number of post-secondary tech prep students (see definition above) who were enrolled in one or more technical courses in the post-secondary portion of a tech prep program during the reporting year.	Secondary enrollment data will be collected via Project EASIER Plus CTE. Post-secondary enrollment data will be collected through the Community College Management Information System	Not currently available	No target required

Additional Indicators & Citations: Secondary	Measurement Definitions	Measurement Approach	Baseline (7/1/07-6/30/08	Year One 7/1/08-6/30/09
2TP1 **Post-secondary Participation** The number and percent of secondary education tech prep students enrolled in the tech prep program who enroll in postsecondary education; *PL 109-270-Section 203(e)(1)(B)(i)*	**Numerator:** The number of secondary tech prep students who graduated from a secondary school during the reporting year and intended to enroll in post-secondary education upon graduation from high school **Denominator**: The number of secondary tech prep students who graduated from a secondary school during the reporting year.	Data collected via the graduate intent survey and reported via Project EASIER and Project EASIER Plus CTE to determine the number of tech prep students who left secondary education during the reporting year that intent to enroll in post-secondary education upon graduation from high school will be utilized to calculate this performance indicator.	Not currently available	Consortia must demonstrate continuous improvement
2TP2 **Tech Prep Retention** The number and percent of secondary education tech prep students enrolled in the tech prep program who enroll in postsecondary education in the same field or major as the secondary education tech prep students were enrolled at the secondary level; *PL 109-270-Section 203(e)(1)(B)(ii)*	**Numerator:** The number of post-secondary tech prep students who were enrolled, during the reporting year, in the post-secondary portion of the same tech prep program or a program within the same cluster area as they were in high school the preceding year. **Denominator:** The number of secondary tech prep students who graduated from high school in the year preceding the reporting year.	Data collected through the Community College Management Information System and Project EASIER plus CTE will be utilized to calculate this performance indicator.	Not currently available	Consortia must demonstrate continuous improvement
2TP3 **Credential Attainment** The number and percent of secondary education tech prep students enrolled in the tech prep program who complete a State or industry-recognized certification or licensure; *PL 109-270-Section 203(e)(1)(B)(iii)*	**Numerator:** The number of secondary tech prep students who left secondary education during the reporting year who were awarded a State or industry recognized certification, or licensure **Denominator:** The number of secondary tech prep students who left secondary education during the reporting year.	Data collected via Project EASIER Plus CTE will be utilized to calculate this performance indicator.	Not currently available	Consortia must demonstrate continuous improvement

Additional Indicators & Citations: Secondary	Measurement Definitions	Measurement Approach	Baseline (7/1/07-6/30/08	Year One 7/1/08-6/30/09
2TP4 **Post-secondary Credit** The number and percent of secondary education tech prep students enrolled in the tech prep program who successfully complete, as a secondary school student, courses that award pos-secondary credit at the secondary level; *PL 109-270-Section 203(e)(1)(B)(iv)*	**Numerator:** The number secondary tech prep students who left secondary education during the reporting year who were awarded one or more post-secondary credits while they were enrolled in high school. **Denominator:** The number of secondary tech prep students who left secondary education during the reporting year.	Data collected via Project EAIER and Project EASIER Plus CTE will be utilized to calculate this performance indicator.	Not currently available	Consortia must demonstrate continuous improvement
2TP5 **Remedial Education** The number and percent of secondary education tech prep students enrolled in the tech prep program that also enroll in remedial mathematics, writing, or reading courses upon entering post-secondary education. *PL 109-270-Section 203(e)(1)(B)(v)*	**Numerator:** The number of post-secondary tech prep students, who completed the secondary portion of a tech prep program and graduated from high school the preceding reporting year, who were also enrolled in one or more remedial mathematics, writing, or reading courses during the reporting year. **Denominator:** The number of post-secondary tech prep students who completed the secondary portion of a tech prep program and graduated from high school during the preceding reporting year.	Data collected through the Community College Management Information System will be utilized to calculate this performance indicator.	Not currently available	Consortia must demonstrate continuous improvement
3TP1 **Placement** The number and percent of post-secondary tech prep students who were placed in a related field of employment not later than twelve months after graduation from the tech prep program. *PL 109-270-Section 203(e)(1)(C)(i)*	**Numerator:** The number of post-secondary tech prep students who graduated in the preceding reporting year and were placed in a related field in the second quarter following the program year in which they left post-secondary education. **Denominator:** The number of post-secondary tech prep students who graduated and left post-secondary education in the previous reporting year.	Data that is collected via the community college Management Information System and the Department of Workforce Development's Unemployment Insurance files to determine the percentage of tech prep completers that are employed in a related field within the state of Iowa. Grant recipients may elect to supplement placement data collected via local program completer follow-up surveys to demonstrate continuous improvement.	Not currently available	Consortia must demonstrate continuous improvement

Additional Indicators & Citations: Secondary	Measurement Definitions	Measurement Approach	Baseline (7/1/07-6/30/08	Year One 7/1/08-6/30/09
3TP2 **Credential Attainment** The number and percent of post-secondary tech prep students who were awarded a State or industry-recognized certification or licensure. *PL 109-270-Section 203(e)(1)(C)(ii)*	**Numerator:** The number of post-secondary tech prep students who left postsecondary education during the reporting year who were awarded a State or industry recognized certification, or licensure. **Denominator:** The number of post-secondary tech prep students who left postsecondary education during the reporting year.	Data will be collected via the supplemental web-based career data collection system (Project EASIER plus CTE) and the community College Management Information System will utilized to calculate this performance indicator.	Not currently available	Consortia must demonstrate continuous improvement
3TP3 **On-time Completion** The number and percent of post-secondary tech prep students who were awarded a two-year degree program within the normal time (one and a half times the length of the program) for completion of such program. *PL 109-270-Section 203(e)(1)(C)(iii)*	**Numerator:** The number of post-secondary tech prep students who were awarded a two-year degree during the reporting year who entered the post-secondary portion of a tech prep program within the last three reporting years. **Denominator:** The number of post-secondary tech prep students who left post-secondary education during the last three reporting years.	Data collected via the Community College Management Information System will be utilized to calculate this performance indicator.	Not currently available	Consortia must demonstrate continuous improvement
3TP4 **BA Degree Attainment** The number and percent of post-secondary tech prep students that completed a baccalaureate program within the normal time (one and a half times the length of the program) for completion of such program. *PL 109-270-Section 203(e)(1)(C)(iv)*	**Numerator:** The number of post-secondary tech prep students who entered a post-secondary program during the last six reporting years and were awarded a baccalaureate degree. **Denominator:** The number of post-secondary tech prep students who left postsecondary education during the last six reporting years.	Data collected via the Community College Management Information System and the National Student Data Clearing House will be utilized to calculate this performance indicator.	Not currently available	Consortia must demonstrate continuous improvement

CHESTER J. CULVER
GOVERNOR

OFFICE OF THE GOVERNOR

PATTY JUDGE
LT. GOVERNOR

March 28, 2008

Mr. Edward Smith, Chief
Program Administration Branch
Division of Academic and Technical Education
Office of Vocational and Adult Education
United States Department of Education
550 12th Street, SW
Potomac Center Plaza, Room 11053
Washington, D.C. 20202-7110

Dear Mr. Smith:

I am providing a copy of "Iowa's Five Year State Plan for Implementation of the Federal Carl D. Perkins Career and Technical Act of 2006" for your review.

I am recommending this plan for approval for the following reasons:

- Representatives from numerous entities with a stake in career and technical education in Iowa were involved in its development.
- Specific recommendations for implementing the plan include: Program Administration, Accountability and Assessment, Program Development and Improvement, Special Populations/Nontraditional Preparation, and Statewide Leadership.
- The plan addresses measurement definitions and approaches for the core indicators on student performance.
- The plan includes the promotion of the integration of coherent and rigorous academic content standards and career and technical education curricula.

I am proud to recommend this state plan for your approval and I am enthusiastic about its potential as part of a comprehensive plan to meet the learning needs of Iowans. Thank you.

Sincerely,

Chester J. Culver
Governor of Iowa

CC:JF/sew

STATE CAPITOL DES MOINES, IOWA 50319 515.281.5211 FAX 515.281.6611 WWW.GOVERNOR.STATE.IA.US

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF VOCATIONAL AND ADULT EDUCATION

RECEIVED
JAN 30 2008
DEPARTMENT OF EDUCATION

Jan Frederick

January 24, 2008

Judy A. Jeffrey, Director
State of Iowa, Department of Education
Grimes State Office Building
400 East 14th Street
Des Moines, IA 50319-0146

RE: Request to extend submission date of the State of Iowa's Five-Year Perkins IV State Plan under the Carl D. Perkins career and technical education Act of 2006

Dear Ms. Jeffrey:

We have accepted your request to extend the submission of your WI Perkins Plan beyond the April 1, 2008 deadline. However, please note that we have attached one caveat regarding the extension of your Perkins submission date. We suggest that you submit an unsigned five-year Perkins plan on or before the April 1, 2008 deadline. After you have secured the signatures of your State Board, resubmit your plan. Please remember to include a note indicating that you will resubmit your five-year Perkins Plan as soon as you have the signatures of your State Board.

If you have additional questions, please don't hesitate to contact me.

Sincerely,

Edward R. Smith, Rh. D.
Chief
Program Administration Branch
Office of Vocational Adult Education
U. S. Department of Education
550 12th Street, SW, Rm 110-57
Washington, DC 20202-7110
Edward.Smith@ed.gov
(Off) 202-245-7602
(Cell) 202- 260-7148
(Fax) 202-245-7170

APPENDIX A

BASIC GRANT APPLICATION APPROVAL CHECKLIST

State of Iowa
Department of Education
Division of Community College and Workforce Preparation
Grimes State Office Building
Des Moines, Iowa 50319-0146

Carl D. Perkins Career and Technical Education Act of 2006
(PL 109-270)

FY 2009 Local Application
Approval Checklist

Part I: List of Career and Technical Education Programs

A list of career and technical education programs offered by each community community/district during the previous academic year was forwarded to each community college president/local school administrator with the announcement of the FY 09-13 Perkins application process. Review, revise as necessary, and attach this list to the application.

Requirements	Meets	Does Not Meet	Comments
1) Secondary Schools--The list is attached and certified by the local school administrator(s), the grant's contact person, and the regional tech prep coordinator that the district will be offering the programs on the list during the 08-09 academic year and that the programs include the required program elements s listed on the grant application form. 2) Secondary Schools—The list of programs includes Tech Prep programs and identifies linkages to Community College programs 3) Post-secondary--Grant recipients must include a list of post-secondary programs that been certified by the President of the community college to include the required program requirements listed on the grant application form.			

Part II: Proposed Perkins Performance Level Targets

All recipients are required to accept the State Negotiated Performance Level or negotiate with the State to reach agreement on the adjusted levels of performance for each of the core indicators described below. If a recipient elects to negotiate with the state, the recipient must propose a performance target that demonstrates that the recipient will make progress toward meeting the State Negotiated Performance Level. The proposed target must be expressed in a percentage form so as to be objective, quantifiable, measurable, and provide supportive rationale.

Requirements	Meets	Does Not Meet	Comments
1) The recipient has attached the Performance Level Form and has had it signed/certified by the local school administrator(s) and the grant's contact person. 2) The recipient has entered in their Performance Levels for the current fiscal year. 3) If the performance levels are different than the State Negotiated Performance Levels, then rationale has been provided.			

Part III: Description of Processes and Services

1. Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient.
   PL 109-270,Title I, Part C, Section 134(b)(7). (Perkins Act)

Requirements	Meets	Does Not Meet	Comments
1) Description includes the process used to evaluate the performance of career and technical programs offered by the district(s)/college. 2) Description includes the process to continuously improve performance of the programs offered by the district(s)/college.			

2. Describe how the eligible recipient will-
   (A) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations; (Note: Special populations include single parents and displaced homemakers who are enrolled in CTE programs, among others.)
   (B) provide programs that are designed to enable special populations to meet the local adjusted levels of performance; and
   (C) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that lead to self-sufficiency.

PL 109-270,Title I, Part C, Section 134(b)(8).(Perkins Act)

Requirements	Meets	Does Not Meet	Comments
1) Description explains how career and technical programs are reviewed. 2) Description explains how strategies are identified and adopted to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations. 3) Description explains how activities are provided to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that lead to self-sufficiency.			

3. Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia, representatives of the entities participating in activities described in section 117 of Public Law 105-220, representatives of business (including small business) and industry, labor organizations, representative of special populations and other interested individuals are involved in development, implementation, and evaluation of career and technical education programs assisted under this title, (in the description address: consortium or individual operational procedures, review and the analysis of program performance data, how program evaluation findings are incorporated into the plan, barriers affecting special populations, school improvement or accreditation findings, and other items used to make decisions on proposed activities) and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study PL 109-270, Title I, Part C, Section 134(b)(5). (Carl D. Perkins Career and Technical Education Act of 2006)

Requirements	Meets	Does Not Meet	Comments
1) Description explains how all stakeholders (see above) are involved in A) Development; B) Implementation; C) Evaluation. 2) Description explains how all stakeholders are informed about and assisted in understanding of the Perkins IV requirements (including career and technical programs of study).			

4. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.
   PL 109-270,Title I, Part C, Section 134(b)(9). (Perkins Act)

Requirements	Meets	Does Not Meet	Comments
Description explains how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.			

5. Describe how funds will be used to promote preparation for non-traditional fields.
   PL 109-270,Title I, Part C, Section 134(b)(10). (Perkins Act)

Requirements	Meets	Does Not Meet	Comments
Description explains how funds will be used to promote preparation for non-traditional fields.			

6. Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.
   PL 109-270,Title I, Part C, Section 134(b)(11). (Perkins Act)

Requirements	Meets	Does Not Meet	Comments
Description explains how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.			

7. Describe efforts to improve-
   (A) The recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and
   (B) The transition to teaching from business and industry.
   PL 109-270,Title I, Part C, Section 134(b)(12). (Perkins Act)

Requirements	Meets	Does Not Meet	Comments
1) Description identifies strategies to improve the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession. 2) Description explains how efforts will be made to improve the transition to teaching from business and industry.			

8. If your district has an alternative education school/program, please describe how you will provide CTE programs, guidance and counseling, and support services to those students.

Requirements	Meets	Does Not Meet	Comments
The recipients include a description of how students in alternative education schools/programs are provided with CTE programs, guidance and counseling and support services.			

9. Consortium Members Only: Describe the operational procedures that were utilized to determine the priorities of the consortium and the development of the application and provide oversight of the activities funded by this grant. (Attach a copy of the consortium 28E agreement)

Requirements	Meets	Does Not Meet	Comments
If applicable, the recipients include a description of the process used to determine priorities of the consortium, the development of the application, and a way to communicate and review activities.			

Part IV: Budget Summary

Requirements	Meets	Does Not Meet	Comments
1) Budget Summary is present. 2) Sum of Budget equals all of the parts.			

Part V: Action Plan for Required Activities

Required Activity #1 – Strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical programs through a coherent sequence of courses, such as career and technical education programs of study described in section 122(c)(1)(A), to ensure learning in

(A) the core academic subject (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and

(B) career and technical education subject.

(Section 135 (b)(1) of the Perkins Act of 2006) and/or (Section 134(b)(3)(B)

Requirements	Meets	Does Not Meet	Comments
1) Action plan describes the recipient's initiatives to strengthen the academic and career and technical skills of students participating in CTE programs, including strengthening the core academic subjects and CTE subjects through a coherent sequence of courses. (B.1 and B.2) 2) The years for the initiative are indicated (if one-year plan, only current year needs to be marked) 3) Measurable outcomes are described, including the date(s) of anticipated completion. (B.3) 4) Recipient has identified staff assigned **and identified the CTE programs** involved to accomplish this initiative. (B.4) 5) The application identifies the FY09 Perkins funding amount budgeted for each project/initiative. (B.5) 6) If the applicant is completing a 5-year application, the other year's funding is estimated. 7) If applicable, other funding sources are indicated with an (X) 8) Consortia only: The application describes how these activities will be utilized for purposes and programs that are mutually beneficial for all members of the consortium. (C)			

Required Activity #2 – Link career and technical education at the secondary level and career and technical education at the postsecondary level, including offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A). (State Perkins Plan)
(Action plan must include at least one initiative- that is dedicated to the development or implementation of at least one program of study--See Definitions). The state goal is to develop and implement a minimum of 75% of CTE programs as Programs of Study within the 5-year timeframe of the Carl Perkins Act of 2006. Eligible recipients will describe their timeline and annual activities/steps to show incremental progress toward meeting this goal. Community Colleges must indicate what activities they are engaged in to utilize the 5.4% of their allocation required by the Perkins Plan for linkages with Secondary Schools. ***(Section 135(b)(2)of the Perkins Act of 2006) and/or (Section 134(b)(3)(A)***

Requirements	Meets	Does Not Meet	Comments
1) Action plan describes the recipient's initiatives to link CTE at the secondary level and CTE at the postsecondary level. (B.1 and B.2) 2) Action plan includes a time line and annual activities/ steps to show incremental progress toward meeting the requirement of 75% of CTE programs shall be Programs of Study within 5 years. Note: See definitions for a definition of program of study. 3) The years for the initiative are indicated (if one-year plan, only current year needs to be marked) 4) Measurable outcomes are described, including the date(s) of anticipated completion. (B.3) 5) Recipient has identified staff assigned **and identified the CTE programs** involved to accomplish this initiative. (B.4) 6) The application identifies the FY09 Perkins funding amount budgeted for each project/initiative. (B.5) 7) If the applicant is completing a 5-year application, the other year's funding is estimated. 8) Where applicable, other funding sources are indicated with an (X). (B.6) 9) Consortia only: The application describes how these activities will be utilized for purposes and programs that are mutually beneficial for all members of the consortium. (C)			

Required Activity #3 – Provide students with strong experience in and understanding of all Aspects of an Industry which may include work-based learning experiences. ***(Section 135(b)(3) of the Perkins Act of 2006) and/or (Section 134(b)(3)(C)***

Requirements	Meets	Does Not Meet	Comments
1) Action plan describes the recipient's initiatives to provide students with strong experience in and understanding of all Aspects of an Industry. 2) The years for the initiative are indicated (if one-year plan, only current year needs to be marked) 3) Measurable outcomes are described, including the date(s) of anticipated completion. (B.3) 4) Recipient has identified staff assigned **and identified the CTE programs** involved to accomplish this initiative. (B.4) 5) The application identifies the FY09 Perkins funding amount budgeted for each project/initiative. (B.5) 6) If the applicant is completing a 5-year application, the other year's funding is estimated. 7) If applicable, other funding sources are indicated with an (X) 8) Consortia only: The application describes how these activities will be utilized for purposes and programs that are mutually beneficial for all members of the consortium. (C)			

Required Activity #4 – Develop, improve, or expand the use of technology in career and technical education, which may include-

(A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;

(B) providing career and technical education students with the academic and career and technical skills (including mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or

(C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students. *(Section **135(b)(4) of the Perkins Act of 2006***

Requirements	Meets	Does Not Meet	Comments
1) Action plan describes the recipient's initiatives to develop, improve, or expand the use of technology in CTE. Among others, initiatives may include: (1) training of CTE teachers, faculty and administrators to use technology, which may include distance learning; (2) providing CTE students with the academic and career and technical skills (including mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or (3) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students. (B.1 and B.2) 2) The years for the initiative are indicated (if one-year plan, only current year needs to be marked) 3) Measurable outcomes are described, including the date(s) of anticipated completion. (B.3) 4) Recipient has identified staff assigned **and identified the CTE programs** involved to accomplish this initiative. (B.4) 5) The application identifies the FY09 Perkins funding amount budgeted for each project/initiative. (B.5) 6) If the applicant is completing a 5-year application, the other year's funding is estimated. 7) If applicable, other funding sources are indicated with an (X) 8) Consortia only: The application describes how these activities will be utilized for purposes and programs that are mutually beneficial for all members of the consortium. (C)			

Required Activity #5 – Provide professional development programs that are consistent with section 122 (Iowa Perkins Plan) to secondary and/or postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, in one or more of the following -

(A) in-service and pre-service training on-
 (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable; (ii) effective teaching skills based on research that includes promising practices; (iii) effective practices t improve parental and community involvement; and (iv) effective use of scientifically based research and data to improve instruction;

(B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct deliver of educational services to career and technical education students, to the ensure that such teachers and personnel stay current with all aspects of an industry;

(C) internship programs that provide relevant business experience; and

(D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction.

The professional development will be high quality, sustained, research-based, intensive, and classroom focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom. ***(Section 135(b)(5) of the Perkins Act of 2006) and/or Section 134(b)(4)*.**

Requirements	Meets	Does Not Meet	Comments
1) Action plan describes the recipient's initiatives to provide professional development programs (consistent with Iowa's Perkins plan) to secondary and/or postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs. Programs to provide professional development in one or more of the following during the current year: a) In-service and pre-service training; b) Support of education programs for teachers of CTE in public schools and other public school personnel who are involved in the direct delivery of education services to CTE students, to ensure that such teachers and personnel stay current with all aspects of an industry; c) Internship programs that provide relevant business experience; and d) Programs designed to train teachers specifically in the effective use and application of technology to improve instruction. (B.1 and B.2) 2) The years for the initiative are indicated (if one-year plan, only current year needs to be marked) 3) Measurable outcomes are described, including the date(s) of anticipated completion. (B.3) 4) Recipient has identified staff assigned **and identified the CTE programs** involved to accomplish this initiative. (B.4) 5) The application identifies the FY09 Perkins funding amount budgeted for each project/initiative. (B.5) 6) If the applicant is completing a 5-year application, the other year's funding is estimated. 7) If applicable, other funding sources are indicated with an (X)			

8) Consortia only: The application describes how these activities will be utilized for purposes and programs that are mutually beneficial for all members of the consortium. (C)			

Required Activity #6 – Develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met. ***(Section 135(b)(6) of the Perkins Act of 2006***

Requirements	Meets	Does Not Meet	Comments
1) Action plan describes the recipient's initiatives to develop and implement evaluations of the CTE programs carried out with funds under this title. 2) Action plan must describe an assessment of how the needs of special populations are being met. (B.1and B.2) 3) The years for the initiative are indicated (if one-year plan, only current year needs to be marked) 4) Measurable outcomes are described, including the date(s) of anticipated completion. (B.3) 5) Recipient has identified staff assigned **and identified the CTE programs** involved to accomplish this initiative. (B.4) 6) The application identifies the FY09 Perkins funding amount budgeted for each project/initiative. (B.5) 7) If the applicant is completing a 5-year application, the other year's funding is estimated. 8) If applicable, other funding sources are indicated with an (X) 9) Consortia only: The application describes how these activities will be utilized for purposes and programs that are mutually beneficial for all members of the consortium. (C)			

Required Activity #7 – Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology. ***(Section 135(b)(7) of the Perkins Act of 2006)***

Requirements	Meets	Does Not Meet	Comments
1) Action plan describes the recipient's current year initiatives to address one or more of the following: a) initiate, b) improve, c) expand, and d) modernize quality CTE programs, including relevant technology. (B.1 and B.2) 2) The years for the initiative are indicated (if one-year plan, only current year needs to be marked) 3) Measurable outcomes are described, including the date(s) of anticipated completion. (B.3) 4) Recipient has identified staff assigned **and identified the CTE programs** involved to accomplish this initiative. (B.4) 5) The application identifies the FY09 Perkins funding amount budgeted for each project/initiative. (B.5) 6) If the applicant is completing a 5-year application, the other year's funding is estimated. 7) If applicable, other funding sources are indicated with an (X) 8) Consortia only: The application describes how these activities will be utilized for purposes and programs that are mutually beneficial for all members of the consortium. (C)			

Required Activity #8 – Provide services and activities that are of sufficient size, scope, and quality to be effective. *(See part I, page 3, of application for program requirements.) (Applicant may indicate that all of the career and technical education programs offered, taught, and listed in part I meet these requirements and/or describe an activity to improve one or more of the elements.)* ***(Section 135(b)(8) of the Perkins Act of 2006)***

Requirements	Meets	Does Not Meet	Comments
1) Action plan describes the recipient's initiatives to provide services and activities that are of sufficient size, scope, and quality to be effective. (B.1 and B.2) 2) The years for the initiative are indicated (if one-year plan, only current year needs to be marked) 3) Measurable outcomes are described, including the date(s) of anticipated completion. (B.3) 4) Recipient has identified staff assigned **and identified the CTE programs** involved to accomplish this initiative. (B.4) 5) The application identifies the FY09 Perkins funding amount budgeted for each project/initiative. (B.5) 6) If the applicant is completing a 5-year application, the other year's funding is estimated. 7) If applicable, other funding sources are indicated with an (X) 8) Consortia only: The application describes how these activities will be utilized for purposes and programs that are mutually beneficial for all members of the consortium. (C)			

Required Activity #9 – Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency. ***(Section 135(b)(9) of the Perkins Act of 2006)***

Note #1: In addressing high-wage, high-skill or high-demand, multiple factors will be considered as eligible recipients develop programs that lead to high-wage, high-skill or high-demand occupations. The state will work with Iowa Workforce Development (Department of Labor) to provide assistance to the eligible recipients regarding regional determination of high-wage, high-skill or high-demand. Iowa Workforce Development determines high-demand on a statewide level as an industry with an annual growth rate of 1.2 percent (1.2%). On a statewide level, high-wage is determined as being above the mean annual wage for employment. Iowa Workforce Development will provide high-skill information on a regional level.

Note #2: Special populations include single parents and displaced homemakers who are enrolled in CTE programs, among others.

Requirements	Meets	Does Not Meet	Comments
1) Action plan describes the recipient's initiatives to provide activities to prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency. (B.1 and B.2) 2) The years for the initiative are indicated (if one-year plan, only current year needs to be marked) 3) Measurable outcomes are described, including the date(s) of anticipated completion. (B.3) 4) Recipient has identified staff assigned **and identified the CTE programs** involved to accomplish this initiative. (B.4) 5) The application identifies the FY09 Perkins funding amount budgeted for each project/initiative. (B.5) 6) If the applicant is completing a 5-year application, the other year's funding is estimated. 7) If applicable, other funding sources are indicated with an (X) 8) Consortia only: The application describes how these activities will be utilized for purposes and programs that are mutually beneficial for all members of the consortium. (C)			

<u>Part VI</u>: Action Plan for Permissive Activities
(Complete for each permissive activity identified by the recipient)

<u>Permissive Activity # Insert Number (____)</u>

Requirements	Meets	Does Not Meet	Comments
1) Action plan describes the recipient's initiatives to accomplish the permissive activity above. (B.1 and B.2) 2) The years for the initiative are indicated (if one-year plan, only current year needs to be marked) 3) Measurable outcomes are described, including the date(s) of anticipated completion. (B.3) 4) Recipient has identified staff assigned **and identified the CTE programs** involved to accomplish this initiative. (B.4) 5) The application identifies the FY09 Perkins funding amount budgeted for each project/initiative. (B.5) 6) If the applicant is completing a 5-year application, the other year's funding is estimated. 7) If applicable, other funding sources are indicated with an (X) 8) <u>Consortia only:</u> The application describes how these activities will be utilized for purposes and programs that are mutually beneficial for all members of the consortium. (C)			

Part VII: Action Plan for Administrative Costs

Administrative Costs: *(Permissive)* Each eligible recipient receiving funds under this grant award shall not use more than 5 percent of the funds for administrative costs associated with the administration of the activities conducted through the award.

Requirements	Meets	Does Not Meet	Comments
The recipient is budgeting not more than 5 percent of the funds for administrative costs associated with the administration of the activities conducted through the award.			

PART VIII: Assurances/Agreements - Fiscal Year 2008

A. INDIVIDUAL APPLICANT: ***To receive funds through the Carl D. Perkins Act, the chief executive officer is to sign this assurance statement on behalf of the eligible recipient to certify commitment to abide by these requirements through the period of this grant award***

Requirements	Meets	Does Not Meet	Comments
The chief executive officer has signed the assurance statement.			

OR

B. CONSORTIUM APPLICANT: *To receive funds through the Carl D. Perkins Act, the chief executive officer of the fiscal agent and of the consortium member institutions is to sign this assurance statement on behalf of the eligible recipients to certify their commitment to abide by these requirements through the period of this grant award.*

Requirements	Meets	Does Not Meet	Comments
The chief executive officer of the fiscal agent and each consortium member has signed the assurance statement.			

APPENDIX B

BASIC GRANT APPLICATION AND INSTRUCTIONS

Iowa Department of Education
Division of Community Colleges and Workforce Preparation
Bureau of Community Colleges and Career and Technical Education
Grimes State Office Building
Des Moines, IA 50319-0146

Carl D. Perkins Career and Technical Education Act of 2006 (P. L. 109-270)

FY09 Application Instructions, Allocation Tables, & Related Materials

Due Date: June 1, 2008

Due Date: June 1, 2008

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Applications will be reviewed for approval as received. To ensure approval of the application prior to the new fiscal year, July 1, 2008, it is necessary to **submit an ORIGINAL and ONE copy of the completed application by June 1, 2008, to:**

Attn: Patricia Vrban
Division of Community Colleges and Workforce Preparation
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, *et seq*.), Title IX (Educational Amendments, 20 U.S.C.§§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, *et seq*.).

If you have questions or grievances related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, telephone number 515/281-5295; or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661, telephone number 312/730-1560, fax 312/730-1576, email: OCR.Chicago@ed.gov.

Due Date: June 1, 2008

State of Iowa
Department of Education
Division of Community Colleges and Workforce Preparation
Grimes State office Building
Des Moines, Iowa 50319-0146

Request for Application

Title: Carl D. Perkins Career and Technical Education Basic Grant

CIP Number: 68.05010000

Administrative Code: Secondary Grant: 02-05-11-91, Postsecondary Grant: 03-05-11-91

Eligible Recipients: K-12 Educational Agencies, Community Colleges, or Consortiums of Eligible Recipients

Grant Amount: See allocation tables

Funding Period: July 1, 2008 through June 30, 2009. A five-year application may be completed, but the budget will need to be completed on a yearly basis. All funds allocated within the funding period must be expended by June 30 of that fiscal year.

Funding Source: Carl D. Perkins Career and Technical Education Act of 2006 (PL 109-270, Sections 131 and 132)

CFDA Code: 84.0488A

I. General Information:

Each local education agency and community college is allocated funds based on a formula prescribed by the Act. Eligible recipients may submit a local plan as an individual applicant or as a member of a consortium. To apply as an individual applicant, secondary school districts must have a minimum allocation of $15,000, and community colleges must have a minimum allocation of $50,000. A consortium must consist of two or more secondary school districts that have a combined allocation that exceeds $15,000, or two or more community colleges that have a combined allocation that exceeds $50,000.

II. Purpose:

"The purpose of the Carl D. Perkins Career and Technical Education Act of 2006 is to develop more fully the academic and career and technical skills of secondary students and postsecondary students who elect to enroll in career and technical education programs by:

1. building on the efforts of states and localities to develop challenging academic standards and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations in current or emerging professions;
2. promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary and postsecondary education for participating career and technical education students;
3. increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education; and
4. conducting and disseminating national research, and providing information on best practices that improve career and technical education programs, services and activities;
5. providing technical assistance that-
   - promotes leadership, initial preparation, and professional development at the State and local levels; and
   - improves the quality of career and technical education teachers, faculty, administrators, and counselors;
6. supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries; and
7. providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive. ''

Carl D. Perkins Career and Technical Education Act of 2006, PL 109-270,Title I, Section 2

A summary and the full text of the Carl D. Perkins Career and Technical Education Act of 2006 (PL 109-270) can be viewed on the U.S. Department's website at:
The full text of the Iowa state plan may be viewed on the Department's website at:
http://www.iowa.gov/educate/content/blogcategory/184/941/

III. Uses of Funds – Required Activities:

General Authority: Each eligible recipient that receives funds under this shall use such funds to improve career and technical education programs. (b) Funds made available to eligible recipients under this part shall be used to support career and technical education programs that- *PL 109-270, Section 135(a) and (b)*	
R-1 *(Required)*	strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical programs through a coherent sequence of courses, such as career and technical education programs of study described in section 122(c)(1)(A), to ensure learning in – (A) the core academic subject (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and (B) career and technical education subjects; *PL 109-270, Section 135(b)(1)*
R-2 *(Required)*	link career and technical education at secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A); *PL 109-270, Section 135(b)(2)*
R-3 *(Required)*	provide students with strong experience in and understanding of all aspects of an industry, which may include work-base learning experiences. *PL 109-270, Section 135(b)(3)*
R-4 *(Required)*	develop, improve, or expand the use of technology in career and technical education, which may include- (A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning; (B) providing career and technical education students with the academic and career and technical skills (including mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students *PL 109-270, Section 135(b)(4)*
R-5 *(Required)*	provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including- (A) in-service and pre-service training on- i. effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable; ii. effective teaching skills based on research that includes promising practices; iii. effective practices t improve parental and community involvement; and iv. effective use of scientifically based research and data to improve instruction; (B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to the ensure that such teachers and personnel stay current with all aspects of an industry; (C) internship programs that provide relevant business experience; and (D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction; *PL 109-270, Section 135(b)(5)*
R-6 *(Required)*	develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;

	PL 109-270, Section 135(b(6))
R-7 *(Required)*	initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology; *PL 109-270, Section 135(b)(7)*
R-8 *(Required)*	provide services and activities that are of sufficient size, scope, and quality to be effective; and *PL 109-270, Section 135(b(8))*
R-9 *(Required*	provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency. *PL 109-270, Section 135(b)(9)*

IV. Uses of Funds - Permissive Activities:

Funds made available to an eligible recipient under this title may be used-*PL 109-270, Section 135, (c)*	
P-1 (Permissive)	to involve parents, businesses, and labor organizations, as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this Title, including establishing effective programs and procedures to enable informed and effective participation in such programs; *PL109-270, Section 135, (c)(1)*
P-2 (Permissive)	to provide career guidance and academic counseling for students participating in career and technical education programs, that- (A) improves graduations rates and provides information on postsecondary and career option, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; (B) and provides assistance for postsecondary students, including for adult students who are changing career or updating skills; *PL109-270, Section 135, (c)(2)*
P-3 (Permissive)	for local education and business (including small business) partnerships, including for – (A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs; (B) adjunct faculty arrangements for qualified industry professionals; and (C) industry experience for teachers and faculty; *PL109-270, Section 135, (c)(3)*
P-4 (Permissive)	to provide programs for special populations; *PL109-270, Section 135, (c)(4)*
P-5 (Permissive)	to assist career and technical student organizations; *PL109-270, Section 135, (c)(5)*
P-6 (Permissive)	for mentoring and support services; *PL109-270, Section 135, (c)(6)*
P-7 (Permissive)	for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement; *PL109-270, Section 135, (c)(a7)*
P-8 (Permissive)	for teacher preparation programs that the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education instructors, including individuals with experience in business and industry; *PL109-270, Section 135, (c)(8)*
P-9 (Permissive)	to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education; *PL109-270, Section 135, (c)(9)*
P-10 (Permissive)	to develop initiatives that facilitate the transition of sub baccalaureate career and technical education students into baccalaureate degree programs, including- (A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;

	(B) postsecondary dual and concurrent enrollment programs, (C) academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and (D) other initiatives- (i.) to encourage the pursuit of a baccalaureate degree; and to over come barriers to enrolment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations; *PL109-270, Section 135, (c)(10)*
P-11 (Permissive)	to provide activities to support entrepreneurship education and training; *PL109-270, Section 135, (c)(1)*
P-12 (Permissive)	for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree; *PL109-270, Section 135, (c)(11)*
P-13 (Permissive)	to develop and support small, personalized career-themed learning communities; *PL109-270, Section 135, (c)(13)*
P-14 (Permissive)	to provide support for family and summer sciences programs; *PL109-270, Section 135, (c)(14)*
P-15 (Permissive)	To provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts; *PL109-270, Section 135, (c)(51)*
P-16 (Permissive)	to provide assistance to students who have participated in services and activities under this Act in continuing their education or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105-220 (29 U.S.C 2801 ET SEQ.); *PL109-270, Section 135, (c)(16)*
P-17 (Permissive)	to support training and activities (such as mentoring and outreach) in nontraditional fields; *PL109-270, Section 135, (c)(17)*
P-18 (Permissive)	to provide support for training for programs in automotive technologies; *PL109-270, Section 135, (c)(18)*
P-19 (Permissive)	to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives which may include- (A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors; (B) establishing, enhancing, or supporting systems for – (i) accountability data collection under this Act; or (ii) reporting data under this Act; (C) Implementing career and technical programs of study described in section 122(c)(1)(A); or (D) Implementing technical assessments; and *PL109-270, Section 135, (c)(19)*
P-20 (Permissive)	to support other career and technical education activities that are consistent with the purpose of this Act. *PL109-270, Section 135, (c)(20)*
P-A (Permissive)	Each eligible recipient receiving funds under this part shall not use more that 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section. *PL109-270, Section 135, (c)(1)*

Due Date: June 1, 2008

V. Accountability Requirements - Performance Indicators:

A Perkins Performance report with the FY 07 baseline performance data was sent to each recipient of funds through the Carl D. Perkins Career and Technical Education Act of 2006. This report included an aggregated performance level for each of the performance indicators based on student performance of students enrolled in the recipient's career and technical education programs during the 2006-07 academic year. These data are the baseline data for the recipient for it's FY 2009-13 Perkins grant application.

The report also included the State's Negotiated Performance Level target for each of the performance indicators. Recipients may accept the State Negotiated Performance Level or negotiate with the State to reach agreement on the adjusted levels of performance for each of the core indicators described below. If a recipient elects to negotiate with the state, it must propose a performance target that demonstrates that the recipient will make progress toward meeting the State Negotiated Performance Level. The proposed target must be expressed in a percentage form so as to be objective, quantifiable, measurable, and provide supportive rationale.

Complete the report by entering the proposed performance level target for each performance indicator and supportive rationale for the proposed performance target. The proposed performance target may be either the State Negotiated Performance Level or a locally determined performance level that demonstrate continuous progress.

The completed report is to be submitted with recipient's FY 09-13 Perkins application. **THIS FORM WILL NEED TO BE SUBMITTED YEARLY WITH NEW PERFORMANCE TARGETS**

Due Date: June 1, 2008

VI. Application Process:

Each local education agency and community college is annually allocated funds based on a formula prescribed by the Perkins Act. See the FY09 allocation tables in section IX of this manual for the amount of funds that have been allocated to each K-12 educational agency or community college per the prescribed formulas. Each local education agency and community college can choose to submit a one-year application or a five-year application.

- Eligible recipients may submit an application as an individual applicant or as a member of a consortium. To apply as an individual applicant, secondary school districts must have a minimum allocation of $15,000. Community colleges must have a minimum allocation of $50,000. A consortium must consist of two or more secondary school districts having a combined allocation that exceeds $15,000; or two or more community colleges that have a combined allocation that exceeds $50,000.

- Section 131(f)(2) and section 132(a)(3)(/B) of the Perkins Act states "Funds allocated to a consortium formed to meet the requirements of this subsection shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this Title. Such funds shall not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium."

- Allowable uses of funds information is identified in Section V of this manual.

- Performance data indicator accountability reporting is required on all students enrolled in all career and technical education programs offered in each school district, consortium, or community college (Table 5)

- Applications will be reviewed for approval as received. To ensure approval of the application prior to the new fiscal year, July 1, 2008, it is necessary to **submit an ORIGINAL and ONE copy of the completed application by June 1, 2008, to:**

  Attn: Patricia Vrban
  Division of Community Colleges and Workforce Preparation
  Iowa Department of Education
  Grimes State Office Building
  Des Moines, IA 50319-0146

VII. Definitions:

Basic Grant Program Requirements-Secondary Programs:
A secondary career and technical education program must:

- include a minimum of three sequential units; (each district must offer at least one program in four different service areas)
- be competency-based;
- include instruction in all aspects of the industry, general employability, technical, leadership, and entrepreneurship skills;
- be articulated with one or more postsecondary programs of study;
- include field, laboratory, clinical, or on-the-job training component; and
- have an active advisory committee composed of employers, and employees from the field the program(s) is preparing individuals to enter. (Iowa code 258.9)

Iowa Code 218-IAC 12.5(5)(i)

Basic Grant Program Requirements-Post-Secondary Programs:
A postsecondary career and technical education program must:

- include a minimum of 15 and not more than 86 credit hours of instruction;
- be competency–based;
- include instruction in all aspects of the industry, general employability, technical, leadership, and entrepreneurship skills;
- include field, laboratory, clinical, or on-the-job training component;
- have an active advisory committee composed of employers and employees from the field the program(s) is preparing individuals to enter; and;
- culminate with a certificate, diploma, or degree.

Iowa Code 281-21 & 46.

Tech Prep Program Structure:
In order to receive tech prep funds, each eligible program must be part of a consortium agreement.

The state of Iowa is divided into 15 merged educational regions, each served by a community college.
Another entity, area education agencies (AEAs), provides support services to respective K-12 districts (local education agencies).

The consortium agreement must include a respective area education agency, community college, and K-12 district. A second requirement for tech prep funding is that all local education agencies (LEAs) within the area must be invited and encouraged to be a member of the Tech Prep consortium. An articulation agreement delineating the responsibilities of the consortium for establishing and operating tech prep programs must be signed by the superintendent of each participating secondary district. Official representatives of the area education agency and community college as well as regional board chair also sign the agreement. If a secondary district elects not to participate in the consortium, an affidavit to that effect must be signed.

Tech Prep consortia will be encouraged to utilize a regional advisory board as the consortia members develop the regional tech prep plan. The regional advisory board would be encouraged to contain
representatives from the following groups: the AEA, community college, K-12 districts, parents, business, industry, labor, workforce development, economic development, and chambers of commerce.

Minutes of the regional advisory board meetings would be made available to all consortia members. An annual report shall be distributed to member stakeholders to help foster ongoing improvement of tech prep programs.

The regional advisory board has responsibility to review the development of the plan and provide assistance in the implementation of the regional tech prep activities.

All program elements defined in the Tech Prep section of the Carl Perkins Act of 2006 are included in the work of the consortium. The regional advisory board chair must also sign the annual tech prep grant application and ensures that board is included in the process.

Tech Prep
Tech prep programs will assist students in meeting high academic standards through the integration of academic skills into the scope and sequence of career and technical programs. Since tech prep programs in Iowa are part of the comprehensive high school structure, tech prep students must complete the same minimum general studies (academic) course requirements

established for all secondary students for graduation.

Instructional modality and methodology will provide learning experiences that challenge students to high levels of academic attainment. Assessments used in accordance with NCLB legislation will document student learning progress and attainment. The Iowa Tests of Educational Development (ITEDs) are used within the state to measure student learning.

The development, design, and delivery of tech prep shall integrate programs of study and follow the Iowa Tech Prep Model which has the following components:

- Non-duplicative sequence of three or more units of CTE courses.
- Competency-based (skill standards) instruction.
- Articulation with postsecondary programs leading to an associate's degree or two-year certificate.
- Foster and include opportunities for secondary students to concurrently enroll in postsecondary courses.
- Academic courses in mathematics, science, and/or *communications.*
- Includes employability, leadership, and may include entrepreneurial components; may employ worksite learning experiences in conjunction with all aspects of an industry.

Educational technology and distance learning modalities will be encouraged and used where applicable and conducive to student learning styles. Tech Prep courses are offered through distance learning/web-based delivery as well as the interactive Iowa Communications Network (ICN).

Career Academy

A career academy means a program of study that combines a minimum of two years of secondary education with an associate degree in a career preparatory program. A diploma or certificate may be provided as options within the associate degree program. The career academy is a program of study that is nonduplicative, sequential, and ensures that the course of study is skill standards-based, integrates academic and technical instruction, utilizes work-based and work site learning where appropriate and available, utilizes an individual career planning process with parent involvement, and prepares an individual for entry and advancement in a high-skill and rewarding career field as specified in 2003 Iowa Acts, First Extraordinary Session, chapter 2, section 76. A career academy may include articulation of the community college associate degree to a baccalaureate degree. "Nonduplicative" means that the postsecondary component of the career academy is not currently offered at a participating secondary school.

The career academy should strengthen the academic component of career and technical education through the integration of academic and career and technical education; build student competence in mathematics, science, and communications in a coherent sequence of courses; and lead to an associate degree that prepares an individual for entry and advancement in a high-skills and rewarding career field that may include further education.
Iowa Code 281-47.1(260C)

Program of Study:

Programs of Study in Iowa must meet the following requirements:

- Be consistent with Iowa Code for secondary and postsecondary schools and the State Board of Education approved CTE program approval requirements and procedures. Specific guidelines can be found in Iowa Code as identified here: (Iowa Code 256.11(5) h; 258.3A; 258.4; 281-46(258); 281-21.45(2 & 6) and 281-24.5(3- 6) (Requirements for Vocational Education); 260C.14 and 260.18A 281-47.2(260C) (Requirements for Career Academies).
- In accordance with Iowa Code, career and technical programs of study will consist of coherent and rigorous curriculum that:
  - Includes academic and technical content,
  - Is a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education, and
  - Adequately prepares students to succeed in postsecondary education leading to an industry recognized certificate or credential, including the Bureau of Apprenticeship and Training, credit certificate, diploma, Associate of Applied Science (AAS) or Associate of Science (AS) with a career option in a specific career field.
- All secondary students must meet the same high school graduation requirements as per Iowa Code 256.7(26).
- The secondary career and technical education programs of study may include concurrent enrollment opportunities for postsecondary credit. As part of the needs assessment process, local school districts and community colleges shall evaluate opportunities for concurrent enrollment.
- Career and technical education programs of study must include a sequence of at least three units of CTE coursework offered to the secondary level and linked to postsecondary education leading to an industry-recognized certificate or credential, including the Bureau of Apprenticeship and Training, credit certificate, diploma, Associate of Applied

Science (AAS) or Associate of Science (AS) with a career option in a specific career field.

- The career and technical education programs of study must be competency based and include applied learning that contributes to academic knowledge, higher-order thinking skills, reasoning and problem-solving skills, work attitudes, general employability skills, leadership, and knowledge of all aspects of the industry including entrepreneurship.
- Career and Technical Programs must have an advisory committee with representation of secondary and postsecondary levels of instruction as well as business and industry as applicable. The state board has adopted rules requiring that the memberships of local advisory councils fairly represent each sex and minorities residing in the school district.
- Career and technical programs will be evaluated through an annual review of the Perkins performance requirements for academic and technical attainment, placement and retention data, degree attainment data, and nontraditional career data for secondary and postsecondary programs. In addition, Iowa Code requires a more in-depth review of 20 percent of all CTE programs annually.

High-wage, high-skill, or high-demand occupations

In addressing high-wage, high-skill, or high-demand, multiple factors will be considered as eligible recipients develop and offer programs that lead to high-wage, high-skill, or high-demand occupations. The state will collaborate with Iowa Workforce Development (Department of Labor) to provide assistance to the eligible recipients regarding regional determination of high-wage, high-skills, or high demand occupations. Iowa Workforce Development (IWD) determines high-demand on a statewide level as an industry with an annual growth rate of 1.2 percent (1.2%). High-wage is determined on a regional level as being above the mean annual wage for employment. IWD can provide high-skill information on a regional level. IWD routinely surveys regional industries to determine skills needed for workforce enhancement and development. Such data is used by educational stakeholders to project new or revise existing career and technical programs of study.

Participant

Secondary Level–A secondary student who has earned one half (0.5) or more units in any career and technical education program area.

Postsecondary Level –A post-secondary student who has been accepted in a career and technical education program and has earned one (1) or more credits in technical core of the career and technical education program in the student is enrolled.

Concentrator

Secondary Level –A secondary student who has earned one and a half (1.5) or more units in a single career and technical education program area (e.g. Agriculture sciences, health science).

Postsecondary Level –A post-secondary student who: 1.) has been accepted in a career and technical education program; and 2.) completes at least twelve (12) credits of the technical core in the career and technical education program that terminates with an award of an industry-recognized credential, a certificate, or a degree; or 3.) completes a short-term career and technical education program sequence of less than 12 credits that terminates with an award of an industry-recognized credential, or a certificate

Special populations

- individuals with disabilities
- individuals from economically disadvantaged families, including foster children
- individuals preparing for non-traditional fields
- single parents, including single pregnant women
- displaced homemakers
- individuals with limited English proficiency

Due Date: June 1, 2008

VIII. Technical Assistance:

For Technical assistance in completing the application for FY09 Perkins funds, contact Roger Foelske via telephone at 515-281-4700 or via email at roger.foelske@iowa.gov or contact the staff member identified as the liaison for your community college region per the directory below:

Region I	Janet Woodruff	515-281-8488	janet.woodruff.@iowa.gov
Region II	Kelli Diemer	515-281-3615	kelli.diemer@iowa.gov
Region III	Roger Foelske	515-281-4700	roger.foelske.@iowa.gov
Region IV	Pat Thieben	515-281-4707	pat.thieben@iowa.gov
Region V	Roger Foelske	515-281-4700	roger.foelske.@iowa.gov
Region VI	Mary Ann Adams	515-281-4716	maryann.adams.@iowa.gov
Region VII	Dale Gruis	515-281-4712	dale.gruis.@iowa.gov
Region IX	Fidelis Ubadigbo	515-281-3080	fidelis.ubadigbo.@iowa.gov
Region X	Ken Maguire	515-281-4721	ken.maguire@iowa.gov
Region XI	Andy Wermes	515-281-8353	andy.wermes@iowa.gov
Region XII	Pat Thieben	515-281-4721	pat.thieben@iowa.gov
Region XIII	Colleen Hunt	515-281-0319	colleen.hunt@iowa.gov
Region XIV	Amy Vybiral	515-281-4704	amy.vybiral@iowa.gov
Region XV	Jeanette Thomas	515-281-3636	jeanette.thomas@iowa.gov
Region XVI	Catherine Vance	515-281-4722	catherine.vance@iowa.gov

Attachments:

Attachment A – FY09 Perkins Basic Application:

Additional copies of the application may be downloaded from the Department's website at: http://www.iowa.gov/educate/content/blogcategory/184/941/

Attachment B – FY09 Perkins Basic Application Approval Checklist:

This is the checklist that will be utilized to evaluate the local applications for approval. Recipients may also utilize the checklist as guidance for completing an application.

Attachment C – FY09 Perkins - Secondary Allocation Tables:

Additional copies of the allocation tables may be downloaded from the Department's website at: http://www.iowa.gov/educate/content/blogcategory/184/941/

Attachment D – FY09 Perkins – Postsecondary Allocation Tables:

Additional copies of the allocation tables may be downloaded from the Department's website at: http://www.iowa.gov/educate/content/blogcategory/184/941/

Due Date: June 1, 2008

Carl D. Perkins Career and Technical Education Act of 2006

(PL 109-270)

FY09 – FY13 Local Application for Funds

(Cover Sheet)

Eligible Recipient / Consortium Fiscal Agent County / District Number

Type of plan submitted (☐One year application or ☐ Five-year application)

☐ Individual Applicant or ☐Consortium (☐Continuation or ☐ New)

Consortium Name (if applicable)

☐Dr.☐Mr.☐Ms. (_____)_____-_____

Administrator, Superintendent or President Telephone Number

( ) -

E-Mail address FAX Number

Street Address

City, State, Zip Code

☐Dr.☐Mr.☐Ms. ( ) -

Carl Perkins Contact Person: Telephone Number

( ) -

E-Mail address FAX Number

Street Address

City, State, Zip Code

☐Dr.☐Mr.☐Ms. ( ) -

Carl Perkins Contact Person: Telephone Number

( ) -

E-Mail address FAX Number

Street Address

City, State, Zip Code

Total FY09 Allocation for this Application $_____.00

Due Date: June 1, 2008

State of Iowa
Department of Education
Division of Community Colleges and Workforce Preparation
Grimes State Office Building.
Des Moines, Iowa 50319-0146

Carl D. Perkins Career and Technical Education Act of 2006
(PL 109-270)

FY09 Local Application for Funds
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Applications will be reviewed for approval as received. To ensure approval of the application prior to the new fiscal year, July 1, 2008, it is necessary to **submit an ORIGINAL and ONE copy of the completed application by June 1, 2008, to:**

Attn: Patricia Vrban
Division of Community Colleges and Workforce Preparation
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146

Definitions:

Basic Grant Program Requirements-Secondary Programs:
A secondary career and technical education program must:

- include a minimum of three sequential units; (each district must offer at least one program in four different service area) be competency-based;
- include instruction in all aspects of the industry, general employability, technical, leadership, and entrepreneurship skills;
- be articulated with one or more postsecondary programs of study;
- include field, laboratory, clinical, or on-the-job training component; and
- have an active advisory committee composed of employers, and employees from the field the program(s) is preparing individuals to enter. (Iowa code 258.9)

Iowa Code 218-IAC 12.5(5)(i)

Basic Grant Program Requirements-Post-Secondary Programs:
A postsecondary career and technical education program must:

- include a minimum of 15 and not more than 86 credit hours of instruction;
- be competency–based;
- include instruction in all aspects of the industry, general employability, technical, leadership, and entrepreneurship skills;
- include field, laboratory, clinical, or on-the-job training component;
- have an active advisory committee composed of employers and employees from the field the program(s) is preparing individuals to enter; and;
- culminate with a certificate, diploma, or degree.

Iowa Code 281-21 & 46.

Tech Prep Program Structure:
In order to receive tech prep funds, each eligible program must be part of a consortium agreement.
The state of Iowa is divided into 15 merged educational regions, each served by a community college.
Another entity, area education agencies (AEAs), provides support services to respective K-12 districts (local education agencies).

The consortium agreement must include a respective area education agency, community college, and K-12 district. A second requirement for tech prep funding is that all local education agencies (LEAs) within the area must be invited and encouraged to be a member of the Tech Prep consortium. An articulation agreement delineating the responsibilities of the consortium for establishing and operating tech prep programs must be signed by the superintendent of each participating secondary district. Official representatives of the area education agency and community college as well as regional board chair also sign the agreement. If a secondary district elects not to participate in the consortium, an affidavit to that effect must be signed.

Tech Prep consortia will be encouraged to utilize a regional advisory board as the consortia members develop the regional tech prep plan. The regional advisory board would be encouraged to contain
representatives from the following groups: the AEA, community college, K-12 districts, parents, business, industry, labor, workforce development, economic development, and chambers of commerce.

Minutes of the regional advisory board meetings would be made available to all consortia members. An annual report shall be distributed to member stakeholders to help foster ongoing improvement of tech prep programs.

The regional advisory board has responsibility to review the development of the plan and provide assistance in the implementation of the regional tech prep activities.

All program elements defined in the Tech Prep section of the Carl Perkins Act of 2006 are included in the work of the consortium. The regional advisory board chair must also sign the annual tech prep grant application and ensures that board is included in the process.

Tech Prep
Tech prep programs will assist students in meeting high academic standards through the integration of academic skills into the scope and sequence of career and technical programs. Since tech prep programs in Iowa are part of the comprehensive

high school structure, tech prep students must complete the same minimum general studies (academic) course requirements established for all secondary students for graduation.

Instructional modality and methodology will provide learning experiences that challenge students to high levels of academic attainment. Assessments used in accordance with NCLB legislation will document student learning progress and attainment. The Iowa Tests of Educational Development (ITEDs) are used within the state to measure student learning.

The development, design, and delivery of tech prep shall integrate programs of study and follow the Iowa Tech Prep Model which has the following components:

- Non-duplicative sequence of three or more units of CTE courses.
- Competency-based (skill standards) instruction.
- Articulation with postsecondary programs leading to an associate's degree or two-year certificate.
- Foster and include opportunities for secondary students to concurrently enroll in postsecondary courses.
- Academic courses in mathematics, science, and/or *communications*.
- Includes employability, leadership, and may include entrepreneurial components; may employ worksite learning experiences in conjunction with all aspects of an industry.

Educational technology and distance learning modalities will be encouraged and used where applicable and conducive to student learning styles. Tech Prep courses are offered through distance learning/web-based delivery as well as the interactive Iowa Communications Network (ICN).

Career Academy

A career academy means a program of study that combines a minimum of two years of secondary education with an associate degree in a career preparatory program. A diploma or certificate may be provided as options within the associate degree program. The career academy is a program of study that is nonduplicative, sequential, and ensures that the course of study is skill standards-based, integrates academic and technical instruction, utilizes work-based and work site learning where appropriate and available, utilizes an individual career planning process with parent involvement, and prepares an individual for entry and advancement in a high-skill and rewarding career field as specified in 2003 Iowa Acts, First Extraordinary Session, chapter 2, section 76. A career academy may include articulation of the community college associate degree to a baccalaureate degree. "Nonduplicative" means that the postsecondary component of the career academy is not currently offered at a participating secondary school.

The career academy should strengthen the academic component of career and technical education through the integration of academic and career and technical education; build student competence in mathematics, science, and communications in a coherent sequence of courses; and lead to an associate degree that prepares an individual for entry and advancement in a high-skills and rewarding career field that may include further education.
Iowa Code 281-47.1(260C)

Program of Study:

Programs of Study in Iowa must meet the following requirements:

- Be consistent with Iowa Code for secondary and postsecondary schools and the State Board of Education approved CTE program approval requirements and procedures. Specific guidelines can be found in Iowa Code as identified here: (Iowa Code 256.11(5) h; 258.3A; 258.4; 281-46(258); 281-21.45(2 & 6) and 281-24.5(3- 6) (Requirements for Vocational Education); 260C.14 and 260.18A 281-47.2(260C) (Requirements for Career Academies).
- In accordance with Iowa Code, career and technical programs of study will consist of coherent and rigorous curriculum that:
  - Includes academic and technical content,
  - Is a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education, and
  - Adequately prepares students to succeed in postsecondary education leading to an industry recognized certificate or credential, including the Bureau of Apprenticeship and Training, credit certificate, diploma, Associate of Applied Science (AAS) or Associate of Science (AS) with a career option in a specific career field.
- All secondary students must meet the same high school graduation requirements as per Iowa Code 256.7(26).
- The secondary career and technical education programs of study may include concurrent enrollment opportunities for postsecondary credit. As part of the needs assessment process, local school districts and community colleges shall evaluate opportunities for concurrent enrollment.
- Career and technical education programs of study must include a sequence of at least three units of CTE coursework offered to the secondary level and linked to postsecondary education leading to an industry-recognized certificate or credential, including the Bureau of Apprenticeship and Training, credit certificate, diploma, Associate of Applied Science (AAS) or Associate of Science (AS) with a career option in a specific career field.

- The career and technical education programs of study must be competency based and include applied learning that contributes to academic knowledge, higher-order thinking skills, reasoning and problem-solving skills, work attitudes, general employability skills, leadership, and knowledge of all aspects of the industry including entrepreneurship.
- Career and Technical Programs must have an advisory committee with representation of secondary and postsecondary levels of instruction as well as business and industry as applicable. The state board has adopted rules requiring that the memberships of local advisory councils fairly represent each sex and minorities residing in the school district.
- Career and technical programs will be evaluated through an annual review of the Perkins performance requirements for academic and technical attainment, placement and retention data, degree attainment data, and nontraditional career data for secondary and postsecondary programs. In addition, Iowa Code requires a more in-depth review of 20 percent of all CTE programs annually

High-wage, high-skill, or high-demand occupations

In addressing high-wage, high-skill, or high-demand, multiple factors will be considered as eligible recipients develop and offer programs that lead to high-wage, high-skill, or high-demand occupations. The state will collaborate with Iowa Workforce Development (Department of Labor) to provide assistance to the eligible recipients regarding regional determination of high-wage, high-skills, or high demand occupations. Iowa Workforce Development (IWD) determines high-demand on a statewide level as an industry with an annual growth rate of 1.2 percent (1.2%). High-wage is determined on a regional level as being above the mean annual wage for employment. IWD can provide high-skill information on a regional level. IWD routinely surveys regional industries to determine skills needed for workforce enhancement and development. Such data is used by educational stakeholders to project new or revise existing career and technical programs of study.

Participant

Secondary Level–A secondary student who has earned one half (0.5) or more units in any career and technical education program area.

Postsecondary Level –A post-secondary student who has been accepted in a career and technical education program and has earned one (1) or more credits in technical core of the career and technical education program in the student is enrolled.

Concentrator

Secondary Level –A secondary student who has earned one and a half (1.5) or more units in a single career and technical education program area (e.g. Agriculture sciences, health science).

Postsecondary Level –A post-secondary student who: 1.) has been accepted in a career and technical education program; and 2.) completes at least twelve (12) credits of the technical core in the career and technical education program that terminates with an award of an industry-recognized credential, a certificate, or a degree; or 3.) completes a short-term career and technical education program sequence of less than 12 credits that terminates with an award of an industry-recognized credential, or a certificate

Special populations

- individuals with disabilities
- individuals from economically disadvantaged families, including foster children
- individuals preparing for non-traditional fields
- single parents, including single pregnant women
- displaced homemakers
- individuals with limited English proficiency

Due Date: June 1, 2008

Part I: List of Career and Technical Education Programs

Attach a list of career and technical education programs to be offered by the grant recipient (consortium applications must include a list of all programs offered by all members of the consortium) in the initial year of the application (FY 09).

A list of career and technical education programs offered by each community/district and the community college during the previous academic year was forwarded to each community college president/local school administrator with the announcement of the FY 09-13 Perkins application process. Review, revise as necessary, and attach this list to the application.

(a) Secondary grant recipient's program list(s) must be certified by the local school administrator(s), the grant's contact person, and the regional tech prep coordinator that the district will be offering the programs on the list during the 08-09 academic year and that the programs include the required program elements as listed below.
(b) The Secondary form will include a space after the Tech Prep identified programs so you can identify the community college programs with which they are linked. Indicate the programs by the letter of the program from the list provided to you with the application.
(c) Post-secondary grant recipients must include a list of post-secondary programs that been certified by the President of the community college to include the required program requirements listed below.

Program Requirements:

- A secondary career and technical education program must:
  - include a minimum of three sequential units; (each district must offer at least one program in four different service areas)
  - be competency-based;
  - include instruction in all aspects of the industry, general employability, technical, leadership, and entrepreneurship skills;
  - be articulated with one or more postsecondary programs of study;
  - include field, laboratory, clinical, or on-the-job training component;
  - have an active advisory committee composed of employers, and employees from the field the program(s) is preparing individuals to enter

  Source: Iowa Administrative Code: Chptr.281-12.5(5)

- A postsecondary career and technical education program must:
  - include a minimum of 15 and not more than 86 credit hours of instruction;
  - be competency-based;
  - include instruction in all aspects of the industry, general employability, technical, leadership, and entrepreneurship skills;
  - include field, laboratory, clinical, or on-the-job training component;
  - have an active advisory committee composed of employers and employees from the field the program(s) is preparing individuals to enter;
  - culminate with a certificate, diploma, or degree

  Source: Iowa Administrative Code: Chptr.281-21.4(2&6) & 281-21.45(3-6)

Due Date: June 1, 2008

Part II: Proposed Perkins Performance Level Targets

Attach list of the proposed performance levels for FY 09 10 for each of the required Perkins Performance Indicators.

A Perkins Performance report with the FY 07 baseline performance data was sent to each recipient of funds through the Carl D. Perkins Career and Technical Education Act of 2006. This report included an aggregated performance level for each of the performance indicators based on student performance of students enrolled in the recipient's career and technical education programs during the 2006-07 academic year. These data are the baseline data for the recipient for it's FY 2009-13 Perkins grant application.

The report also included the State's Negotiated Performance Level target for each of the performance indicators. Recipients may accept the State Negotiated Performance Level or negotiate with the State to reach agreement on the adjusted levels of performance for each of the core indicators described below. If a recipient elects to negotiate with the state, it must propose a performance target that demonstrates that the recipient will make progress toward meeting the State Negotiated Performance Level. The proposed target must be expressed in a percentage form so as to be objective, quantifiable, measurable, and provide supportive rationale.

Complete the report by entering the proposed performance level target for each performance indicator and supportive rationale for the proposed performance target. The proposed performance target may be either the State Negotiated Performance Level or a locally determined performance level that demonstrate continuous progress.

The completed report is to be submitted with recipient's FY 09-13 Perkins application. **THIS FORM WILL NEED TO BE SUBMITTED YEARLY WITH NEW PERFORMANCE TARGETS**

Due Date: June 1, 2008

Part III: Description of Processes and Services

1. *Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient.*
   PL 109-270, Title I, Part C, Section 134(b)(7). (Carl D. Perkins Career and Technical Education Act of 2006)

2. *Describe how the eligible recipient will-*
   - *(A) review career and technical education programs to identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations;*
   - *(B) provide activities that are designed to enable special populations to meet the local adjusted levels of performance; and*
   - *(C) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that lead to self-sufficiency.*

   PL 109-270, Title I, Part C, Section 134(b)(8).(Carl D. Perkins Career and Technical Education Act of 2006)

3. *Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia, representatives of the entities participating in activities described in section 117 of Public Law 105-220, representatives of business (including small business) and industry, labor organizations, representative of special populations and other interested individuals are involved in development, implementation, and evaluation of career and technical education programs assisted under this title, (in the description address: consortium or individual operational procedures, review and the analysis of program performance data, how program evaluation findings are incorporated into the plan, barriers affecting special populations, school improvement or accreditation findings, and other items used to make decisions on proposed activities) and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study* *PL 109-270, Title I, Part C, Section 134(b)(5). (Carl D. Perkins Career and Technical Education Act of 2006)*

4. *Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.*
   PL 109-270, Title I, Part C, Section 134(b)(9). (Carl D. Perkins Career and Technical Education Act of 2006)

5. *Describe how funds will be used to promote preparation for non-traditional fields.*
   PL 109-270,Title I, Part C, Section 134(b)(10). (Carl D. Perkins Career and Technical Education Act of 2006)

6. *Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.*
   PL 109-270, Title I, Part C, Section 134(b)(11). (Carl D. Perkins Career and Technical Education Act of 2006)

7. *Describe efforts to improve-*
   - *(A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and*
   - (B) *the transition to teaching from business and industry.*

   PL 109-270, Title I, Part C, Section 134(b)(12). (Carl D. Perkins Career and Technical Education Act of 2006)

8. *If your district has an alternative education school/program, please describe how you will provide CTE programs, guidance and counseling, and support services to those students.*
   PL 109-270, Title I, Part C, Section 122(c)(13). Carl D. Perkins Career and Technical Education Act of 2006

9. ***CONSORTIUM MEMBERS ONLY:*** *Describe the operational procedures that were utilized to determine the priorities of the consortium and the development of the application and provide oversight of the activities funded by this grant. (Attach a copy of the consortium 28E agreement).* *(Code of Iowa 28E)*

Due Date: June 1, 2008

PART IV: BUDGET SUMMARY - Fiscal Year 2009

- ***Please note that if you are submitting a 5-year plan that the Budget will need to be submitted annually.***
- ***All funds allocated within the funding period must be expended by June 30 of that fiscal year***

Enter the amount projected to be expended for each of the required activities and each permissive activity selected for use of funds received through this grant award.

Projected amount to expended for each required and permissive activity *(Total from each Action Plan)*	**FY09 Budget** Perkins
Required Activities:	
R-1: Integration of academics and career and technical education	
R-2: Linkage of secondary and postsecondary career and technical programs	
R-3: All aspects of an industry	
R-4: Use of technology	
R-5: Professional development	
R-6: Evaluation of career and technical education program(s)	
R-7: Initiate, improve, expand and modernize career and technical education	
R-8: Sufficient size, scope, and quality to be effective	
R-9: Activities to prepare special populations	
Sub-total for Required uses of funds;	
Permissive Activities:	
P-1: Involvement of parents, businesses, and labor organizations	
P-2: Provide career guidance and academic counseling	
P-3: Education and business partnerships	
P-4: Provide programs for special populations	
P-5: Assist career and technical student organizations	
P-6: Mentoring and support services	
P-7: Leasing, purchasing, upgrading or adapting instructional equipment	
P-8: Teacher preparation	
P-9: Develop and expand accessible postsecondary program offerings	
P-10: Facilitate the transition of students to baccalaureate degree programs	
P-11: Entrepreneurship education and training	
P-12: Improvement or developing new career and technical education courses	
P-13: Develop and support small, personalized career-learning communities	
P-14: Support for family and consumer sciences programs	
P-15: Programs for adults and school dropouts	
P-16: Assistance in continuing education or training or finding an appropriate job	
P-17: Support training in non-traditional fields	
P-18: Support for training programs in automotive technologies	
P-19: Pool funds with other eligible recipients for innovative initiatives	
P-20: Support other career and technical education activities consistent with Perkins Act	
Sub-total for Permissive uses of funds:	
Administrative Costs:	
A-1: Administrative Costs (not to exceed 5% of the total grant award)	
FY09 Application Total	**$ .00**

Due Date: June 1, 2008

Part V: Action Plan for Required Activities - **If you are completing a 5-year plan, resubmit this form annually only if changes are made.**

All eligible recipients (individually or as a member of a consortium) must conduct at least one initiative for each of the required activities listed below within the timeframe the funds are available to the recipient. A recipient may utilize funds received through this application or other funds available to the recipient to pay for the costs incurred conducting the initiative.

Required Activity # 1: Strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical programs through a coherent sequence of courses, such as career and technical education programs of study described in section 122(c)(1)(A), to ensure learning in

(A) the core academic subject (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and

(B) career and technical education subject.

(Section 135 (b)(1) of the Perkins Act of 2006) and/or (Section 134(b)(3)(B)

Description of the initiative(s) to be conducted:

	Indicate Years for Initiative (X)								**For 5-Year Plan - Estimated**			
								Put in X if Other than Perkins Funds Are Utilized (may have both Perkins funds and an X listed if applicable)				
Initiative(s)/Action Steps	**FY 09**	**FY 10**	**FY 11**	**FY 12**	**FY 13**	**Measurable Outcomes**	**Assigned Staff/CTE Program**	**Perkins Funds FY09**	**Perkins Funds FY10**	**Perkins Funds FY11**	**Perkins Funds FY12**	**Perkins Funds FY13**
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	☐	☐	☐	☐	☐							

C. Consortium Only - *Description of how these activities will be utilized for purposes and programs that are mutually beneficial for all members of the consortium: (Required for consortium applications only) PL 109-270, Title I, Part C, Section 131(f)(2):*

(Duplicate this form as necessary for initiatives conducted per this requirement.)

Due Date: June 1, 2008

Part V (Cont): Action Plan for Required Activities - **If you are completing a 5-year plan, resubmit this form annually only if changes are made.

Required Activity # 2: Link career and technical education at the secondary level and career and technical education at the postsecondary level, including offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A). (State Perkins Plan)
(Action plan must include at least one initiative- that is dedicated to the development or implementation of at least one program of study--See Definitions). The state goal is to develop and implement a minimum of 75% of CTE programs as Programs of Study within the 5-year timeframe of the Carl Perkins Act of 2006. Eligible recipients will describe their timeline and annual activities/steps to show incremental progress toward meeting this goal. Community Colleges must indicate what activities they are engaged in to utilize the 5.4% of their allocation required by the Perkins Plan for linkages with Secondary Schools. ***(Section 135(b)(2)of the Perkins Act of 2006) and/or (Section 134(b)(3)(A)***

Description of the initiative(s) to be conducted:

	Indicate Years for Initiative (X)								**For 5-Year Plan - Estimated**			
								Put in X if Other than Perkins Funds Are Utilized (may have both Perkins funds and an X listed if applicable)				
Initiative(s)/Action Steps	**FY 09**	**FY 10**	**FY 11**	**FY 12**	**FY 13**	**Measurable Outcomes**	**Assigned Staff/CTE Program**	**Perkins Funds FY09**	**Perkins Funds FY10**	**Perkins Funds FY11**	**Perkins Funds FY12**	**Perkins Funds FY13**
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	☐	☐	☐	☐	☐							

C. Consortium Only - *Description of how these activities will be utilized for purposes and programs that are mutually beneficial for all members of the consortium:* *(Required for consortium applications only) PL 109-270, Title I, Part C, Section 131(f)(2):*

(Duplicate this form as necessary for initiatives conducted per this requirement.)

Due Date: June 1, 2008

Part V (Cont): Action Plan for Required Activities - **If you are completing a 5-year plan, resubmit this form annually only if changes are made.

Required Activity # 3: Provide students with strong experience in and understanding of all Aspects of an Industry http://www.iowa.gov/educate/index2.php?option=com_docman&task=doc_view&gid=271&Itemid=99999999, which may include work-based learning experiences. ***(Section 135(b)(3) of the Perkins Act of 2006) and/or (Section 134(b)(3)(C)***

Description of the initiative(s) to be conducted:

	Indicate Years for Initiative (X)								**For 5-Year Plan - Estimated**			
								Put in X if Other than Perkins Funds Are Utilized (may have both Perkins funds and an X listed if applicable)				
Initiative(s)/Action Steps	**FY 09**	**FY 10**	**FY 11**	**FY 12**	**FY 13**	**Measurable Outcomes**	**Assigned Staff/CTE Program**	**Perkins Funds FY09**	**Perkins Funds FY10**	**Perkins Funds FY11**	**Perkins Funds FY12**	**Perkins Funds FY13**
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	☐	☐	☐	☐	☐							

C. Consortium Only - *Description of how these activities will be utilized for purposes and programs that are mutually beneficial for all members of the consortium:* *(Required for consortium applications only) PL 109-270, Title I, Part C, Section 131(f)(2):*

(Duplicate this form as necessary for initiatives conducted per this requirement.)

Due Date: June 1, 2008

Part V (Cont): Action Plan for Required Activities - **If you are completing a 5-year plan, resubmit this form annually only if changes are made.**

Required Activity # 4: Develop, improve, or expand the use of technology in career and technical education, which may include-

(A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;

(B) providing career and technical education students with the academic and career and technical skills (including mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or

(C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students. ***(Section 135(b)(4) of the Perkins Act of 2006)***

Description of the initiative(s) to be conducted:

	Indicate Years for Initiative (X)								**For 5-Year Plan - Estimated**			
								Put in X if Other than Perkins Funds Are Utilized (may have both Perkins funds and an X listed if applicable)				
Initiative(s)/Action Steps	**FY 09**	**FY 10**	**FY 11**	**FY 12**	**FY 13**	**Measurable Outcomes**	**Assigned Staff/CTE Program**	**Perkins Funds FY09**	**Perkins Funds FY10**	**Perkins Funds FY11**	**Perkins Funds FY12**	**Perkins Funds FY13**
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C. Consortium Only - *Description of how these activities will be utilized for purposes and programs that are mutually beneficial for all members of the consortium:* *(Required for consortium applications only) PL 109-270, Title I, Part C, Section 131(f)(2):*

(Duplicate this form as necessary for initiatives conducted per this requirement.)

Due Date: June 1, 2008

Part V (Cont): Action Plan for Required Activities - **If you are completing a 5-year plan, resubmit this form annually only if changes are made.

Required Activity # 5: Provide professional development programs that are consistent with section 122 (Iowa Perkins Plan) to secondary and/or postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, in one or more of the following -

(A) in-service and pre-service training on-

(i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable; (ii) effective teaching skills based on research that includes promising practices; (iii) effective practices t improve parental and community involvement; and (iv) effective use of scientifically based research and data to improve instruction;

(B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct deliver of educational services to career and technical education students, to the ensure that such teachers and personnel stay current with all aspects of an industry;

(C) internship programs that provide relevant business experience; and

(D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction.

The professional development will be high quality, sustained, research-based, intensive, and classroom focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom. ***(Section 135(b)(5) of the Perkins Act of 2006) and/or Section 134(b)(4)*.**

Description of the initiative(s) to be conducted:

	Indicate Years for Initiative (X)								**For 5-Year Plan - Estimated**			
								Put in X if Other than Perkins Funds Are Utilized (may have both Perkins funds and an X listed if applicable)				
Initiative(s)/Action Steps	**FY 09**	**FY 10**	**FY 11**	**FY 12**	**FY 13**	**Measurable Outcomes**	**Assigned Staff/CTE Program**	**Perkins Funds FY09**	**Perkins Funds FY10**	**Perkins Funds FY11**	**Perkins Funds FY12**	**Perkins Funds FY13**
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	☐	☐	☐	☐	☐							

C. Consortium Only - *Description of how these activities will be utilized for purposes and programs that are mutually beneficial for all members of the consortium: (Required for consortium applications only) PL 109-270, Title I, Part C, Section 131(f)(2):*

(Duplicate this form as necessary for initiatives conducted per this requirement.)

Due Date: June 1, 2008

Part V (Cont): Action Plan for Required Activities - **If you are completing a 5-year plan, resubmit this form annually only if changes are made.

Required Activity # 6: Develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met. ***(Section 135(b)(6) of the Perkins Act of 2006)***

Description of the initiative(s) to be conducted:

	Indicate Years for Initiative (X)								**For 5-Year Plan - Estimated**			
								Put in X if Other than Perkins Funds Are Utilized (may have both Perkins funds and an X listed if applicable)				
Initiative(s)/Action Steps	**FY 09**	**FY 10**	**FY 11**	**FY 12**	**FY 13**	**Measurable Outcomes**	**Assigned Staff/CTE Program**	**Perkins Funds FY09**	**Perkins Funds FY10**	**Perkins Funds FY11**	**Perkins Funds FY12**	**Perkins Funds FY13**
	☐	☐	☐	☐	☐							
	☐	☐	☐	☐	☐							

C. Consortium Only - *Description of how these activities will be utilized for purposes and programs that are mutually beneficial for all members of the consortium:* *(Required for consortium applications only) PL 109-270, Title I, Part C, Section 131(f)(2):*

(Duplicate this form as necessary for initiatives conducted per this requirement.)

Due Date: June 1, 2008

<u>Part V (Cont)</u>: Action Plan for Required Activities - **If you are completing a 5-year plan, resubmit this form annually only if changes are made.

<u>Required Activity # 7</u>: Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology. ***(Section 135(b)(7) of the Perkins Act of 2006)***

Description of the initiative(s) to be conducted:

	Indicate Years for Initiative (X)								**For 5-Year Plan - Estimated**			
								Put in X if Other than Perkins Funds Are Utilized (may have both Perkins funds and an X listed if applicable)				
Initiative(s)/Action Steps	**FY 09**	**FY 10**	**FY 11**	**FY 12**	**FY 13**	**Measurable Outcomes**	**Assigned Staff/CTE Program**	**Perkins Funds FY09**	**Perkins Funds FY10**	**Perkins Funds FY11**	**Perkins Funds FY12**	**Perkins Funds FY13**
	☐	☐	☐	☐	☐							
	☐	☐	☐	☐	☐							

C. Consortium Only - *Description of how these activities will be utilized for purposes and programs that are mutually beneficial for all members of the consortium:* *(Required for consortium applications only) PL 109-270, Title I, Part C, Section 131(f)(2):*

(Duplicate this form as necessary for initiatives conducted per this requirement.)

Due Date: June 1, 2008

Part V (Cont): Action Plan for Required Activities - **If you are completing a 5-year plan, resubmit this form annually only if changes are made.

Required Activity # 8: Provide services and activities that are of sufficient size, scope, and quality to be effective. *(See part I, page 3, of application for program requirements.) (Applicant may indicate that all of the career and technical education programs offered, taught, and listed in part I meet these requirements and/or describe an activity to improve one or more of the elements.)* ***(Section 135(b)(8) of the Perkins Act of 2006)***

Description of the initiative(s) to be conducted:

	Indicate Years for Initiative (X)								For 5-Year Plan - Estimated			
								Put in X if Other than Perkins Funds Are Utilized (may have both Perkins funds and an X listed if applicable)				
Initiative(s)/Action Steps	**FY 09**	**FY 10**	**FY 11**	**FY 12**	**FY 13**	**Measurable Outcomes**	**Assigned Staff/CTE Program**	**Perkins Funds FY09**	**Perkins Funds FY10**	**Perkins Funds FY11**	**Perkins Funds FY12**	**Perkins Funds FY13**
	☐	☐	☐	☐	☐							
	☐	☐	☐	☐	☐							

C. Consortium Only - *Description of how these activities will be utilized for purposes and programs that are mutually beneficial for all members of the consortium:* *(Required for consortium applications only) PL 109-270, Title I, Part C, Section 131(f)(2):*

(Duplicate this form as necessary for initiatives conducted per this requirement.)

Due Date: June 1, 2008

Part V (Cont): Action Plan for Required Activities - **If you are completing a 5-year plan, resubmit this form annually only if changes are made.

Required Activity # 9: Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency. ***(Section 135(b)(9) of the Perkins Act of 2006)***

Description of the initiative(s) to be conducted:

	Indicate Years for Initiative (X)							For 5-Year Plan - Estimated				
								Put in X if Other than Perkins Funds Are Utilized (may have both Perkins funds and an X listed if applicable)				
Initiative(s)/Action Steps	**FY 09**	**FY 10**	**FY 11**	**FY 12**	**FY 13**	**Measurable Outcomes**	**Assigned Staff/CTE Program**	**Perkins Funds FY09**	**Perkins Funds FY10**	**Perkins Funds FY11**	**Perkins Funds FY12**	**Perkins Funds FY13**
	☐	☐	☐	☐	☐							
	☐	☐	☐	☐	☐							

C. Consortium Only - *Description of how these activities will be utilized for purposes and programs that are mutually beneficial for all members of the consortium:* *(Required for consortium applications only) PL 109-270, Title I, Part C, Section 131(f)(2):*

(Duplicate this form as necessary for initiatives conducted per this requirement.)

Due Date: June 1, 2008

Part VI: Action Plan for Permissive Activities - **If you are completing a 5-year plan, resubmit this form annually only if changes are made.

Permissive Activity: *(List the permissive use of funds category and code under which this activity is being conducted. For a complete list of permissive uses of funds, see the instructional manual or budget summary page. Complete one action plan for each permissive use of funds in which funds will be utilized.* ***(Section 135 (c)(1-20) of the Perkins Act of 2006)***

Description of the initiative(s) to be conducted:

	Indicate Years for Initiative (X)							For 5-Year Plan - Estimated				
								Put in X if Other than Perkins Funds Are Utilized (may have both Perkins funds and an X listed if applicable)				
Initiative(s)/Action Steps	**FY 09**	**FY 10**	**FY 11**	**FY 12**	**FY 13**	**Measurable Outcomes**	**Assigned Staff/CTE Program**	**Perkins Funds FY09**	**Perkins Funds FY10**	**Perkins Funds FY11**	**Perkins Funds FY12**	**Perkins Funds FY13**
	☐	☐	☐	☐	☐							
	☐	☐	☐	☐	☐							

C. Consortium Only - *Description of how these activities will be utilized for purposes and programs that are mutually beneficial for all members of the consortium:* *(Required for consortium applications only) PL 109-270, Title I, Part C, Section 131(f)(2):*

(Duplicate this form as necessary for initiatives conducted per this requirement.)

Due Date: June 1, 2008

<u>Part VII</u>: Action Plan for Administrative Costs - **If you are completing a 5-year plan, resubmit this form annually only if changes are made.

<u>Administrative Costs</u>: *(Permissive) Each* eligible recipient receiving funds under this grant award shall not use more than 5 percent of the funds for administrative costs associated with the administration of activities conducted through the award. ***(Section 135(d) of the Perkins Act of 2006)***

Description of the initiative(s) to be conducted:

	Indicate Years for Initiative (X)								**For 5-Year Plan - Estimated**			
								Put in X if Other than Perkins Funds Are Utilized (may have both Perkins funds and an X listed if applicable)				
Initiative(s)/Action Steps	**FY 09**	**FY 10**	**FY 11**	**FY 12**	**FY 13**	**Measurable Outcomes**	**Assigned Staff/CTE Program**	**Perkins Funds FY09**	**Perkins Funds FY10**	**Perkins Funds FY11**	**Perkins Funds FY12**	**Perkins Funds FY13**
	☐	☐	☐	☐	☐							
	☐	☐	☐	☐	☐							

C. Consortium Only - *Description of how these activities will be utilized for purposes and programs that are mutually beneficial for all members of the consortium:* *(Required for consortium applications only) PL 109-270, Title I, Part C, Section 131(f)(2):*

(Duplicate this form as necessary for initiatives conducted per this requirement.)

Due Date: June 1, 2008

PART VIII: Assurances/Agreements - Fiscal Year 2009

A. INDIVIDUAL APPLICANT: *To receive funds through the Carl D. Perkins Act, the chief executive officer must sign this assurance statement on behalf of the eligible recipient to certify commitment to abide by these requirements through the period of this grant award.*

1. The local education agency, community college, or area education agency acting as the fiscal agent over this application agrees to maintain financial records and provide such information to the Iowa Department of Education as may be required for fiscal audit.
2. The eligible recipient agrees to report annually to the Department of Education progress of the eligible recipient in achieving state adjusted levels of performance on core indicators of performance for all career and technical education programs. *PL 109-270 (Perkins Act), Title I, Section 113(c)(1)*
3. The eligible recipient agrees that "funds made available under this Act for career and technical education activities shall supplement, and not supplant, non-federal funds expended to carry out career and technical education activities." *PL 109-270 (Perkins Act), Title III Section 311(a)*
4. The eligible recipient agrees to retain certification on non-debarment and suspension from any contractor who will have single or aggregate contracts of $100,000 or more. *(98-III-USDE-282-7*)
5. The eligible recipient certifies the agency and its principal officers are not suspended or debarred.*(98-III-USDE-282-7).*
6. Funds will not be used to acquire equipment, including computer software, in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, its employees, or any affiliate of such an organization. *PL 109-270 (Perkins Act), Title III Section 122(c)12)*
7. Funds will not be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one state to another state if such relocation will result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements are offered. *PL 109-270 (Perkins Act), Title III Section 322*
8. No federal appropriated funds have been, or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress in connection with making of any federal grant, the entering into any grant or cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. Sec. 1352, Title 31
9. The eligible recipient agrees to provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs. *PL 109-270 (Perkins Act), Title I, Section 134(c)(6)*
10. The eligible recipient ensures students who participate in assisted career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught for all other students. *PL 109-270 (Perkins Act), Title I, Part C, Section 134(b)(3)(D)*

The undersigned certifies their institution will abide by these assurances during the period of this and to the best of his/her knowledge; the information contained in this application is correct and complete.

Signature of Executive Officer:
☐Dr.☐Mr.☐Ms._____Date:_____

Institution: _____County-District No:_____-_____
(District / Community College)

B. CONSORTIUM APPLICANT: *To receive funds through the Carl D. Perkins Act, the chief executive officer of the fiscal agent and of the consortium member institutions must sign this assurance statement on behalf of the eligible recipients to certify their commitment to abide by these requirements through the period of this grant award.*

1. The local education agency, community college, or area education agency acting as the fiscal agent over this application agrees to maintain financial records and provide such information to the Iowa Department of Education as may be required for fiscal audit.
2. The eligible recipient agrees to report annually to the Department of Education progress of the eligible recipient in achieving state adjusted levels of performance on core indicators of performance for all career and technical education programs. *PL 109-270 (Perkins Act), Title I, Section 113(c)(1)*
3. The eligible recipient agrees that "funds made available under this Act for career and technical education activities shall supplement, and not supplant, non-federal funds expended to carry out career and technical education activities." *PL 109-270 (Perkins Act), Title III Section 311(a)*
4. The eligible recipient agrees to retain certification on non-debarment and suspension from any contractor who will have single or aggregate contracts of $100,000 or more. *(98-III-USDE-282-7*)
5. The eligible recipient certifies the agency and its principal officers are not suspended or debarred.*(98-III-USDE-282-7).*
6. Funds will not be used to acquire equipment, including computer software, in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, its employees, or any affiliate of such an organization. *PL 109-270 (Perkins Act), Title III Section 122(c)12)*
7. Funds will not be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one state to another state if such relocation will result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements are offered. *PL 109-270 (Perkins Act), Title III Section 322*
8. No federal appropriated funds have been, or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress in connection with making of any federal grant, the entering into any grant or cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. Sec. 1352, Title 31
9. The eligible recipient agrees to provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs. *PL 109-270 (Perkins Act), Title I, Section 134(c)(6)*
10. The eligible recipient ensures students who participate in assisted career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught for all other students. *PL 109-270 (Perkins Act), Title I, Part C, Section 134(b)(3)(D)*

Due Date: June 1, 2008

Each of the undersigned members of the consortium certifies their institution will abide by the assurances on page 23 during the period of the grant award and, to the best of their knowledge; the information contained in this application is correct and complete. It is also assured all of the participating agencies have entered into an appropriate shared services agreement, (see Chapter 28E, Iowa Code) which includes the procedure for final disposition of equipment that is purchased with federal funds, that designates a fiscal agent to administer the grant and includes a clear statement of the role and responsibilities of the fiscal agent.

Consortium Fiscal Agent

Name of Agency (LEA, AEA or Community College) Co. District Number

Signature of Executive Officer Date

Consortium Members

1.

LEA Name Co. District Number

Superintendent Date

2.

LEA Name Co. District Number

Superintendent Date

3.

LEA Name Co. District Number

Superintendent Date

4.

LEA Name Co. District Number

Superintendent Date

Due Date: June 1, 2008

5. _____

LEA Name | Co. District Number

_____ _____

Superintendent | Date

6. _____

LEA Name | Co. District Number

_____ _____

Superintendent | Date

7. _____

LEA Name | Co. District Number

_____ _____

Superintendent | Date

8. _____

LEA Name | Co. District Number

_____ _____

Superintendent | Date

9. _____

LEA Name | Co. District Number

_____ _____

Superintendent | Date

10. _____

LEA Name | Co. District Number

_____ _____

Superintendent | Date

11. _____

LEA Name | Co. District Number

_____ _____

Superintendent | Date

APPENDIX C

TECH PREP APPLICATION APPROVAL CHECKLIST

State of Iowa
Department of Education
Division of Community College and Workforce Preparation
Grimes State Office Building
Des Moines, Iowa 50319-0146

Carl D. Perkins Career and Technical Education Act of 2006
(PL 109-270)

FY 2009 Regional Tech Prep Application
Approval Checklist

Applicant/Fiscal Agent_____ College #_____

♦♦♦

Part I: Proposed Perkins Performance Level Targets

All recipients are required to accept the State Negotiated Performance Level or negotiate with the State to reach agreement on the adjusted levels of performance for each of the Perkins core indicators. If a recipient elects to negotiate with the state, the recipient must propose a performance target that demonstrates that the recipient will make progress toward meeting the State Negotiated Performance Level. The proposed target must be expressed in a percentage form so as to be objective, quantifiable, measurable, and provide supportive rationale.

The additional Tech Prep indicators are not required to have a state negotiated level so each recipient will be required to negotiate with the State to reach agreement on the adjusted levels of performance for each Tech Prep indicator that baseline data can be provided.

Requirements	Meets	Does Not Meet	Comments
1) The recipient has attached the Performance Level Form			
2) The recipient has entered in their Proposed Performance Targets for 2009. 3) If the performance levels are different than the State Negotiated Performance Levels, then rationale has been provided.			

Part II: Description of Processes and Services

1. Describe the operational procedures for the consortium that will be utilized to plan and implement the activities described in this application. The signed 28E agreement must be attached. Perkins Act Title II, [Sec. 203(a)(1)]

Requirements	Meets	Does Not Meet	Comments
1) Description includes the operational procedures of the consortium.			
2) 28E agreement is attached			

2. Describe how the consortium will provide effective activities that lead to employment placement or the transfer of students to baccalaureate or advanced degree programs. Perkins Act Title II, [(Sec. 204(d)(1)]

Requirements	Meets	Does Not Meet	Comments
1) Description includes how the consortium will provide effective activities that lead to employment placement or the transfer of students to baccalaureate or advanced degree programs.			

3. Describe the process utilized by the Consortium to consult with business, industry, institutions of higher education, and labor organizations within the region in developing the five-year plan. Perkins Act Title II, [(Sec. 204(d)(2)]

Requirements	Meets	Does Not Meet	Comments
1) Description includes the process utilized by the Consortium to consult with business, industry, institutions of higher education, and labor organizations within the region in developing the five-year plan.			

4. Describe how the Consortium addresses the issues of school dropout prevention and reentry and the needs of special populations. Perkins Act Title II, [(Sec. 204(d)(3)]

Requirements	Meets	Does Not Meet	Comments
1) Description includes how the Consortium addresses the issues of school dropout prevention and reentry and the needs of special populations.			

5. Describe how the Consortium will provide education and training in area or skills, including emerging technology, in which there is a significant workforce shortage based on the data provided by the eligible entity in the state under 118 (Iowa Department of Education). Perkins Act Title II, [(Sec. 204 (d) (4)]

Requirements	Meets	Does Not Meet	Comments
1) how the Consortium will provide education and training in area or skills, including emerging technology, in which there is a significant workforce shortage based on the data provided by the eligible entity in the state under 118 (Iowa Department of Education).			

6. Describe how tech prep academy programs will help students meet high academic and employability competencies. Perkins Act Title II, [Sec. 203(c)(2)(D)], [Sec. 204(d)(5)]

Requirements	Meets	Does Not Meet	Comments
1) Description explains how tech prep programs will help students meet high academic and employability competencies.			

7. Describe how the consortium has demonstrated success in coordinating with activities under Title I (Basic Perkins). Perkins Act Title II, [Sec. 204(d)(6)]

Requirements	Meets	Does Not Meet	Comments
1) Description explains how the consortium has demonstrated success in coordinating with activities under Title I (Basic Perkins).			

Part IV: Budget Summary

Requirements	Meets	Does Not Meet	Comments
1) Budget Summary is present.			
3) Budget amounts equal the sum of each activity identified in Part V and the FY09 Application total equals all of the parts.			
4) FY 09 Application Total is equal to the cover page and is equal to or less than the allocated amount.			

Part V: Action Plan for Required Activities

Required Activity #1 – Be carried out under an articulation agreement between the participants in the consortium; ***(Section 203(c)(1)of the Perkins Act of 2006)***

Requirements	Meets	Does Not Meet	Comments
1) Action plan describes the recipient's initiatives to ensure that programs are carried out under an articulation agreement between the participants in the consortium			
The Action plan is filled out completely. 2) The years for the initiative are indicated (if one-year plan, only current year needs to be marked) 3) Measurable outcomes are described, including the date(s) of anticipated completion. 4) Recipient has identified staff assigned **and identified the CTE programs** involved to accomplish this initiative. 5) The application identifies the FY09 Tech Prep funding amount budgeted for each project/initiative. 6) If the applicant is completing a 5-year application, the other year's funding is estimated. If applicable, other funding sources are indicated with an (X)			

Required Activity #2 – Develop programs of study for Tech Prep programs. Required elements of "Program of Study" are in the definition section of plan. ***(Section 203(c)(1&2)of the Perkins Act of 2006)*** (Action plan must include an initiative that is dedicated to the development or implementation of Tech Prep/Career Academy programs of study--See Definitions and/or an initiative that references completed program of study that have been submitted with this application.)

Requirements	Meets	Does Not Meet	Comments
1) Action plan describes the recipient's initiatives to develop and implement programs of study within Tech Prep programs. OR 2) an initiative that references completed program of study that have been submitted with this application.			
The Action plan is filled out completely. 2) The years for the initiative are indicated (if one-year plan, only current year needs to be marked) 3) Measurable outcomes are described, including the date(s) of anticipated completion. 4) Recipient has identified staff assigned **and identified the CTE programs** involved to accomplish this initiative. 5) The application identifies the FY09 Tech Prep funding amount budgeted for each project/initiative. 6) If the applicant is completing a 5-year application, the other year's funding is estimated. If applicable, other funding sources are indicated with an (X)			

Required Activity #3 – Develop Tech Prep programs – (See Definitions) for secondary education and postsecondary education that—

(A) meet academic standards developed by the State;

(B) link secondary schools and 2-year postsecondary institutions, and if possible and practicable, 4-year institutions of higher education, through—

1. non-duplicative sequences of courses in career fields; (ii) the use of articulation agreements; and (ii) the investigation of opportunities for tech prep sec. education students to enroll concurrently in secondary education and postsecondary education coursework;

(C) use, if appropriate and available, work-based or worksite learning experiences in conjunction with business and all aspects of an industry; and

(D) use educational technology and distance learning, as appropriate, to involve all the participants in the consortium more fully in the development and operation of programs; ***(Section 203(c)(3)of the Perkins Act of 2006)***

Consist of a program of study that—

(A) combines— (i) a minimum of 2 years of secondary education (as determined under State law); with (ii) a minimum of 2 years of postsecondary education in a non-duplicative, sequential course of study; or (iii) an apprenticeship program of not less than 2 years following secondary education instruction; and

(B) integrates academic and career and technical education instruction, and utilizes work-based and worksite learning experiences where appropriate and available;

(C) provides technical preparation in a career field, including high skill, high wage, or high demand occupations;

(D) builds student competence in technical skills and in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965), as appropriate, through applied, contextual, and integrated instruction, in a coherent sequence of courses;

(E) leads to technical skill proficiency, an industry recognized credential, a certificate, or a degree, in a specific career field;

(F) leads to placement in high skill or high wage employment, or to further education; and
(G) utilizes career and technical education programs of study, to the extent practicable.

Requirements	Meets	Does Not Meet	Comments
1) Action plan describes the recipient's initiatives to Develop Tech Prep programs.			
The Action plan is filled out completely. 2) The years for the initiative are indicated (if one-year plan, only current year needs to be marked) 3) Measurable outcomes are described, including the date(s) of anticipated completion. 4) Recipient has identified staff assigned **and identified the CTE programs** involved to accomplish this initiative. 5) The application identifies the FY09 Tech Prep funding amount budgeted for each project/initiative. 6) If the applicant is completing a 5-year application, the other year's funding is estimated. If applicable, other funding sources are indicated with an (X)			

Required Activity #4 – Provide professional development for teachers, faculty, and administrators that—

(A) supports effective implementation of tech prep/career academy programs;
(B) supports joint training in the tech prep/career academy consortium;
(C) supports the needs, expectations, and methods of business and all aspects of an industry;
(D) supports the use of contextual and applied curricula, instruction, and assessment;
(E) supports the use and application of technology; and
(F) assists in accessing and utilizing data, information available pursuant to section 118, and information on student achievement, including assessments;

(Section 203(c)(4)of the Perkins Act of 2006)

Requirements	Meets	Does Not Meet	Comments
1) Action plan describes the recipient's initiatives to provide professional development for teachers, faculty, and administrators			
The Action plan is filled out completely. 2) The years for the initiative are indicated (if one-year plan, only current year needs to be marked) 3) Measurable outcomes are described, including the date(s) of anticipated completion. 4) Recipient has identified staff assigned **and identified the CTE programs** involved to accomplish this initiative. 5) The application identifies the FY09 Tech Prep funding amount budgeted for each project/initiative. 6) If the applicant is completing a 5-year application, the other year's funding is estimated. If applicable, other funding sources are indicated with an (X)			

Required Activity #5 – Provide professional development programs for counselors designed to enable counselors to more effectively—

(A) provide information to students regarding tech prep/career academy programs;
(B) support student progress in completing tech prep/career academy programs, which may include the use of graduation and career plans;
(C) provide information on related employment opportunities;
(D) ensure that students are placed in appropriate employment or further postsecondary education;
(E) stay current with the needs, expectations, and methods of business and all aspects of an industry; and
(F) provide comprehensive career guidance and academic counseling to participating students, including special populations;

(Section 203(c)(5)of the Perkins Act of 2006)

Requirements	Meets	Does Not Meet	Comments
1) Action plan describes the recipient's initiatives to Provide professional development programs for counselors			
The Action plan is filled out completely. 2) The years for the initiative are indicated (if one-year plan, only current year needs to be marked) 3) Measurable outcomes are described, including the date(s) of anticipated completion. 4) Recipient has identified staff assigned **and identified the CTE programs** involved to accomplish this initiative. 5) The application identifies the FY09 Tech Prep funding amount budgeted for each project/initiative. 6) If the applicant is completing a 5-year application, the other year's funding is estimated. If applicable, other funding sources are indicated with an (X)			

Required Activity #6 – Provide equal access, to the full range of technical preparation programs (including pre-apprenticeship programs), to individuals who are members of special populations, including the development of tech prep/career academy program services appropriate to the needs of special populations; ***(Section 203(c)(6)of the Perkins Act of 2006)***

Requirements	Meets	Does Not Meet	Comments
1) Action plan describes the recipient's initiatives to provide equal access, to the full range of technical preparation programs (including pre-apprenticeship programs), to individuals who are members of special populations, including the development of tech prep/career academy program services appropriate to the needs of special populations			
The Action plan is filled out completely. 2) The years for the initiative are indicated (if one-year plan, only current year needs to be marked) 3) Measurable outcomes are described, including the date(s) of anticipated completion. 4) Recipient has identified staff assigned **and identified the CTE programs** involved to accomplish this initiative. 5) The application identifies the FY09 Tech Prep funding amount budgeted for each project/initiative. 6) If the applicant is completing a 5-year application, the other year's funding is estimated. If applicable, other funding sources are indicated with an (X)			

Required Activity #7 – Provide for preparatory services that assist participants in tech prep programs. ***(Section 203(c)(7)of the Perkins Act of 2006)***

Requirements	Meets	Does Not Meet	Comments
1) Action plan describes the recipient's initiatives to provide for preparatory services that assist participants in tech prep programs.			
The Action plan is filled out completely. 2) The years for the initiative are indicated (if one-year plan, only current year needs to be marked) 3) Measurable outcomes are described, including the date(s) of anticipated completion. 4) Recipient has identified staff assigned **and identified the CTE programs** involved to accomplish this initiative. 5) The application identifies the FY09 Tech Prep funding amount budgeted for each project/initiative. 6) If the applicant is completing a 5-year application, the other year's funding is estimated. If applicable, other funding sources are indicated with an (X)			

Required Activity #8 – Provide coordination with activities conducted under title I. ***(Section 203(c)(8)of the Perkins Act of 2006)***

Requirements	Meets	Does Not Meet	Comments
1) Action plan describes the recipient's initiatives to provide coordination with activities conducted under title I (Perkins Basic)			
The Action plan is filled out completely. 2) The years for the initiative are indicated (if one-year plan, only current year needs to be marked) 3) Measurable outcomes are described, including the date(s) of anticipated completion. 4) Recipient has identified staff assigned **and identified the CTE programs** involved to accomplish this initiative. 5) The application identifies the FY09 Tech Prep funding amount budgeted for each project/initiative. 6) If the applicant is completing a 5-year application, the other year's funding is estimated. If applicable, other funding sources are indicated with an (X)			

Part VI: Action Plan for Permissive Activities
(Complete for each permissive activity identified by the recipient)

Permissive Activity # Insert Number (____)

Requirements	Meets	Does Not Meet	Comments
1) Action plan describes the recipient's initiatives to accomplish the permissive activity listed above.			
The Action plan is filled out completely. 2) The years for the initiative are indicated (if one-year plan, only current year needs to be marked) 3) Measurable outcomes are described, including the date(s) of anticipated completion. 4) Recipient has identified staff assigned **and identified the CTE programs** involved to accomplish this initiative. 5) The application identifies the FY09 Tech Prep funding amount budgeted for each project/initiative. 6) If the applicant is completing a 5-year application, the other year's funding is estimated. If applicable, other funding sources are indicated with an (X)			

Part VII: Action Plan for Administrative Costs

Administrative Costs: *(Permissive)* Each eligible recipient receiving funds under this grant award shall not use more than 5 percent of the funds for administrative costs associated with the administration of the activities conducted through the award.

Requirements	Meets	Does Not Meet	Comments
The recipient is budgeting not more than 5 percent of the funds for administrative costs associated with the administration of the activities conducted through the award.			

PART VII: Assurances/Agreements - Fiscal Year 2009-2013

A. CONSORTIUM APPLICANT: *To receive funds through the Carl D. Perkins Act Title II, the chief executive officer of the fiscal agent and all members of the consortium must sign the assurance statement on behalf of the eligible recipients to certify their commitment to abide by the requirements through the period of the grant award.*

Requirements	Meets	Does Not Meet	Comments
Signatures of the following: 1) The executive officer of the fiscal agent 2) Each consortium member 3) Regional planning Board or regional advisory committee chair (If utilized).			

PART VIII: Regional Tech Prep Application Checklist

Requirements	Meets	Does Not Meet	Comments
The following items have been submitted with the application. 1) Cover Page 2) List of Tech Prep and Career Academy Education Programs. A copy of each secondary school programs as submitted within Perkins Basic) 3) Copy of completed tech prep and career academy programs of study (R.2) 4) Accountability Requirements/Performance Data, (Part I) 5) Description of Processes and Services (Part II) 6) Budget Summary (Part III) 7) Action plans for required activities are all included (Part IV) 8) Action plans for permissive activities - optional (Part V) 9) Action plan for administrative costs (Part VI) 10) Assurance/agreements (Part VII) (Signed by all members) 11) Copy of Tech Prep Application Checklist (Part VIII)			

APPENDIX D

TECH PREP APPLICATION AND INSTRUCTIONS

DUE DATE: June 1, 2008

REGIONAL TECH PREP GRANT

Fiscal Year 2009

Guidelines and Application

Iowa Department of Education
Division of Community College and Workforce Preparation
Grimes State Office Building
Des Moines, IA 50319-0146

Department of Education
Division of Community Colleges and Workforce Preparation
Grimes State Office Building.
Des Moines, Iowa 50319-0146

Carl D. Perkins Career and Technical Education Act of 2006
(PL 109-270)

FY09 Local Application for Funds

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- **Allocation Table ..... Attachment**
- **Regional Tech Prep/Career Academy Coordinators ..... Attachment**
- **FY 09 Regional Tech Prep Application ..... Attachment**
- **Performance Indicators ..... Attachment**

Applications will be reviewed for approval as received. To ensure approval of the application prior to the new fiscal year, July 1, 2008, it is necessary to **submit an ORIGINAL and ONE copy of the completed application by June 1, 2008, to:**

Attn: Patricia Vrban
Division of Community Colleges and Workforce Preparation
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146

Due Date: June 1, 2008

State of Iowa
Department of Education
Division of Community Colleges and Workforce Preparation
Grimes State Office Building
Des Moines, IA 50319-0146

PROJECT TITLE: REGIONAL TECH PREP EDUCATION GRANT
CIP NUMBER: 68.06010000 **CODES:** 05 05 11 85

General Information: One grant will be awarded to a consortium in each educational region of the State. The consortium must be composed of all local educational agencies, the area educational agency, and the community college. The State proprietary schools or apprenticeship programs within the region may also be members of the consortium. The fiscal agent of a consortium shall be the community college. The community college will be responsible for administering the program and reporting responsibilities including accounting for all federal funds expended under this grant. **NOTE:** All members of the consortium must have the opportunity to participate in the development of the action plan and budget or agree to function as a non-participating member of the consortium. (Refer to the attachment for a list of Regional Tech Prep/Career Academy coordinators and Department of Education consultants by merged area.)

Purpose: The purpose of the Carl D. Perkins Career and Technical Education Act of 2006 is to develop more fully the academic and career and technical skills of secondary students and postsecondary students who elect to enroll in career and technical education programs by:

1. building on the efforts of states and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations in current or emerging professions;
2. promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary and postsecondary education for participating career and technical education students;
3. increasing state and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education; and
4. conducting and disseminating national research, and providing information on best practices that improve career and technical education programs, services and activities;
5. providing technical assistance that-
   A. promotes leadership, initial preparation, and professional development at the state and local levels; and
   B. improves the quality of career and technical education teachers, faculty, administrators, and counselors;
6. supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries; and
7. providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive. "
   Carl D. Perkins Career and Technical Education Act of 2006, Section 2

Tech Prep and Career Academy programs: Tech prep and career academy programs include at least two years of secondary education linked to post-secondary education leading to a postsecondary education industry-recognized certificate or credential, including the bureau of apprenticeship and training; Associate of Applied Science (AAS), which may include a certificate or diploma; Associate of Science (AS) with a career option in a specific career field. ({256.11(5) h; 258.3A; 258.4 (requirements for Vocational Education); 260C.14 and 260C.18A 281-47.2(260C) (requirements for Career Academies). Tech prep requires a program structure consisting of two years of secondary, leads to an associate degree and meets the program of study requirements as listed below.

Requirements for Career and Technical Education Programs of Study:

- Be consistent with Iowa Code for secondary and postsecondary schools. (Iowa Code 256.11(5) h; 258.3A; 258.4; 281-46(258); 281-12(2&6); 281-24.5(3-6); (Requirements for Vocational Education); Chapter 24 (Administrative Rules); 260C.14 and 260.18A 281-47.2(260C) (Requirements for Career Academies).
    - In accordance with Iowa Code, career and technical programs of study will consist of coherent and rigorous curriculum that:
        - Includes academic and technical content,
        - Is a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education, and
        - Adequately prepares students to succeed in postsecondary education leading to an industry recognized certificate or credential, including the Bureau of Apprenticeship and Training, credit certificate, diploma, Associate of Applied Science (AAS) or Associate of Science (AS) with a career option in a specific career field.
- All secondary students must meet the same high school graduation requirements per Iowa Code 256.7(26)
- The secondary career and technical education programs of study may include concurrent enrollment opportunities for postsecondary credit. As part of the needs assessment process, local school districts and community colleges shall evaluate opportunities for concurrent enrollment.
- Career and technical education programs of study must include a sequence of at least three units of CTE coursework offered to the secondary level and linked to postsecondary education leading to an industry-recognized certificate or credential, including the Bureau of Apprenticeship and Training, credit certificate, diploma, Associate of Applied Science (AAS) or Associate of Science (AS) with a career option in a specific career field.
- The career and technical education programs of study at the secondary level will include competency based applied learning that contributes to academic knowledge, higher-order thinking skills, reasoning and problem-solving skills, work attitudes, general employability skills, leadership, and knowledge of all aspects of the industry including entrepreneurship.
- Career and technical education programs will have an advisory committee with representation of secondary and postsecondary levels of instruction as well as business and industry as applicable.
- Career and technical programs will be evaluated through an annual review of the Perkins performance requirements for academic and technical attainment, placement and retention data, degree attainment data, and nontraditional career data for secondary and postsecondary programs. In addition, Iowa Code requires a more in-depth review of 20 percent of all CTE programs annually.

Use of Funds: Each consortium shall use funds received through the grant to develop, improve, and support Tech Prep program(s) in its region. Expenditures for the purchase or lease of instructional equipment and aides are allowable. The funds received through this grant must be used to supplement and not supplant local and/or state funds.

A. Required Activities:

Each consortium receiving funding under Title II shall demonstrate activities that address each of the required components of a Tech Prep Program. Each Tech Prep program shall:	
T-R-1 *(Required)*	Be carried out under an articulation agreement between the participants in the consortium; *PL 109-270, Title II , Section 203(c)1)*
T-R-2 *(Required)*	consist of a program of study that— (A) combines— (i) a minimum of 2 years of secondary education (as determined under State law); with (ii) (I) a minimum of 2 years of postsecondary education in a nonduplicative, sequential course of study; or (II) an apprenticeship program of not less than 2 years following secondary education instruction; and (B) integrates academic and career and technical education instruction, and utilizes work-based and worksite learning experiences where appropriate and available; (C) provides technical preparation in a career field, including high skill, high wage, or high demand occupations; (D) builds student competence in technical skills and in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965), as appropriate, through applied, contextual, and integrated instruction, in a coherent sequence of courses; (E) leads to technical skill proficiency, an industry recognized credential, a certificate, or a degree, in a specific career field; (F) leads to placement in high skill or high wage employment, or to further education; and (G) utilizes career and technical education programs of study, to the extent practicable; *PL 109-270, Title II , Section 203(c)(2)*
T-R-3 *(Required)*	include the development of tech prep programs for secondary education and postsecondary education that— (A) meet academic standards developed by the State; (B) link secondary schools and 2-year postsecondary institutions, and if possible and practicable, 4-year institutions of higher education, through— (i) nonduplicative sequences of courses in career fields; (ii) the use of articulation agreements; and (iii) the investigation of opportunities for tech prep secondary education students to enroll concurrently in secondary education and postsecondary education coursework; (C) use, if appropriate and available, work-based or worksite learning experiences in conjunction with business and all aspects of an industry; and (D) use educational technology and distance learning, as appropriate, to involve all the participants in the consortium more fully in the development and operation of programs; *PL 109-270, Title II , Section 203(c)(3)*
T-R-4 *(Required)*	include in-service professional development for teachers, faculty, and administrators that— supports effective implementation of tech prep programs; supports joint training in the tech prep consortium; supports the needs, expectations, and methods of business and all aspects of an industry; supports the use of contextual and applied curricula, instruction, and assessment; supports the use and application of technology; and assists in accessing and utilizing data, information available pursuant to section 118, and information on student achievement, including assessments; *PL 109-270, Title II , Section 203(c)(4)*
T-R-5 *(Required)*	include professional development programs for counselors designed to enable counselors to more effectively— 3) provide information to students regarding tech prep programs; 4) support student progress in completing tech prep programs, which may include the use of graduation and career plans; 5) provide information on related employment opportunities; 6) ensure that students are placed in appropriate employment or further postsecondary education; 7) stay current with the needs, expectations, and methods of business and all aspects of an industry; and 8) provide comprehensive career guidance and academic counseling to participating students, including special populations; *PL 109-270, Title II , Section 203(c)(5)*

T-R-6 *(Required)*	provide equal access, to the full range of technical preparation programs (including preapprenticeship programs), to individuals who are members of special populations, including the development of tech prep program services appropriate to the needs of special populations; *PL 109-270, Title II , Section 203(c)(6)*
T-R-7 *(Required)*	provide for preparatory services that assist participants in tech prep programs; *PL 109-270, Title II , Section 203(c)(7)*
T-R-8 *(Required)*	coordinate with activities conducted under title I. ; *PL 109-270, Title II , Section 203(c)(8)*

Permissive Activities:

Funds made available to an eligible recipient under this title may be used-	
T-P-1 (Permissive)	provide for the acquisition of tech prep program equipment; *PL 109-270, Title II, Section 203(d)(1)*
T-P-2 (Permissive)	acquire technical assistance from State or local entities that have designed, established, and operated tech prep programs that have effectively used educational technology and distance learning in the delivery of curricula and services; *PL 109-270, Title II, Section 203(d)(2)*
T-P-3 (Permissive)	establish articulation agreements with institutions of higher education, labor organizations, or businesses located inside or outside the State and served by the consortium, especially with regard to using distance learning and educational technology to provide for the delivery of services and programs; *PL 109-270, Title II, Section 203(d)(3)*
T-P-4 (Permissive)	improve career guidance and academic counseling for participating students through the development and implementation of graduation and career plans; and *PL 109-270, Title II, Section 203(d)(4)*
T-P-5 (Permissive)	develop curriculum that supports effective transitions between secondary and postsecondary career and technical education programs. *PL 109-270, Title II, Section 203(d)(5)*

Tech Prep and Career Academy Program Directory: Tech Prep and Career Academy programs will be verified through the Perkins Basic Application process. Tech Prep/Career Academy coordinators will be required to certify the programs are offered at the secondary schools and must ensure that the linkages are correct. A full approval cannot be granted for the Tech Prep application until this form is submitted with all signatures.

Tech Prep Consortium Agreement [Sec. 203(c)(1): In order to receive tech prep funds, each eligible program must be part of a consortium agreement. The state of Iowa is divided into 15 merged educational regions, each served by a community college. Another entity, area education agencies (AEAs), provides support services to respective K-12 districts (local education agencies). The consortium agreement must include a respective area education agency, community college, and K-12 district.

A second requirement for tech prep funding is that all local education agencies (LEAs) within the area must be invited and encouraged to be a member of the Tech Prep consortium. An articulation agreement delineating the responsibilities of the consortium for establishing and operating tech prep programs must be signed by the superintendent of each participating secondary district. Official representatives of the area education agency and community college as well as regional board chair (where applicable) also sign the agreement. If a secondary district elects not to participate in the consortium, an affidavit to that effect must be signed.

Tech Prep consortia will be encouraged to utilize the existing Regional Planning Board (Iowa Code 46.7(6)) or a regional advisory committee comprised of representatives from the following groups: the AEA, community college, K-12 districts, parents, business, industry, labor, workforce development, economic development, and chambers of commerce. Minutes of the regional advisory committee meetings will be made available to all consortia members. An annual report of the activities and outcomes of the Tech Prep plan shall be distributed to regional advisory committee members. If a regional advisory committee is utilized, the chairperson must also sign the annual tech prep grant application to ensure the committee is included in the process.

A 28E agreement articulating the responsibilities of the consortium for operational policies and procedures of the tech prep grant must be signed by the appropriate administrator of each participating agency as well as each secondary district electing not to participate in the consortium.

Chapter 28E of the Code of Iowa requires that when two or more public entities enter into a joint or cooperative undertaking, the agreement must be in writing and must address the following:

28E.5 Specifications. Any such agreement shall specify the following:

- Its duration.
- The precise organization, composition and nature of any separate legal or administrative entity created thereby together with the powers delegated thereto, provided such entity may be legally created. However, if the agreement establishes a separate legal or administrative entity, the entity shall, when investing funds, comply with the provisions of sections 12B.10 and 12B.10A through 12B.10C and other applicable law.
- Its purpose or purposes.
- The manner of financing the joint or cooperative undertaking and of establishing and maintaining a budget.
- The permissible method or methods to be employed in accomplishing the partial or complete termination of the agreement and for disposing of property upon such partial or complete termination.
- Any other necessary and proper matters.
-

28E.6 Additional provisions.

- If the agreement does not establish a separate legal entity to conduct the joint or co-operative undertaking, the agreement shall also include:
- Provision for an administrator or a joint board responsible for administering the joint or co-operative undertaking. In the case of a joint board, public agencies party to the agreement shall be represented.
- The manner of acquiring, holding and disposing of real and personal property used in the joint or co-operative undertaking.

28E.7 Obligations not excused. No agreement made pursuant to this chapter shall relieve any public agency of any obligation or responsibility imposed upon it by law except that to the extent of actual and timely performance thereof by a joint board or other legal or administrative entity created by an agreement made hereunder, said performance may be offered in satisfaction of the obligation or responsibility; and

28E.8 Filing and recording. Before entry into force, an agreement made pursuant to this chapter shall be filed with the secretary of state and recorded with the county recorder. In counties in which the office of county recorder is abolished, the agreement shall be recorded with the county auditor.
Code of Iowa 28E.5-8

Funding Period: July 1, 2008 – June 30, 2009

Recipients may request reimbursement for expenditures incurred to a maximum of 80% of the annual grant award. The balance of expenditures incurred will be reimbursed upon submission of all required reports at the conclusion of the project. All funds allocated within the funding period must be spent by June 30 of that fiscal year.

Project Funding Availability: Title II of the Carl D. Perkins Career and Technical Education Act of 2006 (PL 109-270) authorizes the use of federal funds for the development, improvement, and the support of Tech Prep Education programs in the region. One grant will be awarded to each regional consortium in the state. The Iowa Department of Education reserves the right to reject any and/or all applications.

Consortia are eligible to receive an allocation of $50,000 and an additional amount based on the number of local educational agencies in their respective region. (Refer to attachment for the amount allocated to each region for planning purposes.) Approved budgets will be reimbursed at 100%; local match is not required, but is encouraged.

Administrative Costs: Up to 5% of the Perkins funds may be used for administrative costs associated with the administration of activities assisted under this application.

Definitions:

Basic Grant Program Requirements-Secondary Programs:
A secondary career and technical education program must:

- include a minimum of three sequential units; (each district must offer at least one program in four different service area) be competency-based;
- include instruction in all aspects of the industry, general employability, technical, leadership, and entrepreneurship skills;
- be articulated with one or more postsecondary programs of study;
- include field, laboratory, clinical, or on-the-job training component; and
- have an active advisory committee composed of employers, and employees from the field the program(s) is preparing individuals to enter. (Iowa code 258.9)

Iowa Code 218-IAC 12.5(5)(i)

Basic Grant Program Requirements-Post-Secondary Programs:
A postsecondary career and technical education program must:

- include a minimum of 15 and not more than 86 credit hours of instruction;
- be competency–based;
- include instruction in all aspects of the industry, general employability, technical, leadership, and entrepreneurship skills;
- include field, laboratory, clinical, or on-the-job training component;
- have an active advisory committee composed of employers and employees from the field the program(s) is preparing individuals to enter; and;
- culminate with a certificate, diploma, or degree.

Iowa Code 281-21 & 46.

Tech Prep Program Structure:
In order to receive tech prep funds, each eligible program must be part of a consortium agreement.
The state of Iowa is divided into 15 merged educational regions, each served by a community college.
Another entity, area education agencies (AEAs), provides support services to respective K-12 districts (local education agencies).

The consortium agreement must include a respective area education agency, community college, and K-12 district. A second requirement for tech prep funding is that all local education agencies (LEAs) within the area must be invited and encouraged to be a member of the Tech Prep consortium. An articulation agreement delineating the responsibilities of the consortium for establishing and operating tech prep programs must be signed by the superintendent of each participating secondary district. Official representatives of the area education agency and community college as well as regional board chair also sign the agreement. If a secondary district elects not to participate in the consortium, an affidavit to that effect must be signed.

Tech Prep consortia will be encouraged to utilize a regional advisory board as the consortia members develop the regional tech prep plan. The regional advisory board would be encouraged to contain representatives from the following groups: the AEA, community college, K-12 districts, parents, business, industry, labor, workforce development, economic development, and chambers of commerce.

Minutes of the regional advisory board meetings would be made available to all consortia members. An annual report shall be distributed to member stakeholders to help foster ongoing improvement of tech prep programs.

The regional advisory board has responsibility to review the development of the plan and provide assistance in the implementation of the regional tech prep activities.

All program elements defined in the Tech Prep section of the Carl Perkins Act of 2006 are included in the work of the consortium. The regional advisory board chair must also sign the annual tech prep grant application and ensures that board is included in the process.

Tech Prep

Tech prep programs will assist students in meeting high academic standards through the integration of academic skills into the scope and sequence of career and technical programs. Since tech prep programs in Iowa are part of the comprehensive high school structure, tech prep students must complete the same minimum general studies (academic) course requirements established for all secondary students for graduation.

Instructional modality and methodology will provide learning experiences that challenge students to high levels of academic attainment. Assessments used in accordance with NCLB legislation will document student learning progress and attainment. The Iowa Tests of Educational Development (ITEDs) are used within the state to measure student learning.

The development, design, and delivery of tech prep shall integrate programs of study and follow the Iowa Tech Prep Model which has the following components:

- Non-duplicative sequence of three or more units of CTE courses.
- Competency-based (skill standards) instruction.
- Articulation with postsecondary programs leading to an associate's degree or two-year certificate.
- Foster and include opportunities for secondary students to concurrently enroll in postsecondary courses.
- Academic courses in mathematics, science, and/or *communications.*
- Includes employability, leadership, and may include entrepreneurial components; may employ worksite learning experiences in conjunction with all aspects of an industry.

Educational technology and distance learning modalities will be encouraged and used where applicable and conducive to student learning styles. Tech Prep courses are offered through distance learning/web-based delivery as well as the interactive Iowa Communications Network (ICN).

Career Academy

A career academy means a program of study that combines a minimum of two years of secondary education with an associate degree in a career preparatory program. A diploma or certificate may be provided as options within the associate degree program. The career academy is a program of study that is nonduplicative, sequential, and ensures that the course of study is skill standards-based, integrates academic and technical instruction, utilizes work-based and work site learning where appropriate and available, utilizes an individual career planning process with parent involvement, and prepares an individual for entry and advancement in a high-skill and rewarding career field as specified in 2003 Iowa Acts, First Extraordinary Session, chapter 2, section 76. A career academy may include articulation of the community college associate degree to a baccalaureate degree. "Nonduplicative" means that the postsecondary component of the career academy is not currently offered at a participating secondary school.

The career academy should strengthen the academic component of career and technical education through the integration of academic and career and technical education; build student competence in mathematics, science, and communications in a coherent sequence of courses; and lead to an associate degree that prepares an individual for entry and advancement in a high-skills and rewarding career field that may include further education.
Iowa Code 281-47.1(260C)

Program of Study:

Programs of Study in Iowa must meet the following requirements:

- Be consistent with Iowa Code for secondary and postsecondary schools and the State Board of Education approved CTE program approval requirements and procedures. Specific guidelines can be found in Iowa Code as identified here: (Iowa Code 256.11(5) h; 258.3A; 258.4; 281-46(258); 281-21.45(2 & 6) and 281-24.5(3- 6) (Requirements for Vocational Education); 260C.14 and 260.18A 281-47.2(260C) (Requirements for Career Academies).
- In accordance with Iowa Code, career and technical programs of study will consist of coherent and rigorous curriculum that:
  - Includes academic and technical content,
  - Is a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education, and
  - Adequately prepares students to succeed in postsecondary education leading to an industry recognized certificate or credential, including the Bureau of Apprenticeship and Training, credit certificate, diploma, Associate of Applied Science (AAS) or Associate of Science (AS) with a career option in a specific career field.
- All secondary students must meet the same high school graduation requirements as per Iowa Code 256.7(26).

- The secondary career and technical education programs of study may include concurrent enrollment opportunities for postsecondary credit. As part of the needs assessment process, local school districts and community colleges shall evaluate opportunities for concurrent enrollment.
- Career and technical education programs of study must include a sequence of at least three units of CTE coursework offered to the secondary level and linked to postsecondary education leading to an industry-recognized certificate or credential, including the Bureau of Apprenticeship and Training, credit certificate, diploma, Associate of Applied Science (AAS) or Associate of Science (AS) with a career option in a specific career field.
- The career and technical education programs of study must be competency based and include applied learning that contributes to academic knowledge, higher-order thinking skills, reasoning and problem-solving skills, work attitudes, general employability skills, leadership, and knowledge of all aspects of the industry including entrepreneurship.
- Career and Technical Programs must have an advisory committee with representation of secondary and postsecondary levels of instruction as well as business and industry as applicable. The state board has adopted rules requiring that the memberships of local advisory councils fairly represent each sex and minorities residing in the school district.
- Career and technical programs will be evaluated through an annual review of the Perkins performance requirements for academic and technical attainment, placement and retention data, degree attainment data, and nontraditional career data for secondary and postsecondary programs. In addition, Iowa Code requires a more in-depth review of 20 percent of all CTE programs annually

High-wage, high-skill, or high-demand occupations

In addressing high-wage, high-skill, or high-demand, multiple factors will be considered as eligible recipients develop and offer programs that lead to high-wage, high-skill, or high-demand occupations. The state will collaborate with Iowa Workforce Development (Department of Labor) to provide assistance to the eligible recipients regarding regional determination of high-wage, high-skills, or high demand occupations. Iowa Workforce Development (IWD) determines high-demand on a statewide level as an industry with an annual growth rate of 1.2 percent (1.2%). High-wage is determined on a regional level as being above the mean annual wage for employment. IWD can provide high-skill information on a regional level. IWD routinely surveys regional industries to determine skills needed for workforce enhancement and development. Such data is used by educational stakeholders to project new or revise existing career and technical programs of study.

Participant

Secondary Level–A secondary student who has earned one half (0.5) or more units in any career and technical education program area.

Postsecondary Level –A post-secondary student who has been accepted in a career and technical education program and has earned one (1) or more credits in technical core of the career and technical education program in the student is enrolled.

Concentrator

Secondary Level –A secondary student who has earned one and a half (1.5) or more units in a single career and technical education program area (e.g. Agriculture sciences, health science).

Postsecondary Level –A post-secondary student who: 1.) has been accepted in a career and technical education program; and 2.) completes at least twelve (12) credits of the technical core in the career and technical education program that terminates with an award of an industry-recognized credential, a certificate, or a degree; or 3.) completes a short-term career and technical education program sequence of less than 12 credits that terminates with an award of an industry-recognized credential, or a certificate

Special populations

- individuals with disabilities
- individuals from economically disadvantaged families, including foster children
- individuals preparing for non-traditional fields
- single parents, including single pregnant women
- displaced homemakers
- individuals with limited English proficiency

Accountability Requirements-Performance Indicators:

A Perkins Performance report with the FY 07 baseline performance data was sent to each recipient of funds through the Carl D. Perkins Career and Technical Education Act of 2006. This report included an aggregated performance level for each of the performance indicators based on student performance of students enrolled in the recipient's career and technical education programs during the 2006-07 academic year. These data are the baseline data for the recipient for its FY 2009-13 Perkins grant application.

The report also included the State's Negotiated Performance Level target for each of the performance indicators. Recipients may accept the State Negotiated Performance Level or negotiate with the State to reach agreement on the adjusted levels of performance for each of the core indicators described below. If a recipient elects to negotiate with the state, it must propose a performance target that demonstrates that the recipient will make progress toward meeting the State Negotiated Performance Level. The proposed target must be expressed in a percentage form so as to be objective, quantifiable, measurable, and provide supportive rationale.

Complete the report by entering the proposed performance level target for each performance indicator and supportive rationale for the proposed performance target. The proposed performance target may be either the State Negotiated Performance Level or a locally determined performance level that demonstrate continuous progress.

The completed report is to be submitted with recipient's FY 09-13 Tech Prep application. **THIS FORM WILL NEED TO BE SUBMITTED YEARLY WITH NEW PERFORMANCE TARGETS**

Application Instructions: Applications will be reviewed for approval when they are received. To insure a prompt and efficient review, please submit two copies of the application to the Iowa Department of Education on or prior to June 1, 2008. The application should be submitted on standard 8 ½" x 11" white paper. Please use only one side of each page and number all pages. The application must be complete and understandable by the reviewers.

An individual who has been authorized by the consortium to submit the application must sign the application. The consortium must designate a tech prep contact person. (Refer to Attachment for a list of current tech prep/career academy coordinators) This individual must be authorized to act on behalf of the consortium and to serve as the representative during the review process and grant's funding period.

A complete application will consist of the following:

- Cover Page
- Performance Indicators (Part I)
- Description of Process and Services (Part II)
- Budget summary (Part II)
- Action plans (Part IV, V, and VI)
- Assurance Statement (Part VII) (Must be signed by all administrators of all participating agencies.)
- Tech Prep application check list (Part VII)

Submit Applications to:

Patricia Vrban
Division of Community Colleges and Workforce Preparation
Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319-0146

NOTE: Applications may not be submitted via FAX or E-mail.
Two copies of the application must be submitted.

Timetable: Application Due: June 1, 2008.
Notification of grants awards to Applicants of Grant Awards: July 1, 2008
(Pending any required modification and Department of Education approval)

State Agency Rights and Responsibilities: The Iowa Department of Education and the State Board of Education reserve the right to reject any application, which does not meet the specifications of the request for application (RFA). The Iowa Department of Education is the final approval authority for all reports and products occurring as integral parts of any funding agreement resulting from these applications. One copy of each application will be retained in the files of the Iowa Department of Education.

Assurances: Equal and fair consideration of all populations, regardless of race, religion, national origin, gender, disability, creed, age, or marital status shall be given in the selection of project personnel, advisory or steering committee members, and in other activities operated as part of this project. Assurances of equal access for members of special populations are required as stated in the Carl D. Perkins Career and Technical Education Act.

Assistance: If you have questions or concerns regarding Tech Prep, please contact the Bureau of Career and Technical Education's liaison assigned for your region. (Refer to the attached Regional Tech Prep Fiscal/Grant Contacts for Liaison contact information)

The full text of the Iowa state plan may be found on the Department's website at:
http://www.iowa.gov/educate/content/blogcategory/184/941/

A summary, as well as a link to the full text of the Carl D. Perkins Career and Technical Education Act of 2006 (PL 109-270) can be found on the U.S. Department's website at:
http://www.ed.gov/policy/sectech/leg/perkins/index.html

Additional copies of this application and the allocation tables may be downloaded from the Department's website at: http://www.iowa.gov/educate/content/blogcategory/184/941/

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age or marital status in its programs or employment practices. If you have questions or grievances related to this policy, please contact the Legal Consultant, Department of Education, Grimes State Office Building, Des Moines, Iowa 50319-0146, 515/281-5295.

Due Date: June 1, 2008

FY09 Regional Tech Prep application for funds

Title II of the

Carl D. Perkins Career and Technical Education Act of 2006 (PL 109-270)

Cover Page

Eligible Recipient / Consortium Fiscal Agent | Community College Number

Type of plan submitted (☐One year application or ☐ Five-year application)

Consortium Name (if applicable)

☐Dr.☐Mr.☐Ms. | (_____)_____-_____

President | Telephone Number

( ) -

E-Mail address | FAX Number

Street Address

City, State, Zip Code

☐Dr.☐Mr.☐Ms. | ( ) -

Tech Prep Contact Person: | Telephone Number

( ) -

E-Mail address | FAX Number

Street Address

City, State, Zip Code

☐Dr.☐Mr.☐Ms. | ( ) -

Community College Financial Officer: | Telephone Number

( ) -

E-Mail address | FAX Number

Street Address

City, State, Zip Code

Total FY09 Allocation for this Application $_____.00

State of Iowa
Department of Education
Division of Community Colleges and Workforce Preparation
Grimes State Office Building.
Des Moines, Iowa 50319-0146

Carl D. Perkins Career and Technical Education Act of 2006
(PL 109-270)

FY09 Local Application for Funds

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  This item identifies the eligible recipient's fiscal agent and contact persons.
- **Part I: Accountability Requirements - Performance Indicators** **3**
  This item identifies the level for each performance indicator that the eligible recipient proposes to meet during the grant's funding period.
- **Part II: Descriptions of Processes and Services** **4**
  This item identifies how the eligible recipient will address system-wide requirements during the grant's funding period.
- **Part III: Budget Summary** **5**
  This item provides summative information concerning the proposed uses of funds during the grant's funding period.
- **Part IV: Action Plans for Required Activities** **6-13**
  This item describes the required activities their projected budgets that will be conducted during the grant's funding period.
- **Part V: Action Plan for Permissive Activities** **14**
  This item describes the permissive activities their projected budgets that will be conducted during the grant's funding period
- **Part VI: Action Plan for Administrative Costs** **15**
  This item describes the administrative costs that will be charged to the grant award during the grant's funding period.
- **Part VII: Assurances/Agreements** **16-18**
  This item identifies the eligible recipients (individual applicants or members of the consortium) and certifies the required assurances/agreements.
- **Part VIII: Checklist** **19**

Applications will be reviewed for approval as received. To ensure approval of the application prior to the new fiscal year, July 1, 2008, it is necessary to **submit an ORIGINAL and ONE copy of the completed application by June 1, 2008, to:**

Attn: Patricia Vrban
Division of Community Colleges and Workforce Preparation
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146

PART I: ACCOUNTABILITY REQUIREMENTS - PERFORMANCE INDICATORS

A Perkins Performance report with the FY 07 baseline performance data was sent to each recipient of funds through the Carl D. Perkins Career and Technical Education Act of 2006. This report included an aggregated performance level for each of the performance indicators based on student performance of students enrolled in the recipient's career and technical education programs during the 2006-07 academic year. These data are the baseline data for the recipient for its FY 2009-13 Perkins grant application.

The report also included the State's Negotiated Performance Level target for each of the performance indicators. Recipients may accept the State Negotiated Performance Level or negotiate with the State to reach agreement on the adjusted levels of performance for each of the core indicators described below. If a recipient elects to negotiate with the state, it must propose a performance target that demonstrates that the recipient will make progress toward meeting the State Negotiated Performance Level. The proposed target must be expressed in a percentage form so as to be objective, quantifiable, measurable, and provide supportive rationale.

Complete the report by entering the proposed performance level target for each performance indicator and supportive rationale for the proposed performance target. The proposed performance target may be either the State Negotiated Performance Level or a locally determined performance level that demonstrate continuous progress.

The completed report is to be submitted with recipient's FY 09-13 Tech Prep application. **THIS FORM WILL NEED TO BE SUBMITTED YEARLY WITH NEW PERFORMANCE TARGETS**

<u>PART II:</u> DESCRIPTIONS OF PROCESSES AND SERVICES Perkins Act Title II, [(Sec. 204(b)]

1. Describe the operational procedures for the consortium that will be utilized to plan and implement the activities described in this application. The signed 28E agreement must be attached. Perkins Act Title II, [Sec. 203(a)(1)]

2. Describe how the consortium will provide effective activities that lead to employment placement or the transfer of students to baccalaureate or advanced degree programs. Perkins Act Title II, [(Sec. 204(d)(1)]

3. Describe the process utilized by the Consortium to consult with business, industry, institutions of higher education, and labor organizations within the region in developing the five-year plan. Perkins Act Title II, [(Sec. 204(d)(2)]

4. Describe how the Consortium addresses the issues of school dropout prevention and reentry and the needs of special populations. Perkins Act Title II, [(Sec. 204(d)(3)]

5. Describe how the Consortium will provide education and training in area or skills, including emerging technology, in which there is a significant workforce shortage based on the data provided by the eligible entity in the state under 118 (Iowa Department of Education). Perkins Act Title II, [(Sec. 204 (d) (4)]

6. Describe how Tech Prep programs will help students meet high academic and employability competencies. Perkins Act Title II, [Sec. 203(c)(2)(D)], [Sec. 204(d)(5)]

7. Describe how the consortium has demonstrated success in coordinating with activities under Title I (Basic Perkins). Perkins Act Title II, [Sec. 204(d)(6)]

PART III: BUDGET SUMMARY - Fiscal Year 2009

- ***Please note that if you are submitting a 5-year plan that the budget will need to be submitted annually.***
- ***All funds allocated within the funding period must be expended by June 30 of that fiscal year***

Enter the amount projected to be expended for each of the required activities and each permissive activity selected for use of funds received through this grant award.

Projected amount to expended for each required and permissive activity *(Total from each Action Plan)*	**FY09 Budget** Tech Prep
Required Activities;	
T-R-1: Be carried out under an articulation agreement between the participants in the consortium;	
T-R-2: Develop programs of study for Tech Prep programs	
T-R-3: Develop and improve Tech Prep programs	
T-R-4: Provide professional development for teachers, faculty, and administrators	
T-R-5: Provide professional development programs for counselors	
T-R-6: Provide equal access, to the full range of technical preparation programs	
T-R-7: Provide for preparatory services	
T-R-8: Coordinate with activities conducted under Title I. (Perkins Basic)	
Sub-total for Required uses of funds;	
Permissive Activities:	
T-P-1: Provide for the acquisition of equipment	
T-P-2: Acquire technical assistance from State or local entities	
T-P-3: Establish articulation agreements	
T-P-4: Improve career guidance and academic counseling	
T-P-5: Develop curriculum that supports transition	
Sub-total for Permissive uses of funds:	
Administrative Costs:	
T-A-1: Administrative Costs (not to exceed 5% of the total grant award)	
FY09 Application Total	**$ .00**

Part IV: Action Plan for Required Activities

All eligible recipients must conduct at least one initiative for each of the required activities listed below within the timeframe the funds are available to the recipient. A recipient may utilize funds received through this application or other funds available to the recipient to pay for the costs incurred conducting the initiative.

Required Activity # 1: Be carried out under an articulation agreement between the participants in the consortium; ***(Section 203(c)(1)of the Perkins Act of 2006)***

Description of the initiative(s) to be conducted:

			Indicate Years for Initiative (X)							For 5-Year Plan - Estimated		
									Put in X if Other than Perkins Funds Are Utilized (may have both Perkins funds and an X listed if applicable)			
Initiative(s)/Action Steps	FY 09	FY 10	FY 11	FY 12	FY 13	Measurable Outcomes	Assigned Staff/CTE Program	Perkins Funds FY09	Perkins Funds FY10	Perkins Funds FY11	Perkins Funds FY12	Perkins Funds FY13
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(*Duplicate this form as necessary for initiatives conducted per this requirement.)*

Part IV: Action Plan for Required Activities

All eligible recipients must conduct at least one initiative for each of the required activities listed below within the timeframe the funds are available to the recipient. A recipient may utilize funds received through this application or other funds available to the recipient to pay for the costs incurred conducting the initiative.

Required Activity # 2: Develop programs of study for Tech Prep programs. Required elements of "Program of Study" are in the definition section of plan. ***(Section 203(c)(1&2)of the Perkins Act of 2006)***
(Action plan must include an initiative that is dedicated to the development or implementation of a program of study--See Definitions and/or an initiative that references completed programs of study that have been submitted with this application.)

Description of the initiative(s) to be conducted:

	Indicate Years for Initiative (X)									For 5-Year Plan - Estimated		
									Put in X if Other than Perkins Funds Are Utilized (may have both Perkins funds and an X listed if applicable)			
Initiative(s)/Action Steps	FY 09	FY 10	FY 11	FY 12	FY 13	Measurable Outcomes	Assigned Staff/CTE Program	Perkins Funds FY09	Perkins Funds FY10	Perkins Funds FY11	Perkins Funds FY12	Perkins Funds FY13
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(*Duplicate this form as necessary for initiatives conducted per this requirement.)*

Part IV (Cont): Action Plan for Required Activities– IF YOU ARE SUBMITTING A ONE-YEAR APPLICATION, THIS ACTIVITY MUST STILL BE COMPLETED FOR 5 YEARS TO MEET THE REQUIREMENTS OF PERKINS LAW.

Required Activity # 3: Develop Tech Prep programs – (See Definitions) for secondary education and postsecondary education that—

(A) meet academic standards developed by the State;
(B) link secondary schools and 2-year postsecondary institutions, and if possible and practicable, 4-year institutions of higher education, through—
  1. non-duplicative sequences of courses in career fields; (ii) the use of articulation agreements; and (ii) the investigation of opportunities for tech prep sec. education students to enroll concurrently in secondary education and postsecondary education coursework;
(C) use, if appropriate and available, work-based or worksite learning experiences in conjunction with business and all aspects of an industry; and
(D) use educational technology and distance learning, as appropriate, to involve all the participants in the consortium more fully in the development and operation of programs; ***(Section 203(c)(3)of the Perkins Act of 2006)***

Consist of a program of study that—

(A) combines— (i) a minimum of 2 years of secondary education (as determined under State law); with (ii) a minimum of 2 years of postsecondary education in a non-duplicative, sequential course of study; or (iii) an apprenticeship program of not less than 2 years following secondary education instruction; and
(B) integrates academic and career and technical education instruction, and utilizes work-based and worksite learning experiences where appropriate and available;
(C) provides technical preparation in a career field, including high skill, high wage, or high demand occupations;
(D) builds student competence in technical skills and in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965), as appropriate, through applied, contextual, and integrated instruction, in a coherent sequence of courses;
(E) leads to technical skill proficiency, an industry recognized credential, a certificate, or a degree, in a specific career field;
(F) leads to placement in high skill or high wage employment, or to further education; and
(G) utilizes career and technical education programs of study, to the extent practicable.

Description of the initiative(s) to be conducted:

			Indicate Years for Initiative (X)							For 5-Year Plan - Estimated		
									Put in X if Other than Perkins Funds Are Utilized (may have both Perkins funds and an X listed if applicable)			
Initiative(s)/Action Steps	FY 09	FY 10	FY 11	FY 12	FY 13	Measurable Outcomes	Assigned Staff/CTE Program	Perkins Funds FY09	Perkins Funds FY10	Perkins Funds FY11	Perkins Funds FY12	Perkins Funds FY13
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Part IV (Cont): Action Plan for Required Activities

Required Activity # 4: Provide professional development for teachers, faculty, and administrators that—

(A) supports effective implementation of Tech Prep programs;
(B) supports joint training in the Tech Prep consortium;
(C) supports the needs, expectations, and methods of business and all aspects of an industry;
(D) supports the use of contextual and applied curricula, instruction, and assessment;
(E) supports the use and application of technology; and
(F) assists in accessing and utilizing data, information available pursuant to section 118, and information on student achievement, including assessments;
(Section 203(c)(4)of the Perkins Act of 2006)

Description of the initiative(s) to be conducted:

			Indicate Years for Initiative (X)							For 5-Year Plan - Estimated		
									Put in X if Other than Perkins Funds Are Utilized (may have both Perkins funds and an X listed if applicable)			
Initiative(s)/Action Steps	FY 09	FY 10	FY 11	FY 12	FY 13	Measurable Outcomes	Assigned Staff/CTE Program	Perkins Funds FY09	Perkins Funds FY10	Perkins Funds FY11	Perkins Funds FY12	Perkins Funds FY13
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(*Duplicate this form as necessary for initiatives conducted per this requirement.)*

Part IV (Cont): Action Plan for Required Activities

Required Activity # 5: Provide professional development programs for counselors designed to enable counselors to more effectively—

(A) provide information to students regarding Tech Prep programs;
(B) support student progress in completing Tech Prep programs, which may include the use of graduation and career plans;
(C) provide information on related employment opportunities;
(D) ensure that students are placed in appropriate employment or further postsecondary education;
(E) stay current with the needs, expectations, and methods of business and all aspects of an industry; and
(F) provide comprehensive career guidance and academic counseling to participating students, including special populations;
(Section 203(c)(5)of the Perkins Act of 2006)

Description of the initiative(s) to be conducted:

	Indicate Years for Initiative (X)									For 5-Year Plan - Estimated		
									Put in X if Other than Perkins Funds Are Utilized (may have both Perkins funds and an X listed if applicable)			
Initiative(s)/Action Steps	FY 09	FY 10	FY 11	FY 12	FY 13	Measurable Outcomes	Assigned Staff/CTE Program	Perkins Funds FY09	Perkins Funds FY10	Perkins Funds FY11	Perkins Funds FY12	Perkins Funds FY13
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Part IV (Cont): Action Plan for Required Activities

Required Activity # 6: Provide equal access, to the full range of technical preparation programs (including pre-apprenticeship programs), to individuals who are members of special populations, including the development of Tech Prep program services appropriate to the needs of special populations; ***(Section 203(c)(6)of the Perkins Act of 2006)***

Description of the initiative(s) to be conducted:

			Indicate Years for Initiative (X)							For 5-Year Plan - Estimated		
									Put in X if Other than Perkins Funds Are Utilized (may have both Perkins funds and an X listed if applicable)			
Initiative(s)/Action Steps	FY 09	FY 10	FY 11	FY 12	FY 13	Measurable Outcomes	Assigned Staff/CTE Program	Perkins Funds FY09	Perkins Funds FY10	Perkins Funds FY11	Perkins Funds FY12	Perkins Funds FY13
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(*Duplicate this form as necessary for initiatives conducted per this requirement.)*

Part IV (Cont): Action Plan for Required Activities

Required Activity # 7: Provide for preparatory services that assist participants in Tech Prep programs. ***(Section 203(c)(7)of the Perkins Act of 2006)***

Description of the initiative(s) to be conducted:

	Indicate Years for Initiative (X)									For 5-Year Plan - Estimated		
									Put in X if Other than Perkins Funds Are Utilized (may have both Perkins funds and an X listed if applicable)			
Initiative(s)/Action Steps	FY 09	FY 10	FY 11	FY 12	FY 13	Measurable Outcomes	Assigned Staff/CTE Program	Perkins Funds FY09	Perkins Funds FY10	Perkins Funds FY11	Perkins Funds FY12	Perkins Funds FY13
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Part IV (Cont): Action Plan for Required Activities

Required Activity # 8: Provide coordination with activities conducted under Title I (Basic Perkins). ***(Section 203(c)(8)of the Perkins Act of 2006)***

Description of the initiative(s) to be conducted:

	Indicate Years for Initiative (X)								For 5-Year Plan - Estimated			
									Put in X if Other than Perkins Funds Are Utilized (may have both Perkins funds and an X listed if applicable)			
Initiative(s)/Action Steps	FY 09	FY 10	FY 11	FY 12	FY 13	Measurable Outcomes	Assigned Staff/CTE Program	Perkins Funds FY09	Perkins Funds FY10	Perkins Funds FY11	Perkins Funds FY12	Perkins Funds FY13
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(*Duplicate this form as necessary for initiatives conducted per this requirement.)*

Part V: Action Plan for Permissive Activities

Permissive Activity: *(List the permissive use of funds category and code under which this activity is being conducted. For a complete list of permissive uses of funds, see the application guidelines or budget summary page. Complete one action plan for each permissive use of funds in which funds will be utilized.* ***(Section 203(d) of the Perkins Act of 2006)***

Description of the initiative(s) to be conducted:

	Indicate Years for Initiative (X)								For 5-Year Plan - Estimated			
									Put in X if Other than Perkins Funds Are Utilized (may have both Perkins funds and an X listed if applicable)			
Initiative(s)/Action Steps	FY 09	FY 10	FY 11	FY 12	FY 13	Measurable Outcomes	Assigned Staff/CTE Program	Perkins Funds FY09	Perkins Funds FY10	Perkins Funds FY11	Perkins Funds FY12	Perkins Funds FY13
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(*Duplicate this form as necessary for initiatives conducted per this requirement.)*

Part VI: Action Plan for Administrative Costs

Administrative Costs: *(Permissive) Each* eligible recipient receiving funds under this grant award shall not use more than 5 percent of the funds for administrative costs associated with the administration of activities conducted through the award. ***(Section 135(d) of the Perkins Act of 2006)***

Description of the initiative(s) to be conducted:

	Indicate Years for Initiative (X)								For 5-Year Plan - Estimated			
								Put in X if Other than Perkins Funds Are Utilized (may have both Perkins funds and an X listed if applicable)				
Initiative(s)/Action Steps	FY 09	FY 10	FY 11	FY 12	FY 13	Measurable Outcomes	Assigned Staff/CTE Program	Perkins Funds FY09	Perkins Funds FY10	Perkins Funds FY11	Perkins Funds FY12	Perkins Funds FY13
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(*Duplicate this form as necessary for initiatives conducted per this requirement.)*

<u>Part VII:</u> Assurances/Agreement – FY 2009-FY 2013

1. The Community College providing fiscal control over this local plan agrees to provide for fiscal control, maintain financial records and provide such information to the Iowa Department of Education as may be required for fiscal audit.
2. The eligible recipient agrees to report annually to the Department of Education the progress of the eligible recipient performance on the indicators of performance for the Tech Prep programs. [Sec 113,(b)(4), [Sec. 203,(e)]
3. The eligible recipient agrees that the "Funds made available under this act for career and technical education activities shall supplement, and not supplant, non-Federal funds expended to carry out vocational and technical education activities." [Sec. 311, (a)]
4. The eligible recipient agrees to retain certification on non-debarment and suspension from any contractor who will have single or aggregate contracts of $100,000 or more. (98-111-USDE-282-7)
5. The eligible recipient certifies that the agency and its principal officers are not suspended or debarred. (98-111-USDE-2823-7)
6. Funds will not be used to acquire equipment, including computer software, in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, its employees, or any affiliate of such an organization. [Sec. 122,(C)(12)]
7. Funds will not be used for the purpose of directly providing incentives or inducements to an employee to relocate a business enterprise from one state to another state if such relocation will result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements are offered. [Sec. 322]
8. No federal appropriated funds have been or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of congress, an officer or employee of Congress in connection with the making of any federal grant, the entering into any grant or cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. Sec. 1352, Title 31.
9. The eligible recipient ensures that students who participate in the Tech Prep programs receiving assistance are taught the same challenging academic proficiencies as are taught for all other students. [Sec. 134, (b)(3)(d)] [Sec. 201(c)(3)(A)]

Part VII: Assurances/Agreement – FY 2009-FY 2013 (continued)

CONSORTIUM APPLICANT:

Each of the undersigned members of the consortium certifies that their institution has been involved in the development of this five year plan and application for funds, will allow the fiscal agent to submit annual budgets that are aligned to the five-year plan, will abide the assurances described on page 16, and agree to abide by the procedures and activities set forth in it. It also assures that all of the participating agencies have entered into an appropriate shared services agreement that includes operational procedures including the procedure for the final disposition of equipment that has been purchased with federal funds. The agreement should also designate a fiscal agent to administer the grant, and include a clear statement of the role and responsibilities of the fiscal agent.

Consortium Fiscal Agent:

_____ _____
Name of Agency (Community College) Co. District Number

_____ _____
Signature of Executive Officer Date

Regional Planning Board or regional advisory committee chair (if utilized):

_____ _____
Name of Chairperson Date

AEA Consortium Member:

_____ _____
LEA Name Co. District Number

_____ _____
Superintendent Date

Secondary school Consortium Members:

_____ _____
LEA Name Co. District Number

_____ _____
Superintendent Date

_____ _____
LEA Name Co. District Number

_____ _____
Superintendent Date

Part VII: Assurances/Agreement – FY 2009-FY 2013 (continued)

CONSORTIUM APPLICANT:

Each of the undersigned members of the consortium certifies that their institution has been involved in the development of this five year plan and application for funds, will allow the fiscal agent to submit annual budgets that are aligned to the five-year plan, will abide the assurances described above, and agree to abide by the procedures and activities set forth in it. It also assures that all of the participating agencies have entered into an appropriate shared services agreement that includes operational procedures including the procedure for the final disposition of equipment that has been purchased with federal funds. The agreement should also designate a fiscal agent to administer the grant, and include a clear statement of the role and responsibilities of the fiscal agent.

LEA Name	Co. District Number
Superintendent	Date
LEA Name	Co. District Number
Superintendent	Date
LEA Name	Co. District Number
Superintendent	Date
LEA Name	Co. District Number
Superintendent	Date
LEA Name	Co. District Number
Superintendent	Date
LEA Name	Co. District Number
Superintendent	Date

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Part VIII: Check list

FY 2009
Regional Tech Prep Application
Checklist

Fiscal Agent:_____

Application Checklist	State use only
_____Cover Page	_____
_____List of Tech Prep and Career Academy Education Programs (A copy of each secondary school programs as submitted within Perkins Basic)	_____
_____Copy of completed Tech Prep and Career academy programs of study (R-2)	_____
_____Accountability Requirements/Performance Data, (Part I)	_____
_____Description of Processes and Services (Part II)	_____
_____Budget Summary (Part III)	_____
_____Action plans for required activities are all included (Part IV)	_____
_____Action plans for permissive activities - optional (Part V)	_____
_____Action plan for administrative costs (Part VI)	_____
_____Assurance/agreements (Part VII) (Signed by all members)	_____
_____Copy of Tech Prep Application Checklist (Part VIII) (All items must be submitted with application)	_____

Attachment

REGIONAL TECH PREP/CAREER ACADEMY COORIDINATORS

Bureau of Community College and Career and Technical Education

Jan Friedel, Administrator
Ph: (515) 281-8260
Email: jan.friedel@iowa.gov

Roger Utman, Bureau Chief
Ph: (515) 281-3542
e-mail: roger.utman@iowa.gov

Roger Foelske, Adm. Consult.
Ph: (515) 281-4700
e-mail: roger.foelske@iowa.gov

Ken Maguire, T. P. Liaison
Ph: (515) 281-4721
Email: ken.maguire@iowa.gov

Region	Fiscal Agent	Regional Coordinator		Liaison
1	Northeast Iowa Community College PO Box 400 Calmar, IA 52132	Katie Beadle Peosta campus Ph. (563) 542-0028 Ext 389 e-mail: beadlek@portal.nicc.edu		Janet Woodruff Ph: (515) 281-8488 e-mail: janet.woodruff@iowa.gov
2	North Iowa Area Community College 500 College Dr. Mason City, IA 50401	Fran De Groote Ph: (641) 422-4164 e-mail : Degrofra@niacc.edu Jean Ostrander Ph: (641) 422-4177 e-mail: ostrajea@niacc.edu	Deb Throne Ph. (641) 422-4257 e-mail: throndeb@niacc.edu	Kelli Diemer Ph: (515) 281-3516 e-mail: Kelli.Diemer@iowa.gov
3	Iowa Lakes Community College 19 South 7th St. Estherville, IA 51334-2295	Kari Hampe Ph: (712) 852-5228 e-mail: khampe@iowalakes.edu		Roger Foelske Ph: (515) 281-4700 e-mail: roger.foelske@iowa.gov
4	Northwest Iowa Community College 603 W. Park St. Sheldon, IA 51201	Donna Ascherl Ph: (800) 352-4907 Ext 308 e-mail: dascherl@nwicc.edu		Pat Thieben Ph: (515) 281-4707 e-mail: pat.thieben@iowa.gov

Region	Fiscal Agent	Regional Coordinator		Liaison
5	Iowa Central Community College 330 Avenue M Fort Dodge, IA 50501	Bill McAnally Ph: (515) 576-1900 e-mail: mcanally@iowacentral.edu		Roger Foelske Ph: (515) 281-4700 e-mail: roger.foelske@iowa.gov
6	Iowa Valley Community College District Marshalltown, IA 50158	Lorna Kennedy Ph: (641) 844-2478 Cell: (641) 328-4751 e-mail: lkennedy@aea267.k12.ia.us		Mary Ann Adams Ph: (515) 281-4716 e-mail: maryann.adams@iowa.gov
7	Hawkeye Community College P.O. Box 8015 1501 E. Orange Rd. Waterloo, IA 50704	Paula Boyce Ph: (319) 296-4456 e-mail: pboyce@hawkeyecollege.edu		Dale Gruis Ph: (515) 281-4712 e-mail: dale.gruis@iowa.gov
9	Eastern Iowa Community College 306 W. River Dr. Davenport, IA 52801	Jeff Armstrong Dean of the College Muscatine CC 152 Colorado St. Muscatine, IA 52761 Ph: (563) 288-6004 e-mail: jarmstrong@eicc.edu	Annabelia Calderon-Flores Career Academy Advisor Muscatine Community College 152 Colorado St. Muscatine, IA	Fidelis Ubadigbo Ph: (515) 281-3080 e-mail: fidelis.ubadigbo@iowa.gov
10	Kirkwood Community College Lincoln Learning Center 912 18th Avenue SW Cedar Rapids, IA 52402	Dave Bunting Executive Director of Secondary Programs Ph: (319) 398-7170 Cell: (319) 533-4537 FAX: 319-398-1049 e-mail: dbuntin@kirkwood.edu		Ken Maguire Ph: (515) 281-8353 e-mail: ken.maguire@iowa.gov
11	Des Moines Area Community College 2006 S Ankeny Blvd, Bldg 6-10 Ankeny, IA 50021	Randy Gabriel Ph: (515) 965-6011 or Ph: (800) 362-2127 Ext 6011 FAX: (515) 965-7080 e-mail: rgabriel1@dmacc.cc.ia.us	Randy Mead Ph: (515) 964-6392 (800) 362-2127 Ext 6392 e-mail: ramead@dmacc.edu	Andrew Wermes Ph: (515) 281-8353 e-mail: andrew.wermes@iowa.gov

Region	Fiscal Agent	Regional Coordinator		Liaison
12	Western Hills AEA 12 1520 Morningside Ave. Sioux City, IA 51106	Nancy Muecke Western Iowa Tech Community College Ph: (712) 274-8733 Ext. 1232 e-mail: MueckeN@witcc.edu	Mona Yanacheak Ph: (712) 274-6000 Ext 6095 e-mail: myanacheak@nwaea.k12.ia.us	Pat Thieben Ph: (515) 281-4707 e-mail: pat.thieben@iowa.gov
13	Iowa Western Community College 2700 College Rd, Box 4-C Council Bluffs, IA 51503	Jamie Donahue, Tech Prep Coord. Ph: (800) 432-5852 Ext 3417 e-mail: jdonahue@iwcc.edu Nancy Bristow, Perkins Coord. Ph: (800) 432-5853 Ext 3213 e-mail: nbristow@iwcc.edu	Michael Cohen	Colleen Hunt Ph: (515) 281-0319 e-mail: colleen.hunt@iowa.gov
14	Southwestern Community College P.O. Box 458 1501 W. Townline St. Creston, IA 50801	Mindy Dresback Ph: (641) 782-1307 Ext 307 or (800) 247-4023 e-mail: dresback@swcciowa.edu		Amy Vybiral Ph: (515) 281-4704 e-mail: amy.vybiral@iowa.gov
15	Indian Hills Community College 525 Grandview Ave. Bldg #1 Ottumwa, IA 52501	Karen Swanson Ph: (563) 683-5277 e-mail: kswanson@indianhills.edu		Jeannette Thomas Ph: (515) 281-3636 e-mail: Jeanette.Thomas@iowa.gov
16	Southeastern Community College 1500 W. Agency Rd. P.O. Box 180 West Burlington, IA 52655-0180	Monica Hinkle Ph: (319) 208-5046 (866) 722-4692 ext. 5046 e-mail: mhinkle@scciowa.edu		Catherine Vance Ph: (515) 281-4722 e-mail: catherine.vance@iowa.gov

APPENDIX E

BASIC GRANT ALLOCATION

PERKINS ALLOCATIONS FY '09

BASIC DOLLARS AWARDED $ 12,134,049.00

		FEDERAL	STATE MATCH	CARRYOVER	TOTAL FUNDS AVAILABLE
5%	ADMINISTRATION	606,702.00	606,702.00	0.00	1,213,404.00
10%	STATE PROGRAM AND LEADERSHIP	1,213,404.00	0.00	0.00	1,213,404.00
	RESERVE FUND	150,000.00	0.00	0.00	150,000.00
85%	SECONDARY - 50.6%	5,142,955.00	0.00	71,469.69	5,214,424.69
	POST SECONDARY - 49.4%	5,020,988.00	0.00	24,253.97	5,045,241.97
	TOTAL BASIC	12,134,049.00	606,702.00	95,723.66	12,836,474.66

APPENDIX F

TECH PREP GRANT ALLOCATION

PERKINS ALLOCATIONS FY '09

TECH PREP DOLLARS AWARDED $ 1,244,304.00

		FEDERAL	CARRYOVER	TOTAL FUNDS AVAILABLE
5%	ADMINISTRATION	62,215	0.00	62,215.00
95%	PROGRAM	1,182,089	6,964.00	1,189,053.00
	TOTAL GRANT MONEY	1,244,304.00	6,964.00	1,251,268.00

APPENDIX G

RESERVE FUND ALLOCATION

PERKINS ALLOCATIONS FY '09

BASIC DOLLARS AWARDED $ 12,134,049.00

		FEDERAL	STATE MATCH	CARRYOVER	TOTAL FUNDS AVAILABLE
5%	ADMINISTRATION	606,702.00	606,702.00	0.00	1,213,404.00
10%	STATE PROGRAM AND LEADERSHIP	1,213,404.00	0.00	0.00	1,213,404.00
	RESERVE FUND	150,000.00	0.00	0.00	150,000.00
85%	SECONDARY - 50.6%	5,142,955.00	0.00	71,469.69	5,214,424.69
	POST SECONDARY - 49.4%	5,020,988.00	0.00	24,253.97	5,045,241.97
	TOTAL BASIC	12,134,049.00	606,702.00	95,723.66	12,836,474.66

APPENDIX H

SECONDARY ALLOCATIONS

Iowa Department of Education
Bureau of Community Colleges & Career and Technical Education
FY '09 Perkins Basic Grant Allocation for Secondary School Districts

	Secondary	Post Sec.	Total
Using Census Data - SD05	**5,142,955**	**5,020,988**	**10,163,943**
Children ages 5-17	**71,470**	**24,254**	**95,724**
	5,214,425	**5,045,242**	**10,259,667**

				FY2009 Funds 70%				30%						
				FY '08 Carryover										
				Total avaliable	# of Poor				Children					
MA	Co	Dist	Dist Name	# of Poor	% of Total	Allocation	Carryover Allocation	# of Children	% of Total	Allocation	Carryover Allocation	Funds Allocation	Carryover Allocation	Total Allocation
11	39	0018	ADAIR-CASEY CSD	46	0.0800710%	2,882	40	346	0.0664619%	1,025	14	3,907	54	3,961
11	25	0027	ADEL-DE SOTO-MINBURN CSD	56	0.0974778%	3,508	49	1,851	0.3555520%	5,486	76	8,994	125	9,119
06	42	0009	AGWSR CSD	119	0.2071402%	7,456	104	905	0.1738382%	2,682	37	10,138	141	10,279
13	78	0441	A-H-S-T CSD	67	0.1166252%	4,198	58	695	0.1335001%	2,060	29	6,258	87	6,345
12	75	0063	AKRON WESTFIELD CSD	33	0.0574423%	2,067	29	582	0.1117943%	1,725	24	3,792	53	3,845
05	11	0072	ALBERT CITY-TRUESDALE CSD	58	0.1009591%	3,634	51	302	0.0580101%	895	12	4,529	63	4,592
15	68	0081	ALBIA CSD	199	0.3463942%	12,469	173	1,297	0.2491361%	3,844	53	16,313	226	16,539
10	57	0099	ALBURNETT CSD	31	0.0539609%	1,942	27	690	0.1325396%	2,045	28	3,987	55	4,042
06	42	0108	ALDEN CSD	36	0.0626643%	2,255	31	328	0.0630043%	972	14	3,227	45	3,272
03	55	0126	ALGONA CSD	147	0.2558791%	9,211	128	1,558	0.2992706%	4,617	64	13,828	192	14,020
01	03	0135	ALLAMAKEE CSD	212	0.3690230%	13,284	185	1,612	0.3096433%	4,777	66	18,061	251	18,312
07	12	0153	ALLISON-BRISTOW CSD	30	0.0522202%	1,879	26	330	0.0633885%	978	14	2,857	40	2,897
05	11	0171	ALTA CSD	63	0.1096625%	3,947	55	673	0.1292742%	1,995	28	5,942	83	6,025
11	85	0225	AMES CSD	381	0.6631969%	23,875	332	4,667	0.8964673%	13,831	192	37,706	524	38,230
10	53	0234	ANAMOSA CSD	130	0.2262877%	8,146	113	1,348	0.2589325%	3,995	56	12,141	169	12,310
09	49	0243	ANDREW CSD	41	0.0713676%	2,568	36	347	0.0666540%	1,028	14	3,596	50	3,646
13	15	0252	ANITA CSD	41	0.0713676%	2,568	36	318	0.0610835%	942	13	3,510	49	3,559
11	77	0261	ANKENY CSD	210	0.3655416%	13,160	182	6,378	1.2251272%	18,902	263	32,062	445	32,507
12	97	0270	ANTHON-OTO CSD	58	0.1009591%	3,635	50	325	0.0624281%	963	13	4,598	63	4,661
07	12	0279	APLINGTON-PARKERSBURG CSD	69	0.1201065%	4,324	60	786	0.1509799%	2,328	32	6,652	92	6,744
03	32	0333	ARMSTRONG-RINGSTED CSD	48	0.0835524%	3,008	42	367	0.0704957%	1,087	15	4,095	57	4,152
12	24	0355	AR-WE-VA CSD	37	0.0644050%	2,319	32	468	0.0898964%	1,386	19	3,705	51	3,756
13	15	0387	ATLANTIC CSD	201	0.3498755%	12,596	175	1,398	0.2685368%	4,142	58	16,738	233	16,971
11	05	0414	AUDUBON CSD	51	0.0887744%	3,196	44	701	0.1346526%	2,078	28	5,274	72	5,346
12	18	0423	AURELIA CSD	20	0.0348135%	1,253	17	313	0.0601231%	928	12	2,181	29	2,210
11	85	0472	BALLARD CSD	60	0.1044405%	3,760	52	1,142	0.2193627%	3,385	47	7,145	99	7,244
12	47	0504	BATTLE CREEK-IDA GROVE CSD	69	0.1201065%	4,324	60	733	0.1407993%	2,172	30	6,496	90	6,586
11	50	0513	BAXTER CSD	23	0.0400355%	1,441	20	306	0.0587784%	907	13	2,348	33	2,381
06	38	0540	BCLUW CSD	42	0.0731083%	2,632	37	640	0.1229353%	1,897	26	4,529	63	4,592
14	87	0549	BEDFORD CSD	73	0.1270692%	4,575	64	608	0.1167885%	1,802	25	6,377	89	6,466
10	06	0576	BELLE PLAINE CSD	52	0.0905151%	3,259	45	745	0.1431044%	2,208	31	5,467	76	5,543
09	49	0585	BELLEVUE CSD	88	0.1531793%	5,515	77	872	0.1674994%	2,584	36	8,099	113	8,212
02	99	0594	BELMOND-KLEMME CSD	71	0.1235879%	4,449	62	814	0.1563583%	2,412	34	6,861	96	6,957
09	16	0603	BENNETT CSD	12	0.0208881%	752	10	251	0.0482137%	744	10	1,496	20	1,516
10	06	0609	BENTON CSD	101	0.1758081%	6,329	88	1,791	0.3440268%	5,308	74	11,637	162	11,799
09	82	0621	BETTENDORF CSD	341	0.5935699%	21,369	297	4,259	0.8180961%	12,622	175	33,991	472	34,463
11	77	0720	BONDURANT-FARRAR CSD	59	0.1026998%	3,697	51	960	0.1844030%	2,845	40	6,542	91	6,633
11	08	0729	BOONE CSD	225	0.3916517%	14,100	196	2,392	0.4594707%	7,089	99	21,189	295	21,484
04	84	0747	BOYDEN-HULL CSD	58	0.1009591%	3,635	51	859	0.1650022%	2,546	35	6,181	86	6,267
13	43	1917	BOYER VALLEY CSD	86	0.1496980%	5,389	75	544	0.1044950%	1,612	22	7,001	97	7,098
06	79	0846	BROOKLYN-GUERNSEY-MALCOM CSD	44	0.0765897%	2,757	38	611	0.1173648%	1,811	25	4,568	63	4,631
16	29	0882	BURLINGTON CSD	921	1.6031611%	57,715	802	5,230	1.0046120%	15,500	215	73,215	1017	74,232
13	15	0914	C AND M CSD	30	0.0522202%	1,880	26	220	0.0422590%	652	9	2,532	35	2,567
02	35	0916	CAL CSD	40	0.0696270%	2,507	35	335	0.0643490%	993	14	3,500	49	3,549
09	23	0918	CALAMUS/WHEATLAND CSD	77	0.1340319%	4,825	67	498	0.0956590%	1,476	21	6,301	88	6,389
09	23	0936	CAMANCHE CSD	69	0.1201065%	4,324	60	819	0.1573188%	2,427	34	6,751	94	6,845
15	90	0977	CARDINAL CSD	79	0.1375133%	4,951	69	715	0.1373418%	2,119	29	7,070	98	7,168
11	91	0981	CARLISLE CSD	74	0.1288099%	4,637	64	1,326	0.2547066%	3,930	55	8,567	119	8,686
11	14	0999	CARROLL CSD	175	0.3046180%	10,966	152	2,648	0.5086448%	7,848	109	18,814	261	19,075
07	07	1044	CEDAR FALLS CSD	416	0.7241205%	26,069	362	4,841	0.9298904%	14,347	199	40,416	561	40,977
10	57	1053	CEDAR RAPIDS CSD	2,382	4.1462863%	149,269	2,074	21,191	4.0705034%	62,803	873	212,072	2947	215,019
10	57	1062	CENTER POINT-URBANA CSD	56	0.0974778%	3,509	49	1,077	0.2068771%	3,192	44	6,701	93	6,794
15	04	1071	CENTERVILLE CSD	310	0.5396090%	19,426	270	1,629	0.3129088%	4,828	67	24,254	337	24,591
10	57	1089	CENTRAL CITY CSD	77	0.1340319%	4,825	67	531	0.1019979%	1,574	22	6,399	89	6,488
09	23	1082	CENTRAL CLINTON CSD	138	0.2402131%	8,648	120	1,791	0.3440268%	5,308	74	13,956	194	14,150

				70%				30%						
MA	Co	Dist	Dist Name	# of Poor	# of Poor % of Total	Allocation	Carryover Allocation	# of Children	Children % of Total	Allocation	Carryover Allocation	Funds Allocation	Carryover Allocation	Total Allocation
01	22	1080	CENTRAL CSD	84	0.1462166%	5,264	73	582	0.1117943%	1,725	24	6,989	97	7,086
14	27	1093	CENTRAL DECATUR CSD	153	0.2663232%	9,588	133	754	0.1448332%	2,235	31	11,823	164	11,987
16	56	1079	CENTRAL LEE CSD	98	0.1705861%	6,141	85	1,064	0.2043800%	3,153	44	9,294	129	9,423
04	60	1095	CENTRAL LYON CSD	57	0.0992184%	3,572	50	840	0.1613526%	2,489	35	6,061	85	6,146
15	59	1107	CHARITON CSD	247	0.4299466%	15,478	215	1,421	0.2729548%	4,211	59	19,689	274	19,963
02	34	1116	CHARLES CITY CSD	250	0.4351686%	15,666	218	1,886	0.3622750%	5,589	78	21,255	296	21,551
12	24	1134	CHARTER OAK-UTE CSD	37	0.0644050%	2,319	32	340	0.0653094%	1,008	14	3,327	46	3,373
12	18	1152	CHEROKEE CSD	95	0.1653641%	5,953	83	1,049	0.2014987%	3,109	43	9,062	126	9,188
13	73	1197	CLARINDA CSD	160	0.2785079%	10,026	139	1,254	0.2408764%	3,716	52	13,742	191	13,933
05	99	1206	CLARION-GOLDFIELD CSD	140	0.2436944%	8,773	122	834	0.1602001%	2,472	34	11,245	156	11,401
14	20	1211	CLARKE CSD	206	0.3585789%	12,909	179	1,346	0.2585483%	3,989	55	16,898	234	17,132
07	12	1215	CLARKSVILLE CSD	40	0.0696270%	2,507	35	359	0.0689590%	1,064	15	3,571	50	3,621
03	21	1218	CLAY CENTRAL/EVERLY CSD	40	0.0696270%	2,507	35	486	0.0933540%	1,440	20	3,947	55	4,002
10	52	1221	CLEAR CREEK-AMANA CSD	72	0.1253286%	4,512	63	1,295	0.2487519%	3,838	53	8,350	116	8,466
02	17	1233	CLEAR LAKE CSD	106	0.1845115%	6,643	92	1,412	0.2712260%	4,185	58	10,828	150	10,978
14	87	1224	CLEARFIELD CSD	22	0.0382948%	1,379	19	102	0.0195928%	302	4	1,681	23	1,704
09	23	1278	CLINTON CSD	812	1.4134276%	50,884	707	4,611	0.8857105%	13,666	190	64,550	897	65,447
11	50	1332	COLFAX-MINGO CSD	144	0.2506571%	9,024	125	907	0.1742224%	2,688	37	11,712	162	11,874
10	57	1337	COLLEGE CSD	257	0.4473533%	16,105	224	3,116	0.5985413%	9,235	128	25,340	352	25,692
11	85	1350	COLLINS-MAXWELL CSD	56	0.0974778%	3,509	49	533	0.1023821%	1,580	22	5,089	71	5,160
11	85	1359	COLO-NESCO CSD	36	0.0626643%	2,256	31	599	0.1150598%	1,775	25	4,031	56	4,087
09	58	1368	COLUMBUS CSD	115	0.2001775%	7,207	100	981	0.1884368%	2,907	40	10,114	140	10,254
11	14	1413	COON RAPIDS-BAYARD CSD	59	0.1026998%	3,697	51	498	0.0956590%	1,476	21	5,173	72	5,245
14	02	1431	CORNING CSD	70	0.1218472%	4,387	61	533	0.1023821%	1,580	22	5,967	83	6,050
02	41	1449	CORWITH-WESLEY CSD	24	0.0417762%	1,504	21	260	0.0499425%	771	11	2,275	32	2,307
13	78	1476	COUNCIL BLUFFS CSD	1,462	2.5448659%	91,617	1,273	10,239	1.9667729%	30,345	422	121,962	1695	123,657
14	88	1503	CRESTON CSD	214	0.3725043%	13,410	186	1,489	0.2860167%	4,413	61	17,823	247	18,070
11	25	1576	DALLAS CENTER-GRIMES CSD	47	0.0818117%	2,945	41	1,735	0.3332699%	5,142	71	8,087	112	8,199
16	29	1602	DANVILLE CSD	37	0.0644050%	2,319	32	450	0.0864389%	1,334	19	3,653	51	3,704
09	82	1611	DAVENPORT CSD	3,445	5.9966231%	215,883	3,000	19,195	3.6870989%	56,888	791	272,771	3791	276,562
15	26	1619	DAVIS COUNTY CSD	282	0.4908702%	17,672	246	1,516	0.2912030%	4,493	62	22,165	308	22,473
01	96	1638	DECORAH CSD	67	0.1166252%	4,199	58	1,497	0.2875534%	4,437	62	8,636	120	8,756
10	48	1647	DEEP RIVER-MILLERSBURG CSD	28	0.0487389%	1,755	24	215	0.0412986%	637	9	2,392	33	2,425
09	23	1675	DELWOOD CSD	40	0.0696270%	2,507	35	290	0.0557051%	859	12	3,366	47	3,413
12	24	1701	DENISON CSD	225	0.3916517%	14,100	196	1,719	0.3301966%	5,095	71	19,195	267	19,462
07	09	1719	DENVER CSD	34	0.0591829%	2,131	30	662	0.1271612%	1,962	27	4,093	57	4,150
11	77	1737	DES MOINES INDEPENDENT CSD	5,055	8.7991088%	316,774	4,402	37,044	7.1156495%	109,786	1,526	426,560	5928	432,488
14	80	1782	DIAGONAL CSD	27	0.0469982%	1,692	24	94	0.0180561%	279	4	1,971	28	1,999
07	38	1791	DIKE-NEW HARTFORD CSD	49	0.0852930%	3,071	43	722	0.1386864%	2,140	30	5,211	73	5,284
05	99	1854	DOWS CSD	13	0.0226288%	815	11	171	0.0328468%	507	7	1,322	18	1,340
01	31	1863	DUBUQUE CSD	1,321	2.2994308%	82,781	1,150	12,886	2.4752257%	38,190	531	120,971	1681	122,652
07	07	1908	DUNKERTON CSD	68	0.1183659%	4,261	59	549	0.1054554%	1,627	23	5,888	82	5,970
09	16	1926	DURANT CSD	33	0.0574423%	2,068	29	582	0.1117943%	1,725	24	3,793	53	3,846
05	99	1944	EAGLE GROVE CSD	120	0.2088809%	7,520	105	885	0.1699965%	2,623	36	10,143	141	10,284
11	61	1953	EARLHAM CSD	38	0.0661456%	2,381	33	563	0.1081447%	1,669	23	4,050	56	4,106
07	10	1963	EAST BUCHANAN CSD	66	0.1148845%	4,136	57	578	0.1110260%	1,713	24	5,849	81	5,930
09	49	1965	EAST CENTRAL CSD	82	0.1427353%	5,139	71	421	0.0808684%	1,248	17	6,387	88	6,475
05	37	1967	EAST GREENE CSD	53	0.0922557%	3,321	46	407	0.0781792%	1,206	17	4,527	63	4,590
06	64	1968	EAST MARSHALL CSD	94	0.1636234%	5,891	82	811	0.1557821%	2,404	33	8,295	115	8,410
14	88	1970	EAST UNION CSD	90	0.1566607%	5,640	78	508	0.0975799%	1,506	21	7,146	99	7,245
01	03	1972	EASTERN ALLAMAKEE CSD	43	0.0748490%	2,695	37	486	0.0933540%	1,440	20	4,135	57	4,192
15	90	0657	EDDYVILLE-BLAKESBURG CSD	73	0.1270692%	4,575	64	803	0.1542454%	2,380	33	6,955	97	7,052
01	28	1989	EDGEWOOD-COLESBURG CSD	97	0.1688454%	6,079	84	607	0.1165965%	1,799	25	7,878	109	7,987
06	42	2007	ELDORA-NEW PROVIDENCE CSD	71	0.1235879%	4,449	62	867	0.1665389%	2,570	36	7,019	98	7,117
13	83	2016	ELK HORN-KIMBALLTON CSD	30	0.0522202%	1,880	26	300	0.0576259%	889	12	2,769	38	2,807
03	74	2088	EMMETSBURG CSD	101	0.1758081%	6,329	88	767	0.1473303%	2,273	32	8,602	120	8,722
10	48	2097	ENGLISH VALLEYS CSD	48	0.0835524%	3,008	42	437	0.0839418%	1,295	18	4,303	60	4,363
13	73	2113	ESSEX CSD	20	0.0348135%	1,253	17	248	0.0476374%	735	10	1,988	27	2,015
03	32	2124	ESTHERVILLE-LINCOLN CENTRAL CSD	157	0.2732859%	9,838	137	1,444	0.2773728%	4,280	59	14,118	196	14,314
11	05	2151	EXIRA CSD	55	0.0957371%	3,447	48	318	0.0610835%	942	13	4,389	61	4,450
15	51	2169	FAIRFIELD CSD	324	0.5639785%	20,304	282	2,371	0.4554369%	7,027	98	27,331	380	27,711
13	36	2205	FARRAGUT CSD	25	0.0435169%	1,567	22	301	0.0578180%	892	12	2,459	34	2,493
02	95	2295	FOREST CITY CSD	125	0.2175843%	7,833	109	1,265	0.2429893%	3,749	52	11,582	161	11,743

				70%				30%						
MA	Co	Dist	Dist Name	# of Poor	# of Poor % of Total	Allocation	Carryover Allocation	# of Children	Children % of Total	Allocation	Carryover Allocation	Funds Allocation	Carryover Allocation	Total Allocation
05	94	2313	FORT DODGE CSD	732	1.2741736%	45,871	637	4,919	0.9448731%	14,578	203	60,449	840	61,289
16	56	2322	FORT MADISON CSD	427	0.7432679%	26,758	372	2,899	0.5568585%	8,592	119	35,350	491	35,841
01	19	2349	FREDERICKSBURG CSD	42	0.0731083%	2,632	37	316	0.0606993%	937	13	3,569	50	3,619
15	62	2367	FREMONT CSD	20	0.0348135%	1,253	17	211	0.0405302%	625	9	1,878	26	1,904
13	36	2369	FREMONT-MILLS CSD	48	0.0835524%	3,008	42	428	0.0822130%	1,268	18	4,276	60	4,336
12	47	2376	GALVA-HOLSTEIN CSD	56	0.0974778%	3,509	49	455	0.0873993%	1,348	19	4,857	68	4,925
02	41	2403	GARNER-HAYFIELD CSD	51	0.0887744%	3,196	44	705	0.1354209%	2,089	29	5,285	73	5,358
04	60	2457	GEORGE-LITTLE ROCK CSD	56	0.0974778%	3,509	49	513	0.0985403%	1,520	21	5,029	70	5,099
11	85	2466	GILBERT CSD	27	0.0469982%	1,692	24	823	0.1580871%	2,439	34	4,131	58	4,189
05	46	2493	GILMORE CITY-BRADGATE CSD	24	0.0417762%	1,504	21	195	0.0374569%	578	8	2,082	29	2,111
07	86	2502	GLADBROOK-REINBECK CSD	50	0.0870337%	3,133	44	827	0.1588555%	2,451	34	5,584	78	5,662
13	65	2511	GLENWOOD CSD	162	0.2819892%	10,152	141	2,118	0.4068390%	6,277	87	16,429	228	16,657
11	14	2520	GLIDDEN-RALSTON CSD	39	0.0678863%	2,444	34	362	0.0695353%	1,073	15	3,517	49	3,566
06	86	2682	GMG CSD	35	0.0609236%	2,193	30	380	0.0729928%	1,126	16	3,319	46	3,365
03	74	2556	GRAETTINGER CSD	21	0.0365542%	1,316	18	248	0.0476374%	735	10	2,051	28	2,079
02	12	2664	GREENE CSD	35	0.0609236%	2,193	30	343	0.0658856%	1,017	14	3,210	44	3,254
06	79	2709	GRINNELL-NEWBURG CSD	201	0.3498755%	12,596	175	1,798	0.3453714%	5,329	74	17,925	249	18,174
13	15	2718	GRISWOLD CSD	75	0.1305506%	4,700	65	640	0.1229353%	1,897	26	6,597	91	6,688
07	38	2727	GRUNDY CENTER CSD	41	0.0713676%	2,569	36	582	0.1117943%	1,725	24	4,294	60	4,354
11	39	2754	GUTHRIE CENTER CSD	50	0.0870337%	3,133	44	474	0.0910490%	1,405	20	4,538	64	4,602
01	22	2763	CLAYTON RIDGE CSD	81	0.1409946%	5,076	71	797	0.1530929%	2,362	33	7,438	104	7,542
13	36	2772	HAMBURG CSD	46	0.0800710%	2,883	40	279	0.0535921%	827	11	3,710	51	3,761
02	35	2781	HAMPTON-DUMONT CSD	143	0.2489164%	8,961	125	1,132	0.2174418%	3,355	47	12,316	172	12,488
13	83	2826	HARLAN CSD	141	0.2454351%	8,836	123	1,622	0.3115642%	4,807	67	13,643	190	13,833
15	89	2834	HARMONY CSD	55	0.0957371%	3,447	48	490	0.0941223%	1,452	20	4,899	68	4,967
03	30	2846	HARRIS-LAKE PARK CSD	25	0.0435169%	1,567	22	311	0.0597389%	922	13	2,489	35	2,524
04	71	2862	HARTLEY-MELVIN-SANBORN CSD	66	0.1148845%	4,136	57	853	0.1638497%	2,528	35	6,664	92	6,756
10	92	2977	HIGHLAND CSD	73	0.1270692%	4,575	64	616	0.1183252%	1,826	25	6,401	89	6,490
12	75	2988	HINTON CSD	37	0.0644050%	2,319	32	595	0.1142914%	1,763	25	4,082	57	4,139
10	48	2766	H-L-V CSD	45	0.0783303%	2,820	39	426	0.0818288%	1,263	18	4,083	57	4,140
01	45	3029	HOWARD-WINNESHIEK CSD	186	0.3237654%	11,656	162	1,627	0.3125246%	4,822	67	16,478	229	16,707
06	42	3033	HUBBARD-RADCLIFFE CSD	55	0.0957371%	3,447	48	507	0.0973878%	1,503	21	4,950	69	5,019
07	07	3042	HUDSON CSD	86	0.1496980%	5,389	75	742	0.1425281%	2,199	31	7,588	106	7,694
05	46	3060	HUMBOLDT CSD	127	0.2210656%	7,959	111	1,197	0.2299274%	3,548	49	11,507	160	11,667
13	83	3168	IKM CSD	77	0.1340319%	4,825	67	477	0.0916252%	1,414	20	6,239	87	6,326
07	10	3105	INDEPENDENCE CSD	131	0.2280283%	8,209	114	1,684	0.3234735%	4,991	69	13,200	183	13,383
11	91	3114	INDIANOLA CSD	197	0.3429128%	12,345	172	3,084	0.5923945%	9,140	127	21,485	299	21,784
11	61	3119	INTERSTATE 35 CSD	60	0.1044405%	3,760	52	788	0.1513641%	2,335	32	6,095	84	6,179
10	52	3141	IOWA CITY CSD	1,129	1.9652213%	70,749	983	12,316	2.3657364%	36,501	507	107,250	1490	108,740
06	42	3150	IOWA FALLS CSD	122	0.2123623%	7,645	106	994	0.1909339%	2,946	41	10,591	147	10,738
10	48	3154	IOWA VALLEY CSD	41	0.0713676%	2,569	36	668	0.1283137%	1,980	28	4,549	64	4,613
07	09	3186	JANESVILLE CSD	24	0.0417762%	1,504	21	333	0.0639648%	987	14	2,491	35	2,526
05	37	3195	JEFFERSON- SCRANTON CSD	118	0.2053996%	7,395	103	1,094	0.2101425%	3,242	45	10,637	148	10,785
07	10	3204	JESUP CSD	124	0.2158436%	7,771	108	1,041	0.1999620%	3,085	43	10,856	151	11,007
11	77	3231	JOHNSTON CSD	120	0.2088809%	7,520	105	4,739	0.9102976%	14,045	195	21,565	300	21,865
16	56	3312	KEOKUK CSD	419	0.7293425%	26,257	365	2,287	0.4393017%	6,778	94	33,035	459	33,494
15	54	3330	KEOTA CSD	50	0.0870337%	3,133	44	370	0.0710720%	1,097	15	4,230	59	4,289
12	75	3348	KINGSLEY-PIERSON CSD	37	0.0644050%	2,319	32	463	0.0889360%	1,372	19	3,691	51	3,742
11	63	3375	KNOXVILLE CSD	210	0.3655416%	13,160	183	1,962	0.3768736%	5,815	81	18,975	264	19,239
02	95	3420	LAKE MILLS CSD	59	0.1026998%	3,697	51	698	0.1340763%	2,069	29	5,766	80	5,846
14	27	3465	LAMONI CSD	80	0.1392539%	5,013	70	392	0.0752979%	1,162	16	6,175	86	6,261
05	76	3537	LAURENS-MARATHON CSD	42	0.0731083%	2,632	37	410	0.0787554%	1,215	17	3,847	54	3,901
12	97	3555	LAWTON-BRONSON CSD	57	0.0992184%	3,572	50	681	0.1308109%	2,018	28	5,590	78	5,668
12	75	3600	LE MARS CSD	162	0.2819892%	10,152	141	2,486	0.4775268%	7,368	102	17,520	243	17,763
14	87	3609	LENOX CSD	43	0.0748490%	2,695	37	345	0.0662698%	1,022	14	3,717	51	3,768
13	78	3645	LEWIS CENTRAL CSD	262	0.4560567%	16,418	228	2,641	0.5073002%	7,827	109	24,245	337	24,582
15	93	3705	LINEVILLE-CLIO CSD	19	0.0330728%	1,191	17	80	0.0153669%	237	3	1,428	20	1,448
10	57	3715	LINN-MAR CSD	401	0.6980104%	25,129	349	5,641	1.0835595%	16,718	232	41,847	581	42,428
10	57	3744	LISBON CSD	58	0.1009591%	3,635	51	632	0.1213986%	1,873	26	5,508	77	5,585
13	43	3798	LOGAN-MAGNOLIA CSD	61	0.1061811%	3,823	53	618	0.1187094%	1,832	25	5,655	78	5,733
10	52	3816	LONE TREE CSD	47	0.0818117%	2,945	41	507	0.0973878%	1,503	21	4,448	62	4,510
09	58	3841	LOUISA-MUSCATINE CSD	80	0.1392539%	5,013	70	850	0.1632735%	2,519	35	7,532	105	7,637
03	55	3897	LU VERNE CSD	19	0.0330728%	1,191	17	101	0.0194007%	299	4	1,490	21	1,511

				70%				30%						
MA	Co	Dist	Dist Name	# of Poor	# of Poor % of Total	Allocation	Carryover Allocation	# of Children	Children % of Total	Allocation	Carryover Allocation	Funds Allocation	Carryover Allocation	Total Allocation
11	50	3906	LYNNVILLE-SULLY CSD	32	0.0557016%	2,005	28	618	0.1187094%	1,832	25	3,837	53	3,890
11	08	3942	MADRID CSD	50	0.0870337%	3,133	44	565	0.1085288%	1,674	23	4,807	67	4,874
13	65	3978	MALVERN CSD	43	0.0748490%	2,695	37	401	0.0770267%	1,188	17	3,883	54	3,937
11	14	4014	MANNING CSD	36	0.0626643%	2,256	31	476	0.0914331%	1,411	20	3,667	51	3,718
05	13	4023	MANSON NORTHWEST WEBSTER CSD	63	0.1096625%	3,948	55	850	0.1632735%	2,519	35	6,467	90	6,557
12	67	4033	MAPLE VALLEY CSD	99	0.1723268%	6,204	86	585	0.1123706%	1,734	24	7,938	110	8,048
09	49	4041	MAQUOKETA CSD	237	0.4125398%	14,852	206	1,529	0.2937001%	4,531	63	19,383	269	19,652
01	28	4043	MAQUOKETA VALLEY CSD	70	0.1218472%	4,387	61	949	0.1822900%	2,813	39	7,200	100	7,300
04	18	4068	MARCUS-MERIDEN-CLEGHORN CSD	43	0.0748490%	2,695	37	524	0.1006533%	1,553	22	4,248	59	4,307
10	57	4086	MARION INDEPENDENT SD	184	0.3202841%	11,530	160	1,929	0.3705347%	5,717	79	17,247	239	17,486
06	64	4104	MARSHALLTOWN CSD	745	1.2968024%	46,686	649	5,034	0.9669631%	14,919	207	61,605	856	62,461
11	91	4122	MARTENSDALE-ST MARYS CSD	31	0.0539609%	1,943	27	520	0.0998849%	1,541	21	3,484	48	3,532
02	17	4131	MASON CITY CSD	540	0.9399641%	33,839	470	4,742	0.9108738%	14,054	195	47,893	665	48,558
16	29	4203	MEDIAPOLIS CSD	95	0.1653641%	5,953	83	896	0.1721094%	2,655	37	8,608	120	8,728
11	63	4212	MELCHER-DALLAS CSD	25	0.0435169%	1,567	22	453	0.0870151%	1,343	19	2,910	41	2,951
01	22	4419	MFL MAR MAC CSD	65	0.1131438%	4,073	57	943	0.1811375%	2,795	39	6,868	96	6,964
10	53	4269	MIDLAND CSD	112	0.1949555%	7,019	98	754	0.1448332%	2,235	31	9,254	129	9,383
10	92	4271	MID-PRAIRIE CSD	339	0.5900886%	21,244	295	1,895	0.3640038%	5,616	78	26,860	373	27,233
13	43	4356	MISSOURI VALLEY CSD	88	0.1531793%	5,515	77	925	0.1776799%	2,741	38	8,256	115	8,371
04	84	4149	MOC-FLOYD VALLEY CSD	106	0.1845115%	6,643	92	1,888	0.3626592%	5,595	78	12,238	170	12,408
06	79	4437	MONTEZUMA CSD	42	0.0731083%	2,632	37	493	0.0946986%	1,461	20	4,093	57	4,150
10	53	4446	MONTICELLO CSD	95	0.1653641%	5,953	83	1,107	0.2126397%	3,281	46	9,234	129	9,363
15	04	4491	MORAVIA CSD	59	0.1026998%	3,697	51	322	0.0618518%	954	13	4,651	64	4,715
14	27	4505	MORMON TRAIL CSD	77	0.1340319%	4,825	67	327	0.0628123%	969	13	5,794	80	5,874
16	58	4509	MORNING SUN CSD	35	0.0609236%	2,193	30	229	0.0439878%	679	9	2,872	39	2,911
15	04	4518	MOULTON-UDELL CSD	52	0.0905151%	3,259	45	277	0.0532079%	821	11	4,080	56	4,136
14	80	4527	MOUNT AYR CSD	141	0.2454351%	8,836	123	699	0.1342684%	2,072	29	10,908	152	11,060
16	44	4536	MOUNT PLEASANT CSD	232	0.4038364%	14,538	202	2,113	0.4058786%	6,262	87	20,800	289	21,089
10	57	4554	MOUNT VERNON CSD	51	0.0887744%	3,196	44	1,094	0.2101425%	3,242	45	6,438	89	6,527
14	20	4572	MURRAY CSD	46	0.0800710%	2,883	40	315	0.0605072%	934	13	3,817	53	3,870
09	70	4581	MUSCATINE CSD	706	1.2289161%	44,242	615	5,395	1.0363063%	15,989	222	60,231	837	61,068
07	19	4599	NASHUA-PLAINFIELD CSD	71	0.1235879%	4,449	62	766	0.1471382%	2,270	32	6,719	94	6,813
11	85	4617	NEVADA CSD	94	0.1636234%	5,891	82	1,472	0.2827512%	4,363	61	10,254	143	10,397
01	19	4662	NEW HAMPTON CSD	121	0.2106216%	7,583	105	1,256	0.2412605%	3,722	52	11,305	157	11,462
16	44	4689	NEW LONDON CSD	53	0.0922557%	3,321	46	539	0.1035346%	1,597	22	4,918	68	4,986
05	11	4644	NEWELL-FONDA CSD	68	0.1183659%	4,261	59	491	0.0943144%	1,455	20	5,716	79	5,795
11	50	4725	NEWTON CSD	260	0.4525753%	16,293	226	3,491	0.6705737%	10,346	144	26,639	370	27,009
13	65	4751	NISHNA VALLEY CSD	37	0.0644050%	2,319	32	285	0.0547446%	845	12	3,164	44	3,208
14	01	2673	NODAWAY VALLEY CSD	77	0.1340319%	4,825	67	761	0.1461778%	2,255	31	7,080	98	7,178
02	34	4761	NORA SPRINGS-ROCK FALLS CSD	31	0.0539609%	1,943	27	451	0.0866310%	1,337	19	3,280	46	3,326
10	16	3691	NORTH CEDAR CSD	72	0.1253286%	4,512	63	919	0.1765274%	2,724	38	7,236	101	7,337
02	98	4772	NORTH CENTRAL CSD	37	0.0644050%	2,319	32	559	0.1073763%	1,657	23	3,976	55	4,031
01	33	4774	NORTH FAYETTE CSD	103	0.1792895%	6,455	90	1,059	0.2034195%	3,139	44	9,594	134	9,728
02	95	0873	NORTH IOWA CSD	78	0.1357726%	4,888	68	573	0.1100655%	1,698	24	6,586	92	6,678
03	55	4778	NORTH KOSSUTH CSD	48	0.0835524%	3,008	42	414	0.0795238%	1,227	17	4,235	59	4,294
10	57	4777	NORTH LINN CSD	105	0.1827708%	6,580	91	843	0.1619289%	2,498	35	9,078	126	9,204
15	62	4776	NORTH MAHASKA CSD	56	0.0974778%	3,509	49	612	0.1175569%	1,814	25	5,323	74	5,397
11	77	4779	NORTH POLK CSD	40	0.0696270%	2,507	35	1,006	0.1932389%	2,981	41	5,488	76	5,564
09	82	4784	NORTH SCOTT CSD	214	0.3725043%	13,410	186	3,005	0.5772197%	8,906	124	22,316	310	22,626
07	86	4785	NORTH TAMA CSD	46	0.0800710%	2,883	40	532	0.1021900%	1,577	22	4,460	62	4,522
01	96	4787	NORTH WINNESHIEK CSD	23	0.0400355%	1,441	20	341	0.0655015%	1,011	14	2,452	34	2,486
09	23	4773	NORTHEAST CSD	58	0.1009591%	3,635	51	684	0.1313871%	2,027	28	5,662	79	5,741
05	40	4775	NORTHEAST HAMILTON CSD	23	0.0400355%	1,441	20	325	0.0624281%	963	13	2,404	33	2,437
02	98	4788	NORTHWOOD-KENSETT CSD	48	0.0835524%	3,008	42	504	0.0968116%	1,494	21	4,502	63	4,565
11	91	4797	NORWALK CSD	77	0.1340319%	4,825	67	2,013	0.3866700%	5,966	83	10,791	150	10,941
05	81	4860	ODEBOLT-ARTHUR CSD	45	0.0783303%	2,820	39	398	0.0764504%	1,180	16	4,000	55	4,055
01	33	4869	OELWEIN CSD	289	0.5030549%	18,110	252	1,647	0.3163663%	4,881	68	22,991	320	23,311
11	08	4878	OGDEN CSD	65	0.1131438%	4,073	57	704	0.1352288%	2,086	29	6,159	86	6,245
03	30	4890	OKOBOJI CSD	81	0.1409946%	5,076	71	973	0.1869001%	2,884	40	7,960	111	8,071
10	53	4905	OLIN CSD	32	0.0557016%	2,005	28	296	0.0568576%	877	12	2,882	40	2,922
14	01	4978	ORIENT-MACKSBURG CSD	25	0.0435169%	1,567	22	285	0.0547446%	845	12	2,412	34	2,446
02	66	4995	OSAGE CSD	107	0.1862522%	6,705	93	1,092	0.2097584%	3,236	45	9,941	138	10,079
15	62	5013	OSKALOOSA CSD	345	0.6005326%	21,620	300	2,624	0.5040348%	7,777	108	29,397	408	29,805

				70%				30%						
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15	90	5049	OTTUMWA CSD	896	1.5596442%	56,148	780	4,841	0.9298904%	14,347	199	70,495	979	71,474
11	39	5121	PANORAMA CSD	77	0.1340319%	4,825	67	753	0.1446411%	2,232	31	7,057	98	7,155
05	37	5139	PATON-CHURDAN CSD	26	0.0452575%	1,629	23	208	0.0399540%	616	9	2,245	32	2,277
11	50	5160	PCM CSD	59	0.1026998%	3,697	51	1,021	0.1961202%	3,026	42	6,723	93	6,816
15	54	5163	PEKIN CSD	86	0.1496980%	5,389	75	688	0.1321555%	2,039	28	7,428	103	7,531
11	63	5166	PELLA CSD	165	0.2872113%	10,340	144	2,508	0.4817528%	7,433	103	17,773	247	18,020
11	25	5184	PERRY CSD	232	0.4038364%	14,538	202	2,218	0.4260477%	6,573	91	21,111	293	21,404
09	82	5250	PLEASANT VALLEY CSD	152	0.2645825%	9,525	132	3,419	0.6567435%	10,133	141	19,658	273	19,931
11	63	5256	PLEASANTVILLE CSD	45	0.0783303%	2,820	39	660	0.1267770%	1,956	27	4,776	66	4,842
05	76	5283	POCAHONTAS AREA CSD	94	0.1636234%	5,891	82	693	0.1331159%	2,054	29	7,945	111	8,056
05	13	5301	POMEROY-PALMER CSD	37	0.0644050%	2,319	32	273	0.0524396%	809	11	3,128	43	3,171
01	03	5310	POSTVILLE CSD	102	0.1775488%	6,392	89	655	0.1258166%	1,941	27	8,333	116	8,449
05	94	5325	PRAIRIE VALLEY CSD	110	0.1914742%	6,893	96	807	0.1550137%	2,392	33	9,285	129	9,414
14	02	5328	PRESCOTT CSD	8	0.0139254%	501	7	98	0.0188245%	290	4	791	11	802
09	49	5337	PRESTON CSD	46	0.0800710%	2,883	40	304	0.0583943%	901	13	3,784	53	3,837
14	69	5463	RED OAK CSD	179	0.3115807%	11,217	156	1,303	0.2502886%	3,862	54	15,079	210	15,289
12	75	5486	REMSEN-UNION CSD	78	0.1357726%	4,888	68	728	0.1398389%	2,158	30	7,046	98	7,144
01	45	5508	RICEVILLE CSD	106	0.1845115%	6,643	92	616	0.1183252%	1,826	25	8,469	117	8,586
12	97	1975	RIVER VALLEY CSD	97	0.1688454%	6,079	84	540	0.1037267%	1,600	22	7,679	106	7,785
13	78	5510	RIVERSIDE CSD	80	0.1392539%	5,013	70	761	0.1461778%	2,255	31	7,268	101	7,369
04	84	5607	ROCK VALLEY CSD	61	0.1061811%	3,823	53	852	0.1636576%	2,525	35	6,348	88	6,436
05	13	5625	ROCKWELL CITY-LYTTON CSD	51	0.0887744%	3,196	44	500	0.0960432%	1,482	21	4,678	65	4,743
02	17	5616	ROCKWELL-SWALEDALE CSD	40	0.0696270%	2,507	35	412	0.0791396%	1,221	17	3,728	52	3,780
11	85	5643	ROLAND-STORY CSD	54	0.0939964%	3,384	47	1,060	0.2036116%	3,141	44	6,525	91	6,616
02	34	5697	RUDD-ROCKFORD-MARBLE RK CSD	72	0.1253286%	4,512	63	634	0.1217828%	1,879	26	6,391	89	6,480
15	59	5715	RUSSELL CSD	50	0.0870337%	3,133	44	202	0.0388015%	599	8	3,732	52	3,784
03	74	5724	RUTHVEN-AYRSHIRE CSD	27	0.0469982%	1,692	24	247	0.0474453%	732	10	2,424	34	2,458
05	81	5742	SAC CSD	72	0.1253286%	4,512	63	443	0.0850943%	1,313	18	5,825	81	5,906
11	77	5805	SAYDEL CSD	139	0.2419537%	8,711	121	1,513	0.2906268%	4,484	62	13,195	183	13,378
05	81	5823	SCHALLER-CRESTLAND CSD	35	0.0609236%	2,193	30	456	0.0875914%	1,351	19	3,544	49	3,593
12	24	5832	SCHLESWIG CSD	26	0.0452575%	1,629	23	311	0.0597389%	922	13	2,551	36	2,587
03	55	5868	SENTRAL CSD	37	0.0644050%	2,319	32	240	0.0461007%	711	10	3,030	42	3,072
12	97	5877	SERGEANT BLUFF-LUTON CSD	98	0.1705861%	6,141	85	1,258	0.2416447%	3,728	52	9,869	137	10,006
15	93	5895	SEYMOUR CSD	98	0.1705861%	6,141	85	353	0.0678065%	1,046	15	7,187	100	7,287
02	35	5922	SHEFFIELD-CHAPIN-MESERVY-THORNT	44	0.0765897%	2,757	38	470	0.0902806%	1,393	19	4,150	57	4,207
04	71	5949	SHELDON CSD	106	0.1845115%	6,643	92	1,195	0.2295433%	3,542	49	10,185	141	10,326
13	73	5976	SHENANDOAH CSD	204	0.3550976%	12,784	178	1,035	0.1988094%	3,067	43	15,851	221	16,072
04	72	5994	SIBLEY-OCHEYEDAN CSD	66	0.1148845%	4,136	57	826	0.1586634%	2,448	34	6,584	91	6,675
13	36	6003	SIDNEY CSD	44	0.0765897%	2,757	38	382	0.0733770%	1,132	16	3,889	54	3,943
15	54	6012	SIGOURNEY CSD	121	0.2106216%	7,583	105	701	0.1346526%	2,078	29	9,661	134	9,795
04	84	6030	SIOUX CENTER CSD	76	0.1322912%	4,763	66	1,389	0.2668080%	4,117	57	8,880	123	9,003
05	11	6035	SIOUX CENTRAL CSD	33	0.0574423%	2,068	29	491	0.0943144%	1,455	20	3,523	49	3,572
12	97	6039	SIOUX CITY CSD	2,922	5.0862504%	183,108	2,545	16,264	3.1240936%	48,201	670	231,309	3215	234,524
10	52	6093	SOLON CSD	31	0.0539609%	1,943	27	1,197	0.2299274%	3,548	49	5,491	76	5,567
03	21	6092	SOUTH CLAY CSD	16	0.0278508%	1,003	14	184	0.0353439%	545	8	1,548	22	1,570
05	40	6095	SOUTH HAMILTON CSD	65	0.1131438%	4,073	57	758	0.1456015%	2,246	31	6,319	88	6,407
04	71	6099	SOUTH O'BRIEN CSD	72	0.1253286%	4,512	63	787	0.1511720%	2,332	32	6,844	95	6,939
13	73	6097	SOUTH PAGE CSD	31	0.0539609%	1,943	27	334	0.0641569%	990	14	2,933	41	2,974
06	86	6098	SOUTH TAMA COUNTY CSD	217	0.3777263%	13,598	189	1,799	0.3455635%	5,332	74	18,930	263	19,193
01	96	6100	SOUTH WINNESHIEK CSD	66	0.1148845%	4,136	57	867	0.1665389%	2,570	36	6,706	93	6,799
11	77	6101	SOUTHEAST POLK CSD	228	0.3968737%	14,288	199	4,850	0.9316192%	14,374	200	28,662	399	29,061
11	91	6094	SOUTHEAST WARREN CSD	55	0.0957371%	3,447	48	593	0.1139072%	1,757	24	5,204	72	5,276
05	94	6096	SOUTHEAST WEBSTER-GRAND CSD	90	0.1566607%	5,640	78	693	0.1331159%	2,054	29	7,694	107	7,801
05	13	6091	SOUTHERN CAL CSD	84	0.1462166%	5,264	73	572	0.1098734%	1,695	24	6,959	97	7,056
03	21	6102	SPENCER CSD	205	0.3568382%	12,846	179	1,968	0.3780261%	5,833	81	18,679	260	18,939
03	30	6120	SPIRIT LAKE CSD	80	0.1392539%	5,013	70	1,235	0.2372267%	3,660	51	8,673	121	8,794
10	57	6138	SPRINGVILLE CSD	28	0.0487389%	1,755	24	523	0.1004612%	1,550	22	3,305	46	3,351
02	66	5751	ST ANSGAR CSD	84	0.1462166%	5,264	73	782	0.1502116%	2,318	32	7,582	105	7,687
14	69	6165	STANTON CSD	37	0.0644050%	2,319	32	258	0.0495583%	765	11	3,084	43	3,127
01	22	6175	STARMONT CSD	95	0.1653641%	5,953	83	818	0.1571267%	2,424	34	8,377	117	8,494
05	11	6219	STORM LAKE CSD	236	0.4107991%	14,789	206	2,060	0.3956980%	6,105	85	20,894	291	21,185
05	40	6246	STRATFORD CSD	23	0.0400355%	1,441	20	232	0.0445641%	688	10	2,129	30	2,159
07	09	6273	SUMNER CSD	59	0.1026998%	3,697	51	638	0.1225511%	1,891	26	5,588	77	5,665

				70%				30%						
MA	Co	Dist	Dist Name	# of Poor	# of Poor % of Total	Allocation	Carryover Allocation	# of Children	Children % of Total	Allocation	Carryover Allocation	Funds Allocation	Carryover Allocation	Total Allocation
03	30	6345	TERRIL CSD	15	0.0261101%	940	13	206	0.0395698%	611	8	1,551	21	1,572
10	16	6408	TIPTON CSD	57	0.0992184%	3,572	50	815	0.1565504%	2,415	34	5,987	84	6,071
03	55	6417	TITONKA CSD	22	0.0382948%	1,379	19	198	0.0380331%	587	8	1,966	27	1,993
13	78	6453	TREYNOR CSD	27	0.0469982%	1,692	24	521	0.1000770%	1,544	21	3,236	45	3,281
13	78	6460	TRI-CENTER CSD	48	0.0835524%	3,008	42	730	0.1402231%	2,163	30	5,171	72	5,243
15	54	6462	TRI-COUNTY CSD	39	0.0678863%	2,444	34	360	0.0691511%	1,067	15	3,511	49	3,560
07	09	6471	TRIPOLI CSD	33	0.0574423%	2,068	29	480	0.0922015%	1,423	20	3,491	49	3,540
01	33	6509	TURKEY VALLEY CSD	71	0.1235879%	4,449	62	647	0.1242799%	1,917	27	6,366	89	6,455
11	63	6512	TWIN CEDARS CSD	64	0.1114032%	4,011	56	479	0.0920094%	1,420	20	5,431	76	5,507
05	46	6516	TWIN RIVERS CSD	24	0.0417762%	1,504	21	243	0.0466770%	720	10	2,224	31	2,255
13	78	6534	UNDERWOOD CSD	53	0.0922557%	3,321	46	703	0.1350368%	2,083	29	5,404	75	5,479
07	07	6536	UNION CSD	89	0.1549200%	5,577	78	1,178	0.2262778%	3,491	49	9,068	127	9,195
11	08	6561	UNITED CSD	31	0.0539609%	1,943	27	442	0.0849022%	1,310	18	3,253	45	3,298
11	77	6579	URBANDALE CSD	183	0.3185434%	11,468	159	3,853	0.7401090%	11,419	159	22,887	318	23,205
01	33	6591	VALLEY CSD	62	0.1079218%	3,885	54	548	0.1052634%	1,624	23	5,509	77	5,586
15	89	6592	VAN BUREN CSD	198	0.3446535%	12,408	172	917	0.1761433%	2,718	38	15,126	210	15,336
11	25	6615	VAN METER CSD	22	0.0382948%	1,379	19	670	0.1286979%	1,986	28	3,365	47	3,412
02	17	6633	VENTURA CSD	17	0.0295915%	1,065	15	304	0.0583943%	901	13	1,966	28	1,994
14	69	6651	VILLISCA CSD	63	0.1096625%	3,948	55	446	0.0856705%	1,322	18	5,270	73	5,343
10	06	6660	VINTON-SHELLSBURG CSD	217	0.3777263%	13,598	189	1,889	0.3628513%	5,598	78	19,196	267	19,463
16	44	6700	WACO CSD	59	0.1026998%	3,697	51	592	0.1137152%	1,754	24	5,451	75	5,526
05	81	6741	WALL-LAKE VIEW-AUBURN CSD	76	0.1322912%	4,763	66	553	0.1062238%	1,639	23	6,402	89	6,491
13	78	6750	WALNUT CSD	50	0.0870337%	3,133	44	299	0.0574338%	886	12	4,019	56	4,075
16	58	6759	WAPELLO CSD	99	0.1723268%	6,204	86	729	0.1400310%	2,161	30	8,365	116	8,481
07	09	6762	WAPSIE VALLEY CSD	125	0.2175843%	7,833	109	774	0.1486749%	2,294	32	10,127	141	10,268
10	92	6768	WASHINGTON CSD	208	0.3620603%	13,034	181	1,764	0.3388405%	5,228	73	18,262	254	18,516
07	07	6795	WATERLOO CSD	2,540	4.4213128%	159,170	2,212	13,107	2.5176768%	38,845	540	198,015	2752	200,767
11	25	6822	WAUKEE CSD	88	0.1531793%	5,515	77	2,964	0.5693442%	8,784	122	14,299	199	14,498
07	09	6840	WAVERLY-SHELL ROCK CSD	114	0.1984369%	7,144	99	1,932	0.3711110%	5,726	80	12,870	179	13,049
15	93	6854	WAYNE CSD	95	0.1653641%	5,953	83	619	0.1189015%	1,835	25	7,788	108	7,896
05	40	6867	WEBSTER CITY CSD	185	0.3220248%	11,593	161	1,663	0.3194397%	4,929	68	16,522	229	16,751
03	74	6921	WEST BEND-MALLARD CSD	36	0.0626643%	2,256	31	417	0.0801000%	1,236	17	3,492	48	3,540
10	16	6930	WEST BRANCH CSD	39	0.0678863%	2,444	34	800	0.1536691%	2,371	33	4,815	67	4,882
16	29	6937	WEST BURLINGTON IND SD	77	0.1340319%	4,825	67	448	0.0860547%	1,328	18	6,153	85	6,238
01	33	6943	WEST CENTRAL CSD	46	0.0800710%	2,883	40	348	0.0668461%	1,031	14	3,914	54	3,968
11	39	6264	WEST CENTRAL VALLEY CSD	68	0.1183659%	4,261	59	1,120	0.2151368%	3,319	46	7,580	105	7,685
01	28	6950	WEST DELAWARE COUNTY CSD	171	0.2976553%	10,716	149	1,822	0.3499815%	5,400	75	16,116	224	16,340
11	77	6957	WEST DES MOINES CSD	451	0.7850441%	28,262	393	11,396	2.1890169%	33,774	469	62,036	862	62,898
02	41	0819	WEST HANCOCK CSD	55	0.0957371%	3,447	48	683	0.1311950%	2,024	28	5,471	76	5,547
13	43	6969	WEST HARRISON CSD	68	0.1183659%	4,261	59	544	0.1044950%	1,612	22	5,873	81	5,954
09	70	6975	WEST LIBERTY CSD	114	0.1984369%	7,144	99	1,171	0.2249332%	3,470	48	10,614	147	10,761
04	60	6983	WEST LYON CSD	77	0.1340319%	4,825	67	947	0.1819058%	2,807	39	7,632	106	7,738
06	64	6985	WEST MARSHALL CSD	77	0.1340319%	4,825	67	842	0.1617368%	2,495	35	7,320	102	7,422
12	67	6987	WEST MONONA CSD	82	0.1427353%	5,139	71	676	0.1298504%	2,003	28	7,142	99	7,241
04	84	6990	WEST SIOUX CSD	60	0.1044405%	3,760	52	773	0.1484828%	2,291	32	6,051	84	6,135
01	31	6961	WESTERN DUBUQUE CSD	351	0.6109767%	21,996	306	4,116	0.7906277%	12,198	170	34,194	476	34,670
12	97	6992	WESTWOOD CSD	78	0.1357726%	4,888	68	735	0.1411835%	2,178	30	7,066	98	7,164
12	67	7002	WHITING CSD	14	0.0243694%	877	12	207	0.0397619%	613	9	1,490	21	1,511
10	48	7029	WILLIAMSBURG CSD	49	0.0852930%	3,071	43	1,181	0.2268541%	3,500	49	6,571	92	6,663
09	70	7038	WILTON CSD	102	0.1775488%	6,392	89	918	0.1763353%	2,721	38	9,113	127	9,240
16	44	7047	WINFIELD-MT UNION CSD	49	0.0852930%	3,071	43	405	0.0777950%	1,200	17	4,271	60	4,331
11	61	7056	WINTERSET CSD	107	0.1862522%	6,705	93	1,652	0.3173268%	4,896	68	11,601	161	11,762
02	41	7083	WODEN-CRYSTAL LAKE CSD	24	0.0417762%	1,504	21	181	0.0347676%	536	7	2,040	28	2,068
13	43	7092	WOODBINE CSD	63	0.1096625%	3,948	55	489	0.0939303%	1,449	20	5,397	75	5,472
12	97	7098	WOODBURY CENTRAL CSD	56	0.0974778%	3,509	49	649	0.1246641%	1,923	27	5,432	76	5,508
11	25	7110	WOODWARD-GRANGER CSD	62	0.1079218%	3,885	54	1,015	0.1949677%	3,008	42	6,893	96	6,989
10	06	6660	Iowa Braille & Sight Saving School	0	0.0000000%	0	0	25	0.0048022%	74	1	74	1	75
06	86	6098	Iowa Juvenile Home-Toledo	0	0.0000000%	0	0	84	0.0161353%	249	3	249	3	252
13	78	1476	Iowa School for the Deaf	0	0.0000000%	0	0	110	0.0211295%	326	5	326	5	331
06	42	2007	Iowa Training School-Eldora	0	0.0000000%	0	0	178	0.0341914%	528	7	528	7	535
07	07	1044	Malcolm Price Lab School	0	0.0000000%	0	0	367	0.0704957%	1,088	15	1,088	15	1,103
06	86	0441	Sac & Fox School	0	0.0000000%	0	0	153	0.0293892%	453	6	453	6	459

MA	Co	Dist	Dist Name	70% # of Poor	70% # of Poor % of Total	70% Allocation	70% Carryover Allocation	30% # of Children	30% Children % of Total	30% Allocation	30% Carryover Allocation	Funds Allocation	Carryover Allocation	Total Allocation
369				57,449	100.0000%	3,600,069	50,029	520,599	100.0000%	1,542,886	21,441	5,142,955	71,470	5,214,425
						3,600,068.50	50,028.78			1,542,886.50	21,440.91	5,142,955.00	71,469.69	5,214,424.69

Iowa Department of Education
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FY 2009 Allocation Tables
for Seconday Career and Technical Education Program
Title I, Part C, Section 131
of the
Carl D. Perkins Career & Technical Act of 2006
CFDA # 84.048

MA	Co	Dist	Dist Name	Allocation From FY '09 Funds	Allocation From Carryover	Total FY 2009 Allocation
01	03	0135	ALLAMAKEE COMM SCHOOL DISTRICT	18,061	251	18,312
01	22	1080	CENTRAL COMM SCHOOL DISTRICT	6,989	97	7,086
01	96	1638	DECORAH COMM SCHOOL DISTRICT	8,636	120	8,756
01	31	1863	DUBUQUE COMM SCHOOL DISTRICT	120,971	1,681	122,652
01	03	1972	EASTERN ALLAMAKEE COMM SCHOOL	4,135	57	4,192
01	28	1989	EDGEWOOD-COLESBURG COMM SCHOOL	7,878	109	7,987
01	19	2349	FREDERICKSBURG COMM SCHOOL DIS	3,569	50	3,619
01	22	2763	CLAYTON RIDGE COMM SCHOOL DISTRIC	7,438	104	7,542
01	45	3029	HOWARD-WINNESHIEK COMM SCHOOL	16,478	229	16,707
01	28	4043	MAQUOKETA VALLEY COMM SCHOOL D	7,200	100	7,300
01	22	4419	MFL MAR MAC COMM SCHOOL DISTRI	6,868	96	6,964
01	19	4662	NEW HAMPTON COMM SCHOOL DISTRI	11,305	157	11,462
01	33	4774	NORTH FAYETTE COMM SCHOOL DIST	9,594	134	9,728
01	96	4787	NORTH WINNESHIEK COMM SCHOOL D	2,452	34	2,486
01	33	4869	OELWEIN COMM SCHOOL DISTRICT	22,991	320	23,311
01	03	5310	POSTVILLE COMM SCHOOL DISTRICT	8,333	116	8,449
01	45	5508	RICEVILLE COMM SCHOOL DISTRICT	8,469	117	8,586
01	96	6100	SOUTH WINNESHIEK COMM SCHOOL D	6,706	93	6,799
01	22	6175	STARMONT COMM SCHOOL DISTRICT	8,377	117	8,494
01	33	6509	TURKEY VALLEY COMM SCHOOL DIST	6,366	89	6,455
01	33	6591	VALLEY COMM SCHOOL DISTRICT	5,509	77	5,586
01	33	6943	WEST CENTRAL COMM SCHOOL DISTR	3,914	54	3,968
01	28	6950	WEST DELAWARE COUNTY COMM SCHO	16,116	224	16,340
01	31	6961	WESTERN DUBUQUE COMM SCHOOL DI	34,194	476	34,670
24			TOTAL	352,549	4,902	357,451

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02	99	0594	BELMOND-KLEMME COMM SCHOOL DIS	6,861	96	6,957
02	35	0916	CAL COMM SCHOOL DISTRICT	3,500	49	3,549
02	34	1116	CHARLES CITY COMM SCHOOL DISTR	21,255	296	21,551
02	17	1233	CLEAR LAKE COMM SCHOOL DISTRIC	10,828	150	10,978
02	41	1449	CORWITH-WESLEY COMM SCHOOL DIS	2,275	32	2,307
02	95	2295	FOREST CITY COMM SCHOOL DISTRI	11,582	161	11,743
02	41	2403	GARNER-HAYFIELD COMM SCHOOL DI	5,285	73	5,358
02	12	2664	GREENE COMM SCHOOL DISTRICT	3,210	44	3,254
02	35	2781	HAMPTON-DUMONT COMM SCHOOL DIS	12,316	172	12,488
02	95	3420	LAKE MILLS COMM SCHOOL DISTRIC	5,766	80	5,846
02	17	4131	MASON CITY COMM SCHOOL DISTRIC	47,893	665	48,558
02	34	4761	NORA SPRINGS-ROCK FALLS COMM S	3,280	46	3,326
02	98	4772	NORTH CENTRAL COMM SCHOOL DIST	3,976	55	4,031
02	95	0873	NORTH IOWA COMM SCHOOL DIST	6,586	92	6,678
02	98	4788	NORTHWOOD-KENSETT COMM SCHOOL	4,502	63	4,565
02	66	4995	OSAGE COMM SCHOOL DISTRICT	9,941	138	10,079
02	17	5616	ROCKWELL-SWALEDALE COMM SCHOOL	3,728	52	3,780
02	34	5697	RUDD-ROCKFORD-MARBLE RK COMM S	6,391	89	6,480
02	35	5922	SHEFFIELD-CHAPIN-MESERVY-THORNTON	4,150	57	4,207
02	66	5751	ST ANSGAR COMM SCHOOL DISTRICT	7,582	105	7,687
02	17	6633	VENTURA COMM SCHOOL DISTRICT	1,966	28	1,994
02	41	0819	WEST HANCOCK COMM SCHOOL DISTR	5,471	76	5,547
02	41	7083	WODEN-CRYSTAL LAKE COMM SCHOOL	2,040	28	2,068
23			TOTAL	190,384	2,647	193,031

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03	55	0126	ALGONA COMM SCHOOL DISTRICT	13,828	192	14,020
03	32	0333	ARMSTRONG-RINGSTED COMM SCHOOL	4,095	57	4,152
03	21	1218	CLAY CENTRAL/EVERLY COMM SCHOO	3,947	55	4,002
03	74	2088	EMMETSBURG COMM SCHOOL DISTRIC	8,602	120	8,722
03	32	2124	ESTHERVILLE-LINCOLN CENTRAL CSD	14,118	196	14,314
03	74	2556	GRAETTINGER COMM SCHOOL DISTRI	2,051	28	2,079
03	30	2846	HARRIS-LAKE PARK COMM SCHOOL D	2,489	35	2,524
03	55	3897	LU VERNE COMM SCHOOL DISTRICT	1,490	21	1,511
03	55	4778	NORTH KOSSUTH COMM SCHOOL DIST	4,235	59	4,294
03	30	4890	OKOBOJI COMM SCHOOL DISTRICT	7,960	111	8,071
03	74	5724	RUTHVEN-AYRSHIRE COMM SCHOOL D	2,424	34	2,458
03	55	5868	SENTRAL COMM SCHOOL DISTRICT	3,030	42	3,072
03	21	6092	SOUTH CLAY COMM SCHOOL DISTRIC	1,548	22	1,570
03	21	6102	SPENCER COMM SCHOOL DISTRICT	18,679	260	18,939
03	30	6120	SPIRIT LAKE COMM SCHOOL DISTRI	8,673	121	8,794
03	30	6345	TERRIL COMM SCHOOL DISTRICT	1,551	21	1,572
03	55	6417	TITONKA CONSOLIDATED SCHOOL DI	1,966	27	1,993
03	74	6921	WEST BEND-MALLARD COMM SCHOOL	3,492	48	3,540
18			TOTAL	104,178	1,449	105,627

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04	84	0747	BOYDEN-HULL COMM SCHOOL DISTRI	6,181	86	6,267
04	60	1095	CENTRAL LYON COMM SCHOOL DISTR	6,061	85	6,146
04	60	2457	GEORGE-LITTLE ROCK COM SCHOOL DIST	5,029	70	5,099
04	71	2862	HARTLEY-MELVIN-SANBORN COMM SC	6,664	92	6,756
04	18	4068	MARCUS-MERIDEN-CLEGHORN COMM S	4,248	59	4,307
04	84	4149	MOC-FLOYD VALLEY COMM SCHOOL D	12,238	170	12,408
04	84	5607	ROCK VALLEY COMM SCHOOL DISTRI	6,348	88	6,436
04	71	5949	SHELDON COMM SCHOOL DISTRICT	10,185	141	10,326
04	72	5994	SIBLEY-OCHEYEDAN COMM SCHOOL D	6,584	91	6,675
04	84	6030	SIOUX CENTER COMM SCHOOL DISTR	8,880	123	9,003
04	71	6099	SOUTH O'BRIEN COMM SCHOOL DIST	6,844	95	6,939
04	60	6983	WEST LYON COMM SCHOOL DISTRICT	7,632	106	7,738
04	84	6990	WEST SIOUX COMM SCHOOL DISTRIC	6,051	84	6,135
13			TOTAL	92,945	1,290	94,235

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05	11	0072	ALBERT CITY-TRUESDALE COMM SCH	4,529	63	4,592
05	11	0171	ALTA COMM SCHOOL DISTRICT	5,942	83	6,025
05	99	1206	CLARION-GOLDFIELD COMM SCHOOL	11,245	156	11,401
05	99	1854	DOWS COMM SCHOOL DISTRICT	1,322	18	1,340
05	99	1944	EAGLE GROVE COMM SCHOOL DISTRI	10,143	141	10,284
05	37	1967	EAST GREENE COMM SCHOOL DISTRI	4,527	63	4,590
05	94	2313	FORT DODGE COMM SCHOOL DISTRIC	60,449	840	61,289
05	46	2493	GILMORE CITY-BRADGATE COMM SCH	2,082	29	2,111
05	46	3060	HUMBOLDT COMM SCHOOL DISTRICT	11,507	160	11,667
05	37	3195	JEFFERSON- SCRANTON COMM SCHOO	10,637	148	10,785
05	76	3537	LAURENS-MARATHON COMM SCHOOL D	3,847	54	3,901
05	13	4023	MANSON NORTHWEST WEBSTER COMM	6,467	90	6,557
05	11	4644	NEWELL-FONDA COMM SCHOOL DISTR	5,716	79	5,795
05	40	4775	NORTHEAST HAMILTON COMM SCHOOL	2,404	33	2,437
05	81	4860	ODEBOLT-ARTHUR COMM SCHOOL DIS	4,000	55	4,055
05	37	5139	PATON-CHURDAN COMM SCHOOL DIST	2,245	32	2,277
05	76	5283	POCAHONTAS AREA COMM SCHOOL DI	7,945	111	8,056
05	13	5301	POMEROY-PALMER COMM SCHOOL DIS	3,128	43	3,171
05	94	5325	PRAIRIE VALLEY COMM SCHOOL DIS	9,285	129	9,414
05	13	5625	ROCKWELL CITY-LYTTON COMM SCHO	4,678	65	4,743
05	81	5742	SAC COMM SCHOOL DISTRICT	5,825	81	5,906
05	81	5823	SCHALLER-CRESTLAND COMM SCHOOL	3,544	49	3,593
05	11	6035	SIOUX CENTRAL COMM SCHOOL DIST	3,523	49	3,572
05	40	6095	SOUTH HAMILTON COMM SCHOOL DIS	6,319	88	6,407
05	94	6096	SOUTHEAST WEBSTER GRAND CSD	7,694	107	7,801
05	13	6091	SOUTHERN CAL COMM SCHOOL DISTR	6,959	97	7,056
05	11	6219	STORM LAKE COMM SCHOOL DISTRIC	20,894	291	21,185
05	40	6246	STRATFORD COMM SCHOOL DISTRICT	2,129	30	2,159
05	46	6516	TWIN RIVERS COMM SCHOOL DISTRI	2,224	31	2,255
05	81	6741	WALL-LAKE VIEW-AUBURN CSD	6,402	89	6,491
05	40	6867	WEBSTER CITY COMM SCHOOL DISTR	16,522	229	16,751
31			TOTAL	254,133	3,533	257,666

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06	42	0009	AGWSR CSD	10,138	141	10,279
06	42	0108	ALDEN COMM SCHOOL DISTRICT	3,227	45	3,272
06	38	0540	BCLUW COMM SCHOOL DISTRICT	4,529	63	4,592
06	79	0846	BROOKLYN-GUERNSEY-MALCOM COMM	4,568	63	4,631
06	64	1968	EAST MARSHALL COMM SCHOOL DIST	8,295	115	8,410
06	42	2007	ELDORA-NEW PROVIDENCE COMM SCH	7,019	98	7,117
06	86	2682	GMG COMM SCHOOL DISTRICT	3,319	46	3,365
06	79	2709	GRINNELL-NEWBURG COMM SCHOOL D	17,925	249	18,174
06	42	3033	HUBBARD-RADCLIFFE COMM SCHOOL	4,950	69	5,019
06	42	3150	IOWA FALLS COMM SCHOOL DISTRIC	10,591	147	10,738
06	86	6098	Iowa Juvenile Home-Toledo	249	3	252
06	42	2007	Iowa Training School-Eldora	528	7	535
06	64	4104	MARSHALLTOWN COMM SCHOOL DISTR	61,605	856	62,461
06	79	4437	MONTEZUMA COMM SCHOOL DISTRICT	4,093	57	4,150
06	86	0441	SAC & FOX SCHOOL	453	6	459
06	86	6098	SOUTH TAMA COUNTY COMM SCHOOL	18,930	263	19,193
06	64	6985	WEST MARSHALL COMM SCHOOL DIST	7,320	102	7,422
17			TOTAL	167,739	2,330	170,069

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07	12	0153	ALLISON-BRISTOW COMM SCHOOL DI	2,857	40	2,897
07	12	0279	APLINGTON-PARKERSBURG CSD	6,652	92	6,744
07	07	1044	CEDAR FALLS COMM SCHOOL DISTRI	40,416	561	40,977
07	12	1215	CLARKSVILLE COMM SCHOOL DISTRI	3,571	50	3,621
07	09	1719	DENVER COMM SCHOOL DISTRICT	4,093	57	4,150
07	38	1791	DIKE-NEW HARTFORD CSD	5,211	73	5,284
07	07	1908	DUNKERTON COMM SCHOOL DISTRICT	5,888	82	5,970
07	10	1963	EAST BUCHANAN COMM SCHOOL DIST	5,849	81	5,930
07	86	2502	GLADBROOK-REINBECK CSD	5,584	78	5,662
07	38	2727	GRUNDY CENTER COMM SCHOOL DIST	4,294	60	4,354
07	07	3042	HUDSON COMM SCHOOL DISTRICT	7,588	106	7,694
07	10	3105	INDEPENDENCE COMM SCHOOL DISTR	13,200	183	13,383
07	09	3186	JANESVILLE CONSOLIDATED SCHOOL	2,491	35	2,526
07	10	3204	JESUP COMM SCHOOL DISTRICT	10,856	151	11,007
07	07	1044	Malcolm Price Lab School	1,088	15	1,103
07	19	4599	NASHUA-PLAINFIELD CSD	6,719	94	6,813
07	86	4785	NORTH TAMA COUNTY COMM SCHOOL	4,460	62	4,522
07	09	6273	SUMNER COMM SCHOOL DISTRICT	5,588	77	5,665
07	09	6471	TRIPOLI COMM SCHOOL DISTRICT	3,491	49	3,540
07	07	6536	UNION COMM SCHOOL DISTRICT	9,068	127	9,195
07	09	6762	WAPSIE VALLEY COMM SCHOOL DIST	10,127	141	10,268
07	07	6795	WATERLOO COMM SCHOOL DISTRICT	198,015	2,752	200,767
07	09	6840	WAVERLY-SHELL ROCK COMM SCHOOL	12,870	179	13,049
23			TOTAL	369,976	5,145	375,121

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09	49	0243	ANDREW COMM SCHOOL DISTRICT	3,596	50	3,646
09	49	0585	BELLEVUE COMM SCHOOL DISTRICT	8,099	113	8,212
09	16	0603	BENNETT COMM SCHOOL DISTRICT	1,496	20	1,516
09	82	0621	BETTENDORF COMM SCHOOL DISTRIC	33,991	472	34,463
09	23	0918	CALAMUS/WHEATLAND COMM SCHOOL	6,301	88	6,389
09	23	0936	CAMANCHE COMM SCHOOL DISTRICT	6,751	94	6,845
09	23	1082	CENTRAL CLINTON COMM SCHOOL DI	13,956	194	14,150
09	23	1278	CLINTON COMM SCHOOL DISTRICT	64,550	897	65,447
09	58	1368	COLUMBUS COMM SCHOOL DISTRICT	10,114	140	10,254
09	82	1611	DAVENPORT COMM SCHOOL DISTRICT	272,771	3,791	276,562
09	23	1675	DELWOOD COMM SCHOOL DISTRICT	3,366	47	3,413
09	16	1926	DURANT COMM SCHOOL DISTRICT	3,793	53	3,846
09	49	1965	EAST CENTRAL COMM SCHOOL DISTR	6,387	88	6,475
09	58	3841	LOUISA-MUSCATINE COMM SCHOOL D	7,532	105	7,637
09	49	4041	MAQUOKETA COMM SCHOOL DISTRICT	19,383	269	19,652
09	70	4581	MUSCATINE COMM SCHOOL DISTRICT	60,231	837	61,068
09	82	4784	NORTH SCOTT COMM SCHOOL DISTRI	22,316	310	22,626
09	23	4773	NORTHEAST COMM SCHOOL DISTRICT	5,662	79	5,741
09	82	5250	PLEASANT VALLEY COMM SCHOOL DI	19,658	273	19,931
09	49	5337	PRESTON COMM SCHOOL DISTRICT	3,784	53	3,837
09	70	6975	WEST LIBERTY COMM SCHOOL DISTR	10,614	147	10,761
09	70	7038	WILTON COMM SCHOOL DISTRICT	9,113	127	9,240
22			TOTAL	593,464	8,247	601,711

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10	57	0099	ALBURNETT COMM SCHOOL DISTRICT	3,987	55	4,042
10	53	0234	ANAMOSA COMM SCHOOL DISTRICT	12,141	169	12,310
10	06	0576	BELLE PLAINE COMM SCHOOL DISTR	5,467	76	5,543
10	06	0609	BENTON COMM SCHOOL DISTRICT	11,637	162	11,799
10	57	1053	CEDAR RAPIDS COMM SCHOOL DISTR	212,072	2,947	215,019
10	57	1062	CENTER POINT-URBANA COMM SCHOO	6,701	93	6,794
10	57	1089	CENTRAL CITY COMM SCHOOL DISTR	6,399	89	6,488
10	52	1221	CLEAR CREEK-AMANA COMM SCHOOL	8,350	116	8,466
10	57	1337	COLLEGE COMM SCHOOL DISTRICT	25,340	352	25,692
10	48	1647	DEEP RIVER-MILLERSBURG COMM SC	2,392	33	2,425
10	48	2097	ENGLISH VALLEYS COMM SCHOOL DI	4,303	60	4,363
10	92	2977	HIGHLAND COMM SCHOOL DISTRICT	6,401	89	6,490
10	48	2766	H-L-V COMM SCHOOL DISTRICT	4,083	57	4,140
10	06	6660	Iowa Braille & Sight Saving School	74	1	75
10	52	3141	IOWA CITY COMM SCHOOL DISTRICT	107,250	1,490	108,740
10	48	3154	IOWA VALLEY COMM SCHOOL DISTRI	4,549	64	4,613
10	57	3715	LINN-MAR COMM SCHOOL DISTRICT	41,847	581	42,428
10	57	3744	LISBON COMM SCHOOL DISTRICT	5,508	77	5,585
10	52	3816	LONE TREE COMM SCHOOL DISTRICT	4,448	62	4,510
10	57	4086	MARION INDEPENDENT SCHOOL DIST	17,247	239	17,486
10	53	4269	MIDLAND COMM SCHOOL DISTRICT	9,254	129	9,383
10	92	4271	MID-PRAIRIE COMM SCHOOL DISTRI	26,860	373	27,233
10	53	4446	MONTICELLO COMM SCHOOL DISTRIC	9,234	129	9,363
10	57	4554	MOUNT VERNON COMM SCHOOL DISTR	6,438	89	6,527
10	16	3691	NORTH CEDAR COMM SCHOOL DISTRI	7,236	101	7,337
10	57	4777	NORTH LINN COMM SCHOOL DISTRIC	9,078	126	9,204
10	53	4905	OLIN CONSOLIDATED SCHOOL DISTR	2,882	40	2,922
10	52	6093	SOLON COMM SCHOOL DISTRICT	5,491	76	5,567
10	57	6138	SPRINGVILLE COMM SCHOOL DISTRI	3,305	46	3,351
10	16	6408	TIPTON COMM SCHOOL DISTRICT	5,987	84	6,071
10	06	6660	VINTON-SHELLSBURG COMM SCHOOL	19,196	267	19,463
10	92	6768	WASHINGTON COMM SCHOOL DISTRIC	18,262	254	18,516
10	16	6930	WEST BRANCH COMM SCHOOL DISTRI	4,815	67	4,882
10	48	7029	WILLIAMSBURG COMM SCHOOL DISTR	6,571	92	6,663
34			TOTAL	624,805	8,685	633,490

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11	39	0018	ADAIR-CASEY COMM SCHOOL DISTRI	3,907	54	3,961
11	25	0027	ADEL-DE SOTO-MINBURN COMM SCHO	8,994	125	9,119
11	85	0225	AMES COMM SCHOOL DISTRICT	37,706	524	38,230
11	77	0261	ANKENY COMM SCHOOL DISTRICT	32,062	445	32,507
11	05	0414	AUDUBON COMM SCHOOL DISTRICT	5,274	72	5,346
11	85	0472	BALLARD COMM SCHOOL DISTRICT	7,145	99	7,244
11	50	0513	BAXTER COMM SCHOOL DISTRICT	2,348	33	2,381
11	77	0720	BONDURANT-FARRAR COMM SCHOOL D	6,542	91	6,633
11	08	0729	BOONE COMM SCHOOL DISTRICT	21,189	295	21,484
11	91	0981	CARLISLE COMM SCHOOL DISTRICT	8,567	119	8,686
11	14	0999	CARROLL COMM SCHOOL DISTRICT	18,814	261	19,075
11	50	1332	COLFAX-MINGO COMM SCHOOL DISTR	11,712	162	11,874
11	85	1350	COLLINS-MAXWELL COMM SCHOOL DI	5,089	71	5,160
11	85	1359	COLO-NESCO COMM SCHOOL DISTRIC	4,031	56	4,087
11	14	1413	COON RAPIDS-BAYARD COMM SCHOOL	5,173	72	5,245
11	25	1576	DALLAS CENTER-GRIMES COMM SCHO	8,087	112	8,199
11	77	1737	DES MOINES INDEPENDENT COMM SC	426,560	5,928	432,488
11	61	1953	EARLHAM COMM SCHOOL DISTRICT	4,050	56	4,106
11	05	2151	EXIRA COMM SCHOOL DISTRICT	4,389	61	4,450
11	85	2466	GILBERT COMM SCHOOL DISTRICT	4,131	58	4,189
11	14	2520	GLIDDEN-RALSTON COMM SCHOOL DI	3,517	49	3,566
11	39	2754	GUTHRIE CENTER COMM SCHOOL DIS	4,538	64	4,602
11	91	3114	INDIANOLA COMM SCHOOL DISTRICT	21,485	299	21,784
11	61	3119	INTERSTATE 35 COMM SCHOOL DIST	6,095	84	6,179
11	77	3231	JOHNSTON COMM SCHOOL DISTRICT	21,565	300	21,865
11	63	3375	KNOXVILLE COMM SCHOOL DISTRICT	18,975	264	19,239
11	50	3906	LYNNVILLE-SULLY COMM SCHOOL DI	3,837	53	3,890
11	08	3942	MADRID COMM SCHOOL DISTRICT	4,807	67	4,874
11	14	4014	MANNING COMM SCHOOL DISTRICT	3,667	51	3,718
11	91	4122	MARTENSDALE-ST MARYS COMM SCHO	3,484	48	3,532
11	63	4212	MELCHER-DALLAS COMM SCHOOL DIS	2,910	41	2,951
11	85	4617	NEVADA COMM SCHOOL DISTRICT	10,254	143	10,397
11	50	4725	NEWTON COMM SCHOOL DISTRICT	26,639	370	27,009
11	77	4779	NORTH POLK COMM SCHOOL DISTRIC	5,488	76	5,564
11	91	4797	NORWALK COMM SCHOOL DISTRICT	10,791	150	10,941
11	08	4878	OGDEN COMM SCHOOL DISTRICT	6,159	86	6,245
11	39	5121	PANORAMA COMM SCHOOL DISTRICT	7,057	98	7,155
11	50	5160	PCM COMM SCHOOL DISTRICT	6,723	93	6,816
11	63	5166	PELLA COMM SCHOOL DISTRICT	17,773	247	18,020
11	25	5184	PERRY COMM SCHOOL DISTRICT	21,111	293	21,404
11	63	5256	PLEASANTVILLE COMM SCHOOL DIST	4,776	66	4,842
11	85	5643	ROLAND-STORY COMM SCHOOL DISTR	6,525	91	6,616
11	77	5805	SAYDEL CONSOLIDATED SCHOOL DIS	13,195	183	13,378
11	77	6101	SOUTHEAST POLK COMM SCHOOL DIS	28,662	399	29,061
11	91	6094	SOUTHEAST WARREN-GRAND COMM SCHO	5,204	72	5,276
11	63	6512	TWIN CEDARS COMM SCHOOL DISTRI	5,431	76	5,507
11	08	6561	UNITED COMM SCHOOL DISTRICT	3,253	45	3,298

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11	77	6579	URBANDALE COMM SCHOOL DISTRICT	22,887	318	23,205
11	25	6615	VAN METER COMM SCHOOL DISTRICT	3,365	47	3,412
11	25	6822	WAUKEE COMM SCHOOL DISTRICT	14,299	199	14,498
11	39	6264	WEST CENTRAL VALLEY COMM SCHOOL DI	7,580	105	7,685
11	77	6957	WEST DES MOINES COMM SCHOOL DI	62,036	862	62,898
11	61	7056	WINTERSET COMM SCHOOL DISTRICT	11,601	161	11,762
11	25	7110	WOODWARD-GRANGER COMM SCHOOL D	6,893	96	6,989
54			TOTAL	1,028,352	14,290	1,042,642

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12	75	0063	AKRON WESTFIELD COMM SCHOOL DI	3,792	53	3,845
12	97	0270	ANTHON-OTO COMM SCHOOL DISTRIC	4,598	63	4,661
12	24	0355	AR-WE-VA COMM SCHOOL DISTRICT	3,705	51	3,756
12	18	0423	AURELIA COMM SCHOOL DISTRICT	2,181	29	2,210
12	47	0504	BATTLE CREEK-IDA GROVE COMM SC	6,496	90	6,586
12	24	1134	CHARTER OAK-UTE COMM SCHOOL DI	3,327	46	3,373
12	18	1152	CHEROKEE COMM SCHOOL DISTRICT	9,062	126	9,188
12	24	1701	DENISON COMM SCHOOL DISTRICT	19,195	267	19,462
12	47	2376	GALVA-HOLSTEIN COMM SCHOOL DIS	4,857	68	4,925
12	75	2988	HINTON COMM SCHOOL DISTRICT	4,082	57	4,139
12	75	3348	KINGSLEY-PIERSON COMM SCHOOL D	3,691	51	3,742
12	97	3555	LAWTON-BRONSON COMM SCHOOL DIS	5,590	78	5,668
12	75	3600	LE MARS COMM SCHOOL DISTRICT	17,520	243	17,763
12	67	4033	MAPLE VALLEY COMM SCHOOL DISTR	7,938	110	8,048
12	75	5486	REMSEN-UNION COMM SCHOOL DISTR	7,046	98	7,144
12	97	1975	RIVER VALLEY CSD	7,679	106	7,785
12	24	5832	SCHLESWIG COMM SCHOOL DISTRICT	2,551	36	2,587
12	97	5877	SERGEANT BLUFF-LUTON COMM SCHO	9,869	137	10,006
12	97	6039	SIOUX CITY COMM SCHOOL DISTRIC	231,309	3,215	234,524
12	67	6987	WEST MONONA COMM SCHOOL DISTRI	7,142	99	7,241
12	97	6992	WESTWOOD COMM SCHOOL DISTRICT	7,066	98	7,164
12	67	7002	WHITING COMM SCHOOL DISTRICT	1,490	21	1,511
12	97	7098	WOODBURY CENTRAL COMM SCHOOL D	5,432	76	5,508
23			TOTAL	375,618	5,218	380,836

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MA	Co	Dist	Dist Name	Allocation From FY '09 Funds	Allocation From Carryover	Total FY 2009 Allocation
13	78	0441	A-H-S-T CSD	6,258	87	6,345
13	15	0252	ANITA COMM SCHOOL DISTRICT	3,510	49	3,559
13	15	0387	ATLANTIC COMM SCHOOL DISTRICT	16,738	233	16,971
13	43	1917	BOYER VALLEY COMM SCHOOL DISTR	7,001	97	7,098
13	15	0914	C AND M COMM SCHOOL DISTRICT	2,532	35	2,567
13	73	1197	CLARINDA COMM SCHOOL DISTRICT	13,742	191	13,933
13	78	1476	COUNCIL BLUFFS COMM SCHOOL DIS	121,962	1,695	123,657
13	83	2016	ELK HORN-KIMBALLTON COMM SCHOO	2,769	38	2,807
13	73	2113	ESSEX COMM SCHOOL DISTRICT	1,988	27	2,015
13	36	2205	FARRAGUT COMM SCHOOL DISTRICT	2,459	34	2,493
13	36	2369	FREMONT-MILLS COMM SCHOOL DIST	4,276	60	4,336
13	65	2511	GLENWOOD COMM SCHOOL DISTRICT	16,429	228	16,657
13	15	2718	GRISWOLD COMM SCHOOL DISTRICT	6,597	91	6,688
13	36	2772	HAMBURG COMM SCHOOL DISTRICT	3,710	51	3,761
13	83	2826	HARLAN COMM SCHOOL DISTRICT	13,643	190	13,833
13	83	3168	IKM COMM SCHOOL DISTRICT	6,239	87	6,326
13	78	1476	Iowa School for the Deaf	326	5	331
13	78	3645	LEWIS CENTRAL COMM SCHOOL DIST	24,245	337	24,582
13	43	3798	LOGAN-MAGNOLIA COMM SCHOOL DIS	5,655	78	5,733
13	65	3978	MALVERN COMM SCHOOL DISTRICT	3,883	54	3,937
13	43	4356	MISSOURI VALLEY COMM SCHOOL DI	8,256	115	8,371
13	65	4751	NISHNA VALLEY COMM SCHOOL DIST	3,164	44	3,208
13	78	5510	RIVERSIDE COMM SCHOOL DISTRICT	7,268	101	7,369
13	73	5976	SHENANDOAH COMM SCHOOL DISTRIC	15,851	221	16,072
13	36	6003	SIDNEY COMM SCHOOL DISTRICT	3,889	54	3,943
13	73	6097	SOUTH PAGE COMM SCHOOL DISTRIC	2,933	41	2,974
13	78	6453	TREYNOR COMM SCHOOL DISTRICT	3,236	45	3,281
13	78	6460	TRI-CENTER COMM SCHOOL DISTRIC	5,171	72	5,243
13	78	6534	UNDERWOOD COMM SCHOOL DISTRICT	5,404	75	5,479
13	78	6750	WALNUT COMM SCHOOL DISTRICT	4,019	56	4,075
13	43	6969	WEST HARRISON COMM SCHOOL DIST	5,873	81	5,954
13	43	7092	WOODBINE COMM SCHOOL DISTRICT	5,397	75	5,472
32			TOTAL	334,423	4,647	339,070

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14	87	0549	BEDFORD COMM SCHOOL DISTRICT	6,377	89	6,466
14	27	1093	CENTRAL DECATUR COMM SCHOOL DI	11,823	164	11,987
14	20	1211	CLARKE COMM SCHOOL DISTRICT	16,898	234	17,132
14	87	1224	CLEARFIELD COMM SCHOOL DISTRIC	1,681	23	1,704
14	02	1431	CORNING COMM SCHOOL DISTRICT	5,967	83	6,050
14	88	1503	CRESTON COMM SCHOOL DIST	17,823	247	18,070
14	80	1782	DIAGONAL COMM SCHOOL DISTRICT	1,971	28	1,999
14	88	1970	EAST UNION COMM SCHOOL DISTRIC	7,146	99	7,245
14	27	3465	LAMONI COMM SCHOOL DISTRICT	6,175	86	6,261
14	87	3609	LENOX COMM SCHOOL DISTRICT	3,717	51	3,768
14	27	4505	MORMON TRAIL COMM SCHOOL DISTR	5,794	80	5,874
14	80	4527	MOUNT AYR COMM SCHOOL DISTRICT	10,908	152	11,060
14	20	4572	MURRAY COMM SCHOOL DISTRICT	3,817	53	3,870
14	01	2673	NODAWAY VALLEY	7,080	98	7,178
14	01	4978	ORIENT-MACKSBURG COMM SCHOOL D	2,412	34	2,446
14	02	5328	PRESCOTT COMM SCHOOL DISTRICT	791	11	802
14	69	5463	RED OAK COMM SCHOOL DISTRICT	15,079	210	15,289
14	69	6165	STANTON COMM SCHOOL DISTRICT	3,084	43	3,127
14	69	6651	VILLISCA COMM SCHOOL DISTRICT	5,270	73	5,343
19			TOTAL	133,813	1,858	135,671
15	68	0081	ALBIA COMM SCHOOL DISTRICT	16,313	226	16,539

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15	90	0977	CARDINAL COMM SCHOOL DISTRICT	7,070	98	7,168
15	04	1071	CENTERVILLE COMM SCHOOL DISTRI	24,254	337	24,591
15	59	1107	CHARITON COMM SCHOOL DISTRICT	19,689	274	19,963
15	26	1619	DAVIS COUNTY COMM SCHOOL DISTR	22,165	308	22,473
15	90	0657	EDDYVILLE-BLAKESBURG COMM SCHO	6,955	97	7,052
15	51	2169	FAIRFIELD COMM SCHOOL DISTRICT	27,331	380	27,711
15	62	2367	FREMONT COMM SCHOOL DISTRICT	1,878	26	1,904
15	89	2834	HARMONY COMM SCHOOL DISTRICT	4,899	68	4,967
15	54	3330	KEOTA COMM SCHOOL DISTRICT	4,230	59	4,289
15	93	3705	LINEVILLE-CLIO COMM SCHOOL DIS	1,428	20	1,448
15	04	4491	MORAVIA COMM SCHOOL DISTRICT	4,651	64	4,715
15	04	4518	MOULTON-UDELL COMM SCHOOL DIST	4,080	56	4,136
15	62	4776	NORTH MAHASKA COMM SCHOOL DIST	5,323	74	5,397
15	62	5013	OSKALOOSA COMM SCHOOL DISTRICT	29,397	408	29,805
15	90	5049	OTTUMWA COMM SCHOOL DISTRICT	70,495	979	71,474
15	54	5163	PEKIN COMM SCHOOL DISTRICT	7,428	103	7,531
15	59	5715	RUSSELL COMM SCHOOL DISTRICT	3,732	52	3,784
15	93	5895	SEYMOUR COMM SCHOOL DISTRICT	7,187	100	7,287
15	54	6012	SIGOURNEY COMM SCHOOL DISTRICT	9,661	134	9,795
15	54	6462	TRI-COUNTY COMM SCHOOL DISTRIC	3,511	49	3,560
15	89	6592	VAN BUREN COMM SCHOOL DISTRICT	15,126	210	15,336
15	93	6854	WAYNE COMM SCHOOL DISTRICT	7,788	108	7,896
23			TOTAL	304,591	4,230	308,821
16	29	0882	BURLINGTON COMM SCHOOL DISTRIC	73,215	1,017	74,232

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16	56	1079	CENTRAL LEE COMM SCHOOL DISTRI	9,294	129	9,423
16	29	1602	DANVILLE COMM SCHOOL DISTRICT	3,653	51	3,704
16	56	2322	FORT MADISON COMM SCHOOL DISTR	35,350	491	35,841
16	56	3312	KEOKUK COMM SCHOOL DISTRICT	33,035	459	33,494
16	29	4203	MEDIAPOLIS COMM SCHOOL DISTRIC	8,608	120	8,728
16	58	4509	MORNING SUN COMM SCHOOL DISTRI	2,872	39	2,911
16	44	4536	MOUNT PLEASANT COMM SCHOOL DIS	20,800	289	21,089
16	44	4689	NEW LONDON COMM SCHOOL DISTRIC	4,918	68	4,986
16	44	6700	WACO COMM SCHOOL DISTRICT	5,451	75	5,526
16	58	6759	WAPELLO COMM SCHOOL DISTRICT	8,365	116	8,481
16	29	6937	WEST BURLINGTON IND SCHOOL DIS	6,153	85	6,238
16	44	7047	WINFIELD-MT UNION COMM SCHOOL	4,271	60	4,331
13			TOTAL	215,985	2,999	218,984
369			GRAND TOTAL	5,142,955	71,470	5,214,425

APPENDIX I

CONSORTIA ALLOCATIONS

Iowa Department of Education
Bureau of Community Colleges & Career and Technical Education
FY '09 Perkins Allocations by Consortium

MA	Consortium	FA_CSD	LEA MA	CDN	State Allocation	CSD
1	Keystone AEA 1	Keystone AEA 1	1	03-0135	$18,312.00	Allamakee
1	Keystone AEA 1	Keystone AEA 1	1	22-1080	$7,086.00	Central
1	Keystone AEA 1	Keystone AEA 1	1	22-2763	$7,542.00	Clayton Ridge
1	Keystone AEA 1	Keystone AEA 1	1	96-1638	$8,756.00	Decorah
1	Keystone AEA 1	Keystone AEA 1	1	03-1972	$4,192.00	Eastern Allamakee
1	Keystone AEA 1	Keystone AEA 1	1	28-1989	$7,987.00	Edgewood-Colesburg
1	Keystone AEA 1	Keystone AEA 1	1	45-3029	$16,707.00	Howard Winneshiek
1	Keystone AEA 1	Keystone AEA 1	1	28-4043	$7,300.00	Maquoketa Valley
1	Keystone AEA 1	Keystone AEA 1	1	22-4419	$6,964.00	MFL-MarMac
1	Keystone AEA 1	Keystone AEA 1	1	19-4662	$11,462.00	New Hampton
1	Keystone AEA 1	Keystone AEA 1	1	33-4774	$9,728.00	North Fayette
1	Keystone AEA 1	Keystone AEA 1	1	96-4787	$2,486.00	North Winneshiek
1	Keystone AEA 1	Keystone AEA 1	1	33-4869	$23,311.00	Oelwein
1	Keystone AEA 1	Keystone AEA 1	1	03-5310	$8,449.00	Postville
1	Keystone AEA 1	Keystone AEA 1	1	45-5508	$8,586.00	Riceville
1	Keystone AEA 1	Keystone AEA 1	1	96-6100	$6,799.00	South Winneshiek
1	Keystone AEA 1	Keystone AEA 1	1	22-6175	$8,494.00	Starmont
1	Keystone AEA 1	Keystone AEA 1	1	33-6509	$6,455.00	Turkey Valley
1	Keystone AEA 1	Keystone AEA 1	1	33-6591	$5,586.00	Valley
1	Keystone AEA 1	Keystone AEA 1	1	33-6943	$3,968.00	West Central
1	Keystone AEA 1	Keystone AEA 1	1	28-6950	$16,340.00	West Delaware
		Total Allocation			**$196,510.00**	
	Independent District Applications (non-consortium)					
1	**N/A**	Dubuque	1	31-1863	$122,652.00	Dubuque
1	**N/A**	Western Dubuque	1	31-6961	$34,670.00	Western Dubuque
		Total Allocation			**$157,322.00**	
		Total merged area 1			**$353,832.00**	

2	North Iowa Area Perkins	Area 267	2	99-0594	$6,957.00	Belmond Klemme
2	North Iowa Area Perkins	Area 267	2	35-0916	$3,549.00	Cal
2	North Iowa Area Perkins	Area 267	2	34-1116	$21,551.00	Charles City
2	North Iowa Area Perkins	Area 267	2	17-1233	$10,978.00	Clear Lake
2	North Iowa Area Perkins	Area 267	2	41-1449	$2,307.00	Corwith-Wesley
2	North Iowa Area Perkins	Area 267	2	95-2295	$11,743.00	Forest City
2	North Iowa Area Perkins	Area 267	2	41-2403	$5,358.00	Garner-Hayfield
2	North Iowa Area Perkins	Area 267	2	12-2664	$3,254.00	Greene
2	North Iowa Area Perkins	Area 267	2	35-2781	$12,488.00	Hampton-Dumont
2	North Iowa Area Perkins	Area 267	2	95-3420	$5,846.00	Lake Mills
2	North Iowa Area Perkins	Area 267	2	17-4131	$48,558.00	Mason City
2	North Iowa Area Perkins	Area 267	2	34-4761	$3,326.00	Nora Springs-Rock Falls
2	North Iowa Area Perkins	Area 267	2	98-4772	$4,031.00	North Central
2	North Iowa Area Perkins	Area 267	2	95-0873	$6,678.00	North Iowa
2	North Iowa Area Perkins	Area 267	2	98-4788	$4,565.00	Northwood-Kensett
2	North Iowa Area Perkins	Area 267	2	66-4995	$10,079.00	Osage
2	North Iowa Area Perkins	Area 267	2	17-5616	$3,780.00	Rockwell-Swaledale
2	North Iowa Area Perkins	Area 267	2	34-5697	$6,480.00	Rudd-Rockford-Marble Rock
2	North Iowa Area Perkins	Area 267	2	35-5922	$4,207.00	Sheffield-Chapin-Meservey Thornton
2	North Iowa Area Perkins	Area 267	2	66-5751	$7,687.00	St. Ansgar
2	North Iowa Area Perkins	Area 267	3	55-6417	$1,993.00	Titonka
2	North Iowa Area Perkins	Area 267	2	17-6633	$1,994.00	Ventura
2	North Iowa Area Perkins	Area 267	2	41-0819	$5,547.00	West Hancock
2	North Iowa Area Perkins	Area 267	2	41-7083	$2,068.00	Woden-Crystal Lake
		Total Merged Area 2			**$195,024.00**	Total includes Titonka

3	Clay/Dickinson+ Perkins	Spirit Lake	3	21-1218	$4,002.00	Clay Central/Everly
3	Clay/Dickinson+ Perkins	Spirit Lake	3	74-2556	$2,079.00	Graettinger
3	Clay/Dickinson+ Perkins	Spirit Lake	3	30-2846	$2,524.00	Harris-Lake Park
3	Clay/Dickinson+ Perkins	Spirit Lake	3	30-4890	$8,071.00	Okoboji
3	Clay/Dickinson+ Perkins	Spirit Lake	3	74-5724	$2,458.00	Ruthven-Ayrshire
3	Clay/Dickinson+ Perkins	Spirit Lake	3	21-6092	$1,570.00	South Clay
3	Clay/Dickinson+ Perkins	Spirit Lake	3	21-6102	$18,939.00	Spencer
3	Clay/Dickinson+ Perkins	Spirit Lake	3	30-6120	$8,794.00	Spirit Lake
3	Clay/Dickinson+ Perkins	Spirit Lake	3	30-6345	$1,572.00	Terril
		Total Allocation			**$50,009.00**	
3	East Area III Perkins IIC	Iowa Lakes CC	3	55-0126	$14,020.00	Algona
3	East Area III Perkins IIC	Iowa Lakes CC	3	32-0333	$4,152.00	Armstrong-Ringsted
3	East Area III Perkins IIC	Iowa Lakes CC	3	74-2088	$8,722.00	Emmetsburg
3	East Area III Perkins IIC	Iowa Lakes CC	3	32-2124	$14,314.00	Estherville-Lincoln Central
3	East Area III Perkins IIC	Iowa Lakes CC	3	55-3897	$1,511.00	Luverne
3	East Area III Perkins IIC	Iowa Lakes CC	3	55-4778	$4,294.00	North Kossuth
3	East Area III Perkins IIC	Iowa Lakes CC	3	55-5868	$3,072.00	Sentral
3	East Area III Perkins IIC	Iowa Lakes CC	3	74-6921	$3,540.00	West Bend-Mallard
		Total Allocation			**$53,625.00**	
		Total Allocation			**$103,634.00**	

4	Northwest AEA Carl Perkins Voc. Ed.	Northwest AEA	4	60-1095	$6,146.00	Central Lyon
4	Northwest AEA Carl Perkins Voc. Ed.	Northwest AEA	4	60-2457	$5,099.00	George Little Rock
4	Northwest AEA Carl Perkins Voc. Ed.	Northwest AEA	4	71-2862	$6,756.00	Hartley-Melvin-Sanborn
4	Northwest AEA Carl Perkins Voc. Ed.	Northwest AEA	4	18-4068	$4,307.00	Marcus-Meriden-Cleghorn
4	Northwest AEA Carl Perkins Voc. Ed.	Northwest AEA	4	71-6099	$6,939.00	South O'Brien
		Total Allocation			**$29,247.00**	
4	MOC-Floyd Valley/West Lyon	West Lyon	4	84-4149	$12,408.00	MOC/Floyd Valley
4	MOC-Floyd Valley/West Lyon	West Lyon	4	60-6983	$7,738.00	West Lyon
		Total Allocation			**$20,146.00**	
4	Sheldon and Sibley	Sheldon	4	71-5949	$10,326.00	Sheldon
4	Sheldon and Sibley	Sheldon	4	72-5994	$6,675.00	Sibley-Ocheyedan
		Total Allocation			**$17,001.00**	
4	Sioux County	Rock Valley	4	84-0747	$6,267.00	Boyden-Hull
4	Sioux County	Rock Valley	4	84-5607	$6,436.00	Rock Valley
4	Sioux County	Rock Valley	4	84-6030	$9,003.00	Sioux Center
4	Sioux County	Rock Valley	4	84-6990	$6,135.00	West Sioux
		Total Allocation			**$27,841.00**	
		Total merged area 4			**$94,235.00**	

5	ICCC #1	Iowa Central CC	5	11-0072	$4,592.00	Albert City-Truesdale
5	ICCC #1	Iowa Central CC	5	11-0171	$6,025.00	Alta
5	ICCC #1	Iowa Central CC	5	11-4644	$5,795.00	Newell-Fonda
5	ICCC #1	Iowa Central CC	5	81-5823	$3,593.00	Schaller-Crestland
5	ICCC #1	Iowa Central CC	5	11-6035	$3,572.00	Sioux Central
5	ICCC #1	Iowa Central CC	5	11-6219	$21,185.00	Storm Lake
		Total Allocation			**$44,762.00**	
5	Area V #10	Southeast Webster	5	76-3537	$3,901.00	Laurens Marathon
5	Area V #10	Southeast Webster	5	13-4023	$6,557.00	Manson Northwest Webster
5	Area V #10	Southeast Webster	5	76-5283	$8,056.00	Pocahontas Area
5	Area V #10	Southeast Webster	5	13-5301	$3,171.00	Pomeroy-Palmer
5	Area V #10	Southeast Webster	5	94-5325	$9,414.00	Prairie Valley
5	Area V #10	Southeast Webster	5	13-5625	$4,743.00	Rockwell City/Lytton
5	Area V #10	Southeast Webster	5	81-5742	$5,906.00	Sac
5	Area V #10	Southeast Webster	5	40-6095	$6,407.00	South Hamilton
5	Area V #10	Southeast Webster	5	94-6096	$7,801.00	Southeast Webster-Grand
5	Area V #10	Southeast Webster	5	13-6091	$7,056.00	Southern Cal
5	Area V #10	Southeast Webster	5	81-6741	$6,491.00	Wall Lake View Auburn
		Total Allocation			**$69,503.00**	
5	Webster City/Northeast Hamilton/Stratforc	Webster City	5	40-4775	$2,437.00	Northeast Hamilton
5	Webster City/Northeast Hamilton/Stratforc	Webster City	5	40-6246	$2,159.00	Stratford
5	Webster City/Northeast Hamilton/Stratforc	Webster City	5	40-6867	$16,751.00	Webster City
		Total Allocation			**$21,347.00**	
5	Three Rivers	Iowa Central CC	5	99-1944	$10,284.00	Eagle Grove
5	Three Rivers	Iowa Central CC	5	46-2493	$2,111.00	Gilmore City-Bradgate
5	Three Rivers	Iowa Central CC	5	46-3060	$11,667.00	Humboldt

		Bureau of Community Colleges & Career and Technical Education				
5	Three Rivers	Iowa Central CC	5	46-6516	$2,255.00	Twin Rivers
		Total Allocation			**$26,317.00**	
5	Greene County Consortium	Jefferson-Scranton	5	37-1967	$4,590.00	East Greene
5	Greene County Consortium	Jefferson-Scranton	5	37-3195	$10,785.00	Jefferson-Scranton
5	Greene County Consortium	Jefferson-Scranton	5	37-5139	$2,277.00	Paton-Churdan
		Total Allocation			**$17,652.00**	
5	Clarion-Goldfield CSD	Clarion-Goldfield	5	99-1206	$11,401.00	Clarion-Goldfield
5	Clarion-Goldfield CSD	Clarion-Goldfield	5	99-1854	$1,340.00	Dows
		Total Allocation			**$12,741.00**	
	Independent District Applications (non-consortium)					
5	**N/A**	Fort Dodge	5	94-2313	**$61,289.00**	Fort Dodge
		Total Allocation			**$61,289.00**	
		Total merged area 5			**$253,611.00**	

6	Central	Area 267	6	38-0540	$4,592.00	BCLUW
6	Central	Area 267	6	64-1968	$8,410.00	East Marshall
6	Central	Area 267	6	86-2682	$3,365.00	GMG
6	Central	Area 267	6	64-4104	$62,461.00	Marshalltown
6	Central	Area 267	6	64-6985	$7,422.00	West Marshall
		Total Allocation			**$86,250.00**	
6	Northern	Area 267	6	42-0009	$10,279.00	AGWSR
6	Northern	Area 267	6	42-0108	$3,272.00	Alden
6	Northern	Area 267	6	42-2007	$7,117.00	Eldora-New Providence
6	Northern	Area 267	6	42-3033	$5,019.00	Hubbard-Radcliffe
6	Northern	Area 267	6	42-3150	$10,738.00	Iowa Falls
6	Northern	Area 267	6	007-9601	$535.00	Iowa Training School
		Total Allocation			**$36,960.00**	
6	Southern	Area 267	6	79-0846	$4,631.00	Brooklyn-Guernsey-Malcom
6	Southern	Area 267	6	86-6098	$252.00	Iowa Juvenile Home-Toledo
6	Southern	Area 267	6	79-4437	$4,150.00	Montezuma
6	Southern	Area 267	6	86-0441	$459.00	Sac and Fox
6	Southern	Area 267	6	86-6098	$19,193.00	South Tama County
		Total Allocation			**$28,685.00**	
6	**NA**	Grinnell-Newburg	6	79-2709	$18,174.00	Grinnell-Newburg
		Total Allocation			**$18,174.00**	
		Total merged area 6			**$170,069.00**	

7	Area 7	Area 267	7	12-0153	$2,897.00	Allison-Bristow
7	Area 7	Area 267	7	12-5130	$6,744.00	Aplington-Parkersburg
7	Area 7	Area 267	7	12-1215	$3,621.00	Clarksville
7	Area 7	Area 267	7	09-1719	$4,150.00	Denver
7	Area 7	Area 267	7	38-1791	$5,284.00	Dike-New Hartford
7	Area 7	Area 267	7	07-1908	$5,970.00	Dunkerton
7	Area 7	Area 267	7	10-1963	$5,930.00	East Buchanan
7	Area 7	Area 267	1	19-2349	$3,619.00	Fredericksburg
7	Area 7	Area 267	7	86-2502	$5,662.00	Gladbrook-Reinbeck
7	Area 7	Area 267	7	38-2727	$4,354.00	Grundy Center
7	Area 7	Area 267	7	07-3042	$7,694.00	Hudson
7	Area 7	Area 267	7	10-3105	$13,383.00	Independence
7	Area 7	Area 267	7	09-3186	$2,526.00	Janesville
7	Area 7	Area 267	7	10-3204	$11,007.00	Jesup
7	Area 7	Area 267	7	19-4599	$6,813.00	Nashua-Plainfield
7	Area 7	Area 267	7	86-4785	$4,522.00	North Tama County
7	Area 7	Area 267	7	09-6273	$5,665.00	Sumner
7	Area 7	Area 267	7	09-6471	$3,540.00	Tripoli
7	Area 7	Area 267	7	07-6536	$9,195.00	Union
7	Area 7	Area 267	7	09-6762	$10,268.00	Wapsie Valley
7	Area 7	Area 267	7	09-6840	$13,049.00	Waverly Shell Rock
		Total Allocation			**$135,893.00**	
	Independent District Applications (non-consortium)					
7	**N/A**	Cedar Falls	7	07-1044	$40,977.00	Cedar Falls
7	**N/A**	Waterloo	7	07-6795	$200,767.00	Waterloo
					$1,103.00	Malcolm Price Lab School
		Total Allocation	7		$242,847.00	
		Total merged area 7			**$378,740.00**	

9	Andrew	Mississippi Bend AEA	9	49-0243	$3,646.00	Andrew
9	Andrew	Mississippi Bend AEA	9	49-0585	$8,212.00	Bellevue
9	Andrew	Mississippi Bend AEA	9	23-0918	$6,389.00	Calamus-Wheatland
9	Andrew	Mississippi Bend AEA	9	49-1965	$6,475.00	East Central
9	Andrew	Mississippi Bend AEA	9	23-4773	$5,741.00	Northeast
9	Andrew	Mississippi Bend AEA	9	49-5337	$3,837.00	Preston
		Total Allocation			**$34,300.00**	
9	Bettendorf	Mississippi Bend AEA	9	82-0621	$34,463.00	Bettendorf
9	Bettendorf	Mississippi Bend AEA	9	82-4784	$22,626.00	North Scott
9	Bettendorf	Mississippi Bend AEA	9	82-5250	$19,931.00	Pleasant Valley
		Total Allocation			**$77,020.00**	
9	Camanche	Mississippi Bend AEA	9	23-0936	$6,845.00	Camanche
9	Camanche	Mississippi Bend AEA	9	23-1082	$14,150.00	Central Clinton
		Total Allocation			**$20,995.00**	
9	Maquoketa	Maquoketa	9	23-1675	$3,413.00	Delwood
9	Maquoketa	Maquoketa	9	49-4041	$19,652.00	Maquoketa
		Total Allocation			**$23,065.00**	
9	Western	Mississippi Bend AEA	9	16-0603	$1,516.00	Bennett
9	Western	Mississippi Bend AEA	9	58-1368	$10,254.00	Columbus
9	Western	Mississippi Bend AEA	9	16-1926	$3,846.00	Durant
9	Western	Mississippi Bend AEA	9	58-3841	$7,637.00	Louisa-Muscatine
9	Western	Mississippi Bend AEA	9	70-6975	$10,761.00	West Liberty
9	Western	Mississippi Bend AEA	9	70-7038	$9,240.00	Wilton
		Total Allocation			**$43,254.00**	
	Independent District Applications (non-consortium)					
9	**N/A**	Clinton	9	23-1278	$65,447.00	Clinton
9	**N/A**	Davenport	9	82-1611	$276,562.00	Davenport
9	**N/A**	Muscatine	9	70-4581	$61,068.00	Muscatine
		Total Allocation			**$403,077.00**	
		Total merged area 9			**$601,711.00**	

10	Grant Wood	Grant Wood AEA	10	57-0099	$4,042.00	Alburnett
10	Grant Wood	Grant Wood AEA	10	53-0234	$12,310.00	Anamosa
10	Grant Wood	Grant Wood AEA	10	06-0576	$5,543.00	Belle Plaine
10	Grant Wood	Grant Wood AEA	10	06-0609	$11,799.00	Benton
10	Grant Wood	Grant Wood AEA	10	57-1062	$6,794.00	Center Point-Urbana
10	Grant Wood	Grant Wood AEA	10	57-1089	$6,488.00	Central City
10	Grant Wood	Grant Wood AEA	10	52-1221	$8,466.00	Clear Creek-Amana
10	Grant Wood	Grant Wood AEA	10	57-1337	$25,692.00	College Community
10	Grant Wood	Grant Wood AEA	10	48-1647	$2,425.00	Deep River-Millersburg
10	Grant Wood	Grant Wood AEA	10	48-2097	$4,363.00	English Valleys
10	Grant Wood	Grant Wood AEA	10	92-2977	$6,490.00	Highland
10	Grant Wood	Grant Wood AEA	10	48-2766	$4,140.00	H-L-V
10	Grant Wood	Grant Wood AEA	10	06-6660	$75.00	Iowa Braille & Sight Saving
10	Grant Wood	Grant Wood AEA	10	48-3154	$4,613.00	Iowa Valley
10	Grant Wood	Grant Wood AEA	10	57-3744	$5,585.00	Lisbon
10	Grant Wood	Grant Wood AEA	10	52-3816	$4,510.00	Lone Tree
10	Grant Wood	Grant Wood AEA	10	57-4086	$17,486.00	Marion Independent
10	Grant Wood	Grant Wood AEA	10	53-4269	$9,383.00	Midland
10	Grant Wood	Grant Wood AEA	10	92-4271	$27,233.00	Mid-Prairie
10	Grant Wood	Grant Wood AEA	10	53-4446	$9,363.00	Monticello
10	Grant Wood	Grant Wood AEA	10	57-4554	$6,527.00	Mount Vernon
10	Grant Wood	Grant Wood AEA	10	16-3691	$7,337.00	North Cedar
10	Grant Wood	Grant Wood AEA	10	57-4777	$9,204.00	North Linn
10	Grant Wood	Grant Wood AEA	10	53-4905	$2,922.00	Olin Consolidated
10	Grant Wood	Grant Wood AEA	10	52-6093	$5,567.00	Solon
10	Grant Wood	Grant Wood AEA	10	57-6138	$3,351.00	Springville
10	Grant Wood	Grant Wood AEA	10	16-6408	$6,071.00	Tipton
10	Grant Wood	Grant Wood AEA	10	06-6660	$19,463.00	Vinton-Shellburg
10	Grant Wood	Grant Wood AEA	10	92-6768	$18,516.00	Washington
10	Grant Wood	Grant Wood AEA	10	16-6930	$4,882.00	West Branch
10	Grant Wood	Grant Wood AEA	10	48-7029	$6,663.00	Williamsburg
		Total Allocation			**$267,303.00**	
	Independent District Applications (non-consortium)					
10	**N/A**	Cedar Rapids	10	57-1053	$215,019.00	Cedar Rapids
10	**N/A**	Iowa City	10	52-3141	$108,740.00	Iowa City
10	**N/A**	Linn-Marr	10	57-3715	$42,428.00	Linn-Mar
					$366,187.00	
		Total merged area 10			**$633,490.00**	

11	Heartland Guthrie County	Adair-Casey	11	39-0018	$3,961.00	Adair-Casey
11	Heartland Guthrie County	Adair-Casey	11	39-2754	$4,602.00	Guthrie Center
11	Heartland Guthrie County	Adair-Casey	11	39-5121	$7,155.00	Panorama
		Total Allocation			**$15,718.00**	
11	Heartland West Central Consortium	Earlham	11	61-1953	$4,106.00	Earlham
11	Heartland West Central Consortium	Earlham	11	25-6615	$3,412.00	Van Meter
11	Heartland West Central Consortium	Earlham	11	39-6264	$7,685.00	West Central Valley
		Total Allocation			**$15,203.00**	
11	Jasper County Perkins Consortium	PCM	11	50-0513	$2,381.00	Baxter
11	Jasper County Perkins Consortium	PCM	11	50-1332	$11,874.00	Colfax-Mingo
11	Jasper County Perkins Consortium	PCM	11	50-3906	$3,890.00	Lynnville-Sully
11	Jasper County Perkins Consortium	PCM	11	50-4725	$27,009.00	Newton
11	Jasper County Perkins Consortium	PCM	11	50-5160	$6,816.00	PCM
		Total Allocation			**$51,970.00**	
11	Marion County	Pella	11	63-4212	$2,951.00	Melcher-Dallas
11	Marion County	Pella	11	63-5166	$18,020.00	Pella
11	Marion County	Pella	11	63-5256	$4,842.00	Pleasantville
11	Marion County	Pella	11	63-6512	$5,507.00	Twin Cedars
		Total Allocation			**$31,320.00**	
11	North Central Heartland	Boone	11	08-0729	$21,484.00	Boone
11	North Central Heartland	Boone	11	08-3942	$4,874.00	Madrid
11	North Central Heartland	Boone	11	77-4779	$5,564.00	North Polk
11	North Central Heartland	Boone	11	08-4878	$6,245.00	Ogden
11	North Central Heartland	Boone	11	08-6561	$3,298.00	United

11	North Central Heartland	Boone	11	25-7110	$6,989.00	Woodward-Granger
		Total Allocation			**$48,454.00**	
11	North Metro	Urbandale	11	77-0720	$6,633.00	Bondurant-Farrar
11	North Metro	Urbandale	11	77-3231	$21,865.00	Johnston
11	North Metro	Urbandale	11	77-5805	$13,378.00	Saydel
11	North Metro	Urbandale	11	77-6579	$23,205.00	Urbandale
		Total Allocation			**$65,081.00**	
11	Raccoon Valley Voc. Ed.	Glidden-Ralston	11	05-0414	$5,346.00	Audubon
11	Raccoon Valley Voc. Ed.	Glidden-Ralston	11	14-1413	$5,245.00	Coon Rapids-Bayard
11	Raccoon Valley Voc. Ed.	Glidden-Ralston	11	14-2520	$3,566.00	Glidden-Ralston
		Total Allocation			**$14,157.00**	
11	Dallas/Madison County Consortium	Winterset	11	25-0027	$9,119.00	Adel-DeSoto-Minburn
11	Dallas/Madison County Consortium	Winterset	11	25-1576	$8,199.00	Dallas Center-Grimes
11	Dallas/Madison County Consortium	Winterset	11	61-7056	$11,762.00	Winterset
		Total Allocation			**$29,080.00**	
11	The Warren County Consortium	Norwalk	11	91-0981	$8,686.00	Carlisle
11	The Warren County Consortium	Norwalk	11	61-3119	$6,179.00	Interstate 35
11	The Warren County Consortium	Norwalk	11	91-4122	$3,532.00	Martensdale-St. Marys

11	The Warren County Consortium	Norwalk	11	91-4797	$10,941.00	Norwalk
11	The Warren County Consortium	Norwalk	11	91-6094	$5,276.00	Southeast Warren-Grand
		Total Allocation			**$34,614.00**	
11	Story County Cons	Ames	11	85-0225	$38,230.00	Ames
11	Story County Cons	Ames	11	85-0472	$7,244.00	Ballard
11	Story County Cons	Ames	11	85-1350	$5,160.00	Collins-Maxwell
11	Story County Cons	Ames	11	85-1359	$4,087.00	Colo-Nesco
11	Story County Cons	Ames	11	85-2466	$4,189.00	Gilbert
11	Story County Cons	Ames	11	85-4617	$10,397.00	Nevada
11	Story County Cons	Ames	11	85-5643	$6,616.00	Roland-Story
		Total Allocation			**$75,923.00**	

Independent District Applications (non-consortium)

11	**N/A**	Ankeny	11	77-0261	$32,507.00	Ankeny
11	**N/A**	Carroll	11	14-0999	$19,075.00	Carroll
11	**N/A**	Des Moines	11	77-1737	$432,488.00	Des Moines Indep.
11	**N/A**	Indianola	11	91-3114	$21,784.00	Indianola
11	**N/A**	Knoxville	11	63-3375	$19,239.00	Knoxville
11	**N/A**	Perry	11	25-5184	$21,404.00	Perry
11	**N/A**	Southeast Polk	11	77-6101	$29,061.00	Southeast Polk
11	**N/A**	Waukee	11	25-6822	$14,498.00	Waukee
11	**N/A**	West Des Moines	11	77-6957	$62,898.00	West Des Moines
		Total Allocation			**$652,954.00**	

Total merged area 11 **$1,034,474.00**

12	Cherokee	Cherokee	12	18-0423	$2,210.00	Aurelia
12	Cherokee	Cherokee	12	47-0504	$6,586.00	Battle Creek-Ida Grove
12	Cherokee	Cherokee	12	18-1152	$9,188.00	Cherokee
12	Cherokee	Cherokee	12	47-2376	$4,925.00	Galva-Holstein
12	Cherokee	Cherokee	5	81-4860	$4,055.00	Odebolt-Arthur
12	Cherokee	Cherokee	12	97-1975	$7,785.00	River Valley
		Total Allocation			**$34,749.00**	includes Odebolt
12	Southeast AEA 12	Maple Valley	12	97-0270	$4,661.00	Anthon-Oto
12	Southeast AEA 12	Maple Valley	12	24-0355	$3,756.00	Ar-We-Va
12	Southeast AEA 12	Maple Valley	12	24-1134	$3,373.00	Charter Oak-Ute
12	Southeast AEA 12	Maple Valley	12	67-4033	$8,048.00	Maple Valley
12	Southeast AEA 12	Maple Valley	11	14-4014	$3,718.00	Manning
		Total Allocation			**$23,556.00**	
12	Woodbury Monona (SW)	Woodbury Central	12	97-3555	$5,668.00	Lawton-Bronson
12	Woodbury Monona (SW)	Woodbury Central	12	97-5877	$10,006.00	Sergeant Bluff-Luton
12	Woodbury Monona (SW)	Woodbury Central	12	97-6987	$7,241.00	West Monona
12	Woodbury Monona (SW)	Woodbury Central	12	97-6992	$7,164.00	Westwood
12	Woodbury Monona (SW)	Woodbury Central	12	67-7002	$1,511.00	Whiting
12	Woodbury Monona (SW)	Woodbury Central	12	97-7098	$5,508.00	Woodbury Central
		Total Allocation			**$37,098.00**	
12	Denison/Schleswig Consortium	Denison	12	24-1701	$19,462.00	Denison

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12	Denison/Schleswig Consortium	Denison	12	24-5832	$2,587.00	Schleswig
		Total Allocation			**$22,049.00**	
12	Northwest Plymouth County	Hinton	12	75-0063	$3,845.00	Akron-Westfield
12	Northwest Plymouth County	Hinton	12	75-2988	$4,139.00	Hinton
12	Northwest Plymouth County	Hinton	12	75-3348	$3,742.00	Kingsley-Pierson
12	Northwest Plymouth County	Hinton	12	75-5486	$7,144.00	Remsen-Union
		Total Allocation			**$18,870.00**	
	Independent District Applications (non-consortium)					
12	**N/A**	LeMars	12	75-3600	$17,763.00	LeMars
12	**N/A**	Sioux City	12	97-6039	$234,524.00	Sioux City
		Total Allocation			**$252,287.00**	
		Total merged area 12			**$388,609.00**	

13	Area 13 (Anita)	Iowa Western CC	13	78-0441	$6,345.00	A-H-S-T
13	Area 13 (Anita)	Iowa Western CC	13	15-0252	$3,559.00	Anita
13	Area 13 (Anita)	Iowa Western CC	13	15-0387	$16,971.00	Atlantic
13	Area 13 (Anita)	Iowa Western CC	13	43-1917	$7,098.00	Boyer Valley
14	Area 13 (Anita)	Iowa Western CC	13	15-0914	$2,567.00	C and M
13	Area 13 (Anita)	Iowa Western CC	13	73-1197	$13,933.00	Clarinda
13	Area 13 (Anita)	Iowa Western CC	13	83-2016	$2,807.00	Elk Horn-Kimballton
13	Area 13 (Anita)	Iowa Western CC	13	73-2113	$2,015.00	Essex
13	Area 13 (Anita)	Iowa Western CC	11	05-2151	$4,450.00	Exira
13	Area 13 (Anita)	Iowa Western CC	13	36-2205	$2,493.00	Farragut
13	Area 13 (Anita)	Iowa Western CC	13	36-2369	$4,336.00	Fremont-Mills
13	Area 13 (Anita)	Iowa Western CC	13	65-2511	$16,657.00	Glenwood
13	Area 13 (Anita)	Iowa Western CC	13	15-2718	$6,688.00	Griswold
13	Area 13 (Anita)	Iowa Western CC	13	36-2772	$3,761.00	Hamburg
13	Area 13 (Anita)	Iowa Western CC	13	83-3168	$6,326.00	IKM
13	Area 13 (Anita)	Iowa Western CC	13	78-3645	$24,582.00	Lewis Central
13	Area 13 (Anita)	Iowa Western CC	13	43-3798	$5,733.00	Logan-Magnolia
13	Area 13 (Anita)	Iowa Western CC	13	65-3978	$3,937.00	Malvern
13	Area 13 (Anita)	Iowa Western CC	13	43-4356	$8,371.00	Missouri Valley
13	Area 13 (Anita)	Iowa Western CC	13	65-4751	$3,208.00	Nishna Valley
13	Area 13 (Anita)	Iowa Western CC	13	78-5510	$7,369.00	Riverside
13	Area 13 (Anita)	Iowa Western CC	13	73-5976	$16,072.00	Shenandoah
13	Area 13 (Anita)	Iowa Western CC	13	36-6003	$3,943.00	Sidney
13	Area 13 (Anita)	Iowa Western CC	13	73-6097	$2,974.00	South Page
13	Area 13 (Anita)	Iowa Western CC	13	78-6453	$3,281.00	Treynor
13	Area 13 (Anita)	Iowa Western CC	13	78-6460	$5,243.00	Tri-Center
13	Area 13 (Anita)	Iowa Western CC	13	78-6534	$5,479.00	Underwood

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13	Area 13 (Anita)	Iowa Western CC	13	43-6969	$5,954.00	West Harrison
13	Area 13 (Anita)	Iowa Western CC	13	43-7092	$5,472.00	Woodbine
		Total Allocation			**$201,624.00**	includes New Market and Exira
13	IWCC Metro	Iowa Western CC	13	78-1476	$123,657.00	Council Bluffs
13	IWCC Metro	Iowa Western CC	13	78-8993	$331.00	Iowa School for Deaf
		Total Allocation			**$123,988.00**	
	Independent District Applications (non-consortium)					
13	**N/A**	Harlan	13	83-2826	**$13,833.00**	Harlan
		Total merged area 13			**$339,445.00**	

14	Area XIV Perkins Consortium-Green Valle	Southwestern CC	14	20-1211	$17,132.00	Clarke
14	Area XIV Perkins Consortium-Green Valle	Southwestern CC	14	88-1503	$18,070.00	Creston
14	Area XIV Perkins Consortium-Green Valle	Southwestern CC	14	88-1970	$7,245.00	East Union
14	Area XIV Perkins Consortium-Green Valle	Southwestern CC	14	87-3609	$3,768.00	Lenox
14	Area XIV Perkins Consortium-Green Valle	Southwestern CC	14	20-4572	$3,870.00	Murray
14	Area XIV Perkins Consortium-Green Valle	Southwestern CC	14	01-2673	$7,178.00	Nodaway Valley
14	Area XIV Perkins Consortium-Green Valle	Southwestern CC	14	01-4978	$2,446.00	Orient-Macksburg
14	Area XIV Perkins Consortium-Green Valle	Southwestern CC	14	02-5328	$802.00	Prescott
		Total Allocation			**$60,511.00**	
14	Nodaway	Red Oak	14	02-1431	$6,050.00	Corning
14	Nodaway	Red Oak	14	69-5463	$15,289.00	Red Oak
14	Nodaway	Red Oak	14	69-6165	$3,127.00	Stanton
14	Nodaway	Red Oak	14	69-6651	$5,343.00	Villisca
14	Nodaway	Red Oak	13	78-6750	$4,075.00	Walnut
		Total Allocation			**$33,884.00**	
14	South Central	Bedford	14	87-0549	$6,466.00	Bedford
14	South Central	Bedford	14	27-1093	$11,987.00	Central Decatur
14	South Central	Bedford	14	87-1224	$1,704.00	Clearfield
14	South Central	Bedford	14	80-1782	$1,999.00	Diagonal
14	South Central	Bedford	14	27-3465	$6,261.00	Lamoni
14	South Central	Bedford	14	27-4505	$5,874.00	Mormon Trail
14	South Central	Bedford	14	80-4527	$11,060.00	Mount Ayr
		Total Allocation			**$45,351.00**	
		Total Merged Area 14			**$139,746.00**	

15	Keokuk County	Sigourney CSD	15	54-3330	$4,289.00	Keota
15	Keokuk County	Sigourney CSD	15	54-5163	$7,531.00	Pekin
15	Keokuk County	Sigourney CSD	15	54-6012	$9,795.00	Sigourney
15	Keokuk County	Sigourney CSD	15	54-6462	$3,560.00	Tri-County
		Total Allocation			**$25,175.00**	
15	AMM-US Plus	Albia CSD	15	68-0081	$16,539.00	Albia
15	AMM-US Plus	Albia CSD	15	90-0657	$7,052.00	Eddyville-Blakesburg
15	AMM-US Plus	Albia CSD	15	62-2367	$1,904.00	Fremont
15	AMM-US Plus	Albia CSD	15	04-4491	$4,715.00	Moravia
15	AMM-US Plus	Albia CSD	15	04-4518	$4,136.00	Moulton-Udell
15	AMM-US Plus	Albia CSD	15	93-5895	$7,287.00	Seymour
		Total Allocation			**$41,633.00**	
15	Southeastern	Van Buren CSD	15	90-0977	$7,168.00	Cardinal
15	Southeastern	Van Buren CSD	15	89-2834	$4,967.00	Harmony
15	Southeastern	Van Buren CSD	15	89-6592	$15,336.00	Van Buren
		Total Allocation			**$27,471.00**	
15	AEA Consortium Four	Chariton CSD	15	59-1107	$19,963.00	Chariton
15	AEA Consortium Four	Chariton CSD	15	93-6854	$7,896.00	Wayne
15	AEA Consortium Four	Chariton CSD	15	93-3705	$1,448.00	Lineville-Clio

15	AEA Consortium Four	Chariton CSD	15	59-5715	$3,784.00	Russell
		Total Allocation			**$33,091.00**	
15	Oskaloosa/North Mahaska	Oskaloosa	15	62-4776	$5,397.00	North Mahaska
15	Oskaloosa/North Mahaska	Oskaloosa	15	62-5013	$29,805.00	Oskaloosa
		Total Allocation			**$35,202.00**	
	Independent District Applications (non-consortium)					
15	**N/A**	Centerville	15	04-1071	$24,591.00	Centerville
15	**N/A**	Davis County	15	26-1619	$22,473.00	Davis County
15	**N/A**	Fairfield	15	51-2169	$27,711.00	Fairfield
15	**N/A**	Ottumwa	15	90-5049	$71,474.00	Ottumwa
		Total Allocation			**$146,249.00**	
		Total merged area 15			**$308,821.00**	

16	Des Moines/Lee County	West Burlington	16	56-1079	$9,423.00	Central Lee
16	Des Moines/Lee County	West Burlington	16	29-1602	$3,704.00	Danville
16	Des Moines/Lee County	West Burlington	16	29-4203	$8,728.00	Mediapolis
16	Des Moines/Lee County	West Burlington	16	29-6937	$6,238.00	West Burlington
		Total Allocation			**$28,093.00**	
16	WWW.NL	SECC	16	58-4509	$2,911.00	Morning Sun
16	WWW.NL	SECC	16	44-4689	$4,986.00	New London
16	WWW.NL	SECC	16	44-6700	$5,526.00	Waco
16	WWW.NL	SECC	16	58-6759	$8,481.00	Wapello
16	WWW.NL	SECC	16	44-7047	$4,331.00	Winfield-Mt. Union
		Total Allocation			**$26,235.00**	
	Independent District Applications (non-consortium)					
16	**N/A**	Burlington	16	29-0882	$74,232.00	Burlington
16	**N/A**	Fort Madison	16	56-2322	$35,841.00	Fort Madison
16	**N/A**	Keokuk	16	56-3312	$33,494.00	Keokuk
16	**N/A**	Mount Pleasant	16	44-4536	$21,089.00	Mount Pleasant
					$164,656.00	
		Total merged area 16			**$218,984.00**	

FY 08 Total Allocation **$5,214,425.00**

State Training School	**Eldora**	**$47,530.00**
Iowa Juvenile Home	**Toledo**	**$9,256.00**
	Total Allocation	**$56,786.00**

Adult Corections		
ICIW-Mitchellville Corrections-DMACC	Mitchellville	$7,350.00
Clarinda Correctional Facility-IWCC	Clarinda	$10,000.00
Anamosa State penitentiary-KCC	**Anamosa**	**$4,725.00**
IA Medical & Classification Ctr-KCC	**KCC-Cedar Rapids**	**$6,773.00**
	Total Allocation	**$11,498.00**

APPENDIX J

POSTSECONDARY ALLOCATIONS

Iowa Department of Education
Bureau of Community Colleges & Career and Technical Education
Grimes State Office Building
Des Moines, Iowa

FY 2009 Allocation Table
for Post Secondary Career & Technical Education Programs
Title I, Part C, Section 132
of the
Carl D. Perkins Career & Technical Act of 2006
CFDA #84.048

MAS #	COMMUNITY COLLEGE	FY 07' PELL COUNT	FY 07' SHARE	ALLOCATION FROM FY '09 FUNDS	ALLOCATION FROM CARRYOVER	TOTAL ALLOCATION	5.4% for Linked High School Programs
I	NORTHEAST	834	7.253435%	$364,194	$1,759	$365,953	$19,761
II	NORTH IOWA	463	4.026787%	$202,185	$977	$203,162	$10,971
III	IOWA LAKES	607	5.279179%	$265,067	$1,280	$266,347	$14,383
IV	NORTHWEST	157	1.365455%	$68,559	$331	$68,890	$3,720
V	IOWA CENTRAL	634	5.514002%	$276,857	$1,337	$278,194	$15,022
VI	IOWA VALLEY	281	2.443903%	$122,708	$593	$123,301	$6,658
VII	HAWKEYE	938	8.157941%	$409,609	$1,979	$411,588	$22,226
IX	EASTERN IOWA	804	6.992520%	$351,094	$1,696	$352,790	$19,051
X	KIRKWOOD	1,815	15.785354%	$792,580	$3,829	$796,409	$43,006
XI	DMACC	1,790	15.567925%	$781,664	$3,776	$785,440	$42,414
XII	WESTERN IOWA	924	8.036180%	$403,496	$1,948	$405,444	$21,894
XIII	IOWA WESTERN	473	4.113759%	$206,551	$998	$207,549	$11,208
XIV	SOUTHWESTERN	232	2.017742%	$101,311	$489	$101,800	$5,497
XV	INDIAN HILLS	1,033	8.984171%	$451,094	$2,179	$453,273	$24,477
XVI	SOUTHEASTERN	513	4.461646%	$224,019	$1,082	$225,101	$12,155
	TOTAL	11,498	100.00%	$5,020,988	$24,253	$5,045,241	$272,443

Allocation based on Pell Grant/BIA Headcount Shares

4/1/2008

APPENDIX K

IOWA PROFESSIONAL DEVELOPMENT MODEL OVERVIEW

THE IOWA
PROFESSIONAL DEVELOPMENT MODEL

EXECUTIVE SUMMARY

What is the Iowa Professional Development Model?

The Iowa Professional Development Model focuses on improving student learning and engages all educators in collective professional development. The model provides guidance for local districts to use when designing, implementing, and evaluating the district career development plan as well as the individual teacher career development plans.

What is the purpose of this type of professional development?

The intent of the Iowa Professional Development Model is to provide a structure for professional development that is focused, collaborative, and that directly supports the Comprehensive School Improvement Process (CSIP) goals for student achievement.

What influenced the formation of the model?

The model was established in response to state and federal legislation, current trends in education, and research.

- Overwhelming evidence that well designed staff development, fully integrated with effective school improvement practices, can increase student learning.
- Iowa Student Achievement and Teacher Quality Program (SF 476, 2001)
- Federal legislation - No Child Left Behind Act (2002)
- State and National Standards for Staff Development (National Staff Development Council and the Iowa Teacher Quality Program)

Who developed the model?

The model is a collaborative effort of the Iowa Department of Education and the Iowa Teacher Quality Professional Development Stakeholder Group. This group includes representatives of the major organizations and role groups involved in professional development and school improvement in Iowa.

What are the requirements for school districts?

Each district is required to submit a district career development plan as part of The Comprehensive School Improvement Plan. The first district plans were submitted in September of 2004 (IAC 281—83.6(2). In September of 2005 individual teacher career development plans will be required. The individual teacher career development plan will be developed, in cooperation with the teacher's supervisor, for each career teacher in the district.

How does a district accomplish gains in student achievement through staff development?

The process that results in student learning is described in the full text of the Iowa Professional Development Model (see DE Web Page). This process involves teachers and administrators in the collective study of student data, goal setting, determining content, designing training/learning opportunities, and using data to measure targeted outcomes, guiding training decisions, and evaluating the program. The Iowa Professional Development Standards establish expectations for the implementation of this process.

What are the Iowa Professional Development Standards?

The Iowa Teacher Quality legislation established standards for professional development. These standards are to be used in designing, delivering, and evaluating the district career development plans.

The Iowa Professional Development Standards

Implementation of a school district's career development plan shall meet the following standards:

1. *Align with the Iowa teaching standards and criteria;*
2. *Deliver research-based instructional strategies aligned with the student achievement goals established by the district;*
3. *Deliver professional development training and learning opportunities that are targeted at instructional improvement and designed with the following components:*
    - *Student achievement data and analysis;*
    - *Theory;*
    - *Classroom demonstration and practice;*
    - *Observation and reflection;*
    - *Teacher collaboration and study of implementation; and*
    - *Integration of instructional technology, if applicable;*
4. *Include an evaluation component that documents the improvement in instructional practice and the effect on student learning; and*
5. *Support the professional development needs of district certified staff responsible for instruction.*

What might a district do this year to get started?

Districts are encouraged to evaluate their current professional development practices to determine where their system of professional development may need strengthening. For a self-assessment tool to be used by local districts, see *School Improvement/Staff Development: Evaluating Current Plans* in Appendix B of the Model.

How can I learn more about the Iowa Professional Development Model?

For additional sources of information:

- The Department of Education web site http://www.iowa.gov/educate/content/view/232/517/
- Department of Education Contact - Deb Hansen deb.hansen@iowa.gov
- Area Education Agency Professional Development Consultants

Iowa Professional Development Model:

1. The focus is on instruction and curriculum. Theory is present underlying the instructional strategy or model selected for staff development. The strategy or model:
   - directly addresses student achievement in an academic area (deep content knowledge in reading, math, science, etc.)
   - has a research base (evidence of improved student achievement across settings, across time, and for all students).

   (Bransford, Brown and Cocking, 1999; Calhoun, 1994; Kennedy, 1990, 1999; Joyce and Showers, 2002; Schmoker, 1996; Slavin and Fashola, 1998)

2. The **study of implementation** is built in as a routine. The faculty studies student data related to the content of professional development. The faculty regularly studies implementation data to know what students are experiencing. (Joyce and Calhoun, 1996; Joyce and Showers, 2002; Slavin, 1996)

3. **All site and district personnel** responsible for instruction participate in the professional development. All teachers are included and the principal is heavily engaged in all aspects of the initiative. District administrative personnel and the approved provider are involved in training and in providing follow-up. (Operationally, this looks different at the elementary and secondary levels.) Research is clear that when increased student achievement is the goal, it is the collective efforts of educators that accomplish these goals. (Elmore, 2000; Joyce and Calhoun, 1996; Joyce and Showers, 2002; Newmann and Wehlage, 1995; Rosenholtz, 1989; Slavin, 1996; Wallace et al, 1984, 1990)

4. **Goals focusing on student learning** provide the direction for staff development efforts. There is a clearly identified need based on student data and the district's long-range and annual improvement goals as described in the CSIP. The strategy or model selected for staff development can be interpreted/applied in classroom settings. The desired teacher behaviors and the desired student behaviors are described. (Bernhardt, 1998; Rosenholtz, 1989; Schmoker, 1996)

5. **Intensive professional development** is provided. In addition to presentations of information and theory about the instructional strategy, participants are provided with multiple demonstrations modeling the use of the strategy and opportunities to practice using the instructional strategy demonstrated. Professional development is sustained over time. The initiative is designed to last until implementation data indicate that the teachers are implementing the strategy accurately and frequently and student performance goals are met. (Joyce and Showers, 1983, 2002; NSDC, 2001; Odden, et al., 2002; Wallace, LeMahieu, and Bickel, 1990)

6. **Collaboration** is built in with opportunities for teachers to work together on a regular basis. The professional development initiative is part of the day-to-day work of teaching. The focal point of professional development planning and implementation is at the building level. Adequate time is provided for workshop experiences and workplace supports, i.e., planning together, rehearsing and observing lessons (coaching), practicing strategies in the classroom, and collecting, analyzing and discussing data. (Fullan and Hargreaves, 1991; Lieberman and Miller, 1996; Little, 1997; Rosenholtz, 1989; Showers, 1982, 1984, 1985; Showers and Joyce, 1996; Showers, Joyce and Bennett, 1987)

7. The initiative has built in **ongoing follow-up, support, and technical assistance**. An LEA or AEA consultant or other approved provider provides ongoing technical assistance. This technical assistance occurs regularly in classrooms and in the workshop setting. (Joyce and Showers, 2002; Rosenholtz, 1989; Showers, 1982, 1984)

8. **Formative evaluation** ensures the regular and systematic collection of data relevant to stated goals (student progress, implementation of innovations, etc.) and **summative evaluation** provides information about the cumulative impact of a planned change on student learning. Data collected during the formative evaluation process may also be used in the summative evaluation. When student need is driving the planning and design of staff development, data on student response to the content of staff development is essential throughout the process. (Calhoun, 2001; Hertling, 2000; Yap et al., 2000)

For additional sources of information see the Iowa Department of Education web site
http://www.iowa.gov/educate/content/view/232/517/ or contact Deb Hansen deb.hansen@iowa.gov

Iowa Professional Development Model

Student learning – at the center
of school improvement and staff development

Operating Principles

- Focus on Curriculum, Instruction, and Assessment
- Participative Decision Making (School & District)
  - Leadership
  - Simultaneity

For additional sources of information see the Iowa Department of Education web site
http://www.iowa.gov/educate/content/view/232/517/ or contact Deb Hansen deb.hansen@iowa.gov

APPENDIX L

WRITTEN COMMENTS RECEIVED

DAVENPORT
COMMUNITY
SCHOOLS
www.davenportschools.org

Julio Almanza Superintendent
Administration Service Center
1606 Brady Street
Davenport, Iowa, 52803
Voice: 563-336-5083
Fax: 563-336-5080
almanzaj@davenportschools.org

March 6, 2008

Mr. Fidelis Ubidigbo
Bureau of Community Colleges and
Career & Technical Education
Iowa Department of Education
401 E. 14th St
Des Moines, IA 50319-0146

Dear Mr. Ubidigbo,

I am writing this letter to express my concerns about the proposed funding changes in Carl Perkins IV funds. What is basically being proposed is the funding of post-secondary level at the expense of secondary schools.

Career and technical education (CTE) can only be successful if American high schools provide a comprehensive education. This proposal could take away from the basic foundation. Our programs have the following four goals:

1. Provide career exploration and planning
2. Enhance academic achievement and motivation to learn more
3. Acquire generic work competencies and skills useful for employment
4. Establish pathways for continuing education and lifelong learning.

It is hard enough to keep our schools reflective of the ever changing industry changes in career and technical education. We need to strengthen these programs not reduce the funding.

You are aware of the Davenport Community School District's commitment through CTE programs. We are able through these programs to reach many non-traditional students who learn best by seeing and doing. We have been working hard to articulate our programs with realistic post-secondary options for students. The shift in funding has the priorities reversed.

I strongly ask for your assistance in helping to re-establish the original priorities. If you need additional information or support do not hesitate to call me.

Sincerely,

Julio Almanza
Superintendent

Nancy Bristow
Secondary Perkins Coordinator
Iowa Western Community College

Addressing proposed new split of Secondary Perkins and Post-Secondary Perkins

The AEA 13 Secondary Perkins Allocation for FY09 is projected to be considerably less than FY08.

- There are a number of factors that go into the formula for the district allocations that affect that.
- However, the proposal to allocate 50.6% of the Carl Perkins to Post Secondary and 49.4% to Secondary calculates to about 6% less for high schools than in FY08, just in that part of the formula

It is important that our Community Colleges be prepared with adequate programs to accommodate career and technical education students.

- However, if we do not have sufficient funds in our secondary programs to prepare CTE students adequately, they will not be prepared to enter those programs waiting for them at the college level.

- Just in Area 13, there are approximately 142 CTE programs across the two consortiums that rely on Perkins Secondary funding for support.

* according to Public Hearing info.
50.6 is Secondary
49.4 is Post

Still 6%

From: Buckton, Margaret [mailto:mbuckton@ia-sb.org]
Sent: Friday, February 01, 2008 9:24 AM
To: Friedel, Jan [ED]
Cc: jstuder@isea.org; bennorman@mchsi.com; Iowa Association of School Boards [IASB] (2)
Subject: IASB comments on the 1-07-08 Perkins IV Initial Draft State Plan

Good morning, Jan.
I believe that Susie Olesen reflected our concerns in the last Perkins Application meeting on the ICN on January 11, 2008, but I thought it might be helpful for you to also have them in writing. Thanks for the inclusion of stakeholders in your process and don't hesitate to ask if you have additional questions.

Margaret

Margaret Buckton
Associate Executive Director, Public Policy
Iowa Association of School Boards
6000 Grand Ave.,
Des Moines, IA 50312-1417
(800) 792-4272 ext. 228
Direct line (515) 247-7028
Fax (515) 247-7052
Cell: (515) 201-3755
www.ia-sb.org

Application Area	IASB Recommendation	Rationale
Program Development	IASB recommends that the Iowa Professional Development Model be implemented at the secondary level and that the implementation of this model be expanded to the post secondary level as well, since there is overlap in service to secondary students, for purposes of this application.	Iowa has allocated significant resources to the development and implementation of the Iowa Professional Development Model, a research-based model that focuses the professional development in the area of greatest student learning need. It includes a training model that can equip teachers with the instructional skills necessary to deliver the content of their subject matter in ways that students will learn it. And finally it includes the provision that the effectiveness of the professional development be evaluated based on student learning. It is an effective model for instructional improvement and while it was established for K-12 teachers, it is

		a model that would benefit post secondary teachers as well.
Tech Prep	IASB recommends the current system of having mandatory advisory groups remain in the next application.	Tech prep funding and programs are more likely to meet the needs of local schools and communities when advisory committees are a part of the ongoing feedback.
Financial and Budget	IASB is concerned the formula for allocation of dollars to local Iowa schools has been altered so as to diminish dollars available to local school districts.	The formula used in the application does not adequately reflect local school districts' increasing financial obligation to fund community college programming for high school course work. The formula using 1/3 contact hours in CTE courses, 1/3 expenditures in CTE courses, and 1/3 federal census data obfuscates the local district financial contribution to community college course development and implementation.

Susan Olesen
Educational Improvement Director
Iowa Association of School Boards
6000 Grand Avenue
Des Moines, Iowa 50312-1417
(515) 288-1991, ext. 222
(515) 247-7022 (Direct)
1-800-795-4272, ext. 222
Cell: (641) 745-5284
FAX: (515) 243-4992
www.ia-sb.org

From: Kari J Hampe [mailto:khampe@ilcc.cc.ia.us]
Sent: Friday, February 29, 2008 10:35 AM
To: Foelske, Roger [ED]
Subject: FW: Perkins IV Comments
Importance: High

From: Judith Cook
Sent: Friday, February 22, 2008 9:25 AM
To: Kari J Hampe; Jennie Knudson; Jolene Rogers; Val Newhouse; Thomas Brotherton; Mary Mohni
Subject: Perkins IV Comments
Importance: High

Jo and I are in DC lobbying Wed – Fri and will miss the Perkins Community Comments Meeting. Is it possible that we all could meet briefly on this coming Monday to talk about what our mutual concerns are for this new State Plan? I have a CAST telenet between 10 and 11:30 Monday. Otherwise, I am free (for now). We could do a phone meeting.

Here are my concerns:

Secondary:

1. 2S2 (p. 83) Employability Skills Attainment: *"Community colleges may be asked to develop assessments for high schools and minimally shall approve the assessments to be utilized by the high school for which they have articulated programs."*

2. Also the requirement that 75% of secondary programs comply with the "programs of study" criteria and be linked and articulated to a postsecondary program. **If a small district only has 3 programs – then in effect 100% of its programs must meet the linked programs criteria to meet the 75% benchmark. We're not all Des Moines and Cedar Rapids and Davenport sized districts out here.**

Postsecondary:

1. 1P1: How are "technical skills" and "employability skills" defined differently? How can the baseline year be FY07 if we have not disaggregated these two types of "skills" for analysis and reporting purposes prior to this point in time? How can FY07 be the baseline year if the NEW requirement is that the "skills assessment" be a valid and approved method from a third party when the FY07 data may not have met this new criteria?

2. 2P1:Retention or Transfer: I'm confused. Are they looking at a fall to spring benchmark or a fall to fall benchmark?

3. 5P1; 5P2: Nontraditional participation and completion: Because our program size is small, even one student makes a difference in outcomes. Also with our small programs and the historical trend of a fishbone enrollment pattern by nontrade students, we consistently are unable to meet these performance indicators.

4. 6P1, 6P2: (Ethnic)Minority Participation and Completion: These are new performance indicators that the state has added to the federal criteria. Our CTE programs historically have low ethnic minority enrollments. Collegewide, when our minority enrollments increase that increase is in the college parallel/college transfer sector not CTE. I fear we will NEVER make this performance indicator no matter how low we negotiate our benchmark. Also, a baseline + 0.5% doesn't sound like much but in reality…?

5. Clarification, will performance indicators, especially nontrad and minority benchmarks, be applied in an program-aggregated manner for an institution or program by program?

6. I'd like "certificate" defined more precisely. For Perkins purposes, how many "credits" will a certificate need to be to qualify as an "industry recognized credential"? For instance, MS MOUS certification is an industry recognized credential but we don't currently report students who only get that credential in our Year End MIS. Other Iowa community colleges may.

Judith Cook, Executive Director
Planning & Development
Iowa Lakes Community College
Estherville, IA 51334
712-362-0439

From: Matthew Eddy [mailto:eddym@se-polk.k12.ia.us]
Sent: Tuesday, February 26, 2008 11:50 AM
To: Foelske, Roger [ED]; Adams, Mary Ann [ED]; Friedel, Jan [ED]; Maguire, Ken [ED]; Woodruff, Janet [ED]; Utman, Roger [ED]
Cc: Gruis, Dale [ED]
Subject: FW: Perkins Issue from Dan Leinen/ Perkins Public Hearing Addresses

I would also like to state my opposition to the new Perkins allocation. I **agree completely** with Dan's comments.

Keeping Perkins dollars in the High School programs will do more good for more kids than in the Community College level. Perkins funding keeps many departments from having out-of-date equipment that schools will not update due to lack of funds.

Add me to those who oppose this new Perkins Allocation and restore the funding levels of previous Perkins Allocations. Raising the amount to High Schools wouldn't hurt either.

If we are to be an agricultural/Career Tech leader in the nation, we must start with students in Middle School and High School. Perkins funding allows these students to work with the best equipment and programs to foster their interest in Agriculture or other Vocational areas. By the time they hit the community college, it is too late to make a great impression on them. Perkins funding allows High School programs to be able to educate these students to their highest levels of achievement.

ME

Matthew B. Eddy
Agriculture Instructor / FFA Advisor
8325 NE University Avenue
Pleasant Hill, Iowa 50327
515-967-6631 x 2053
eddym@se-polk.k12.ia.us
SE Polk FFA site
GO CYCLONES!

-----Original Message-----
From: Dianne Fuller [mailto:dianne.fuller@gpaea.k12.ia.us]
Sent: Tuesday, February 26, 2008 11:47 AM
To: Foelske, Roger [ED]; Adams, Mary Ann [ED]
Subject: Proposed Carl Perkins

Dear Mr. Foelske and Ms. Adams,

I would like to state my opposition to any cut in funds to the Carl Perkins amounts allocated to a school district. In Centerville, it makes a huge difference in keeping our programs as current as possible and maintaining them. We have excellent facilities which are fairly new and to have to start delaying upgrading of technology, equipment, training will not only hurt the staff but more importantly the _students_.

This would then lead to hurting at levels outside the school as the young people would not have as many skills and knowledge background to help them whether they go to post-secondary or the job market.

Please look at reasonable ways to keep funding at least at current levels.

Sincerely,
Dianne Fuller
Agriculture Education Instructor
CTE committee chair
Centerville Comm. Schools
Centerville, IA

The formula for determining how the funds are divided between secondary and post-secondary institutions should take into consideration two additional factors.

1.) How many students are enrolled in CTE programs.
2.) Research that shows that students who take CTE in ~~post-~~secondary are more likely to take them in post-secondary.

Betty Griffin
Davenport Comm. Schools
2/28/08
Coordinator of Career & Technical Education and School-to-Work

Written Notice of Public Hearing

Carl D. Perkins State Plan Release

ICN Sites February 28, 2008

Comments submitted by: Lorna Kennedy, Tech Prep Coordinator IVCCD

1. Please consider the option to write either the 1 year plan or a ~~4~~ 5 year plan for Carl Perkins IV--Secondary, Post Secondary and Tech Prep Grant Applications.

2. Please provide Technical Assistance for the third party assessment. Concern is we need a process and guidance for the Advisory Groups to follow in approving the third party assessments.

3. Tech Prep Coordinators would like to be part of the conversation in deciding the use of the State Perkins Reserve Account Allocations each year.

From: Dan Leinen [mailto:dleinen@harlan.k12.ia.us]
Sent: Monday, February 25, 2008 9:29 AM
To: Gruis, Dale [ED]
Subject:

Dale,

Please accept this letter as a strong opposition to the proposed reallocation of Perkins funding!!!!

I looked at the allocations and it would appear our school district would lose approximately $1400. My thoughts would be; in public schools our funding comes from the state, local taxpayers, and grants such as this. If our grant program funding is cut it could mean a decrease in the programs and services offered to students, or the ability to provide a program to its full potential because of lack in funding for needed essentials. Also, a minimum level of $15,000 is required to be able to control your own Perkins funding. This proposed cut would force several school districts within our state to consolidate into a consortium. This proposal would virtually eliminate what local control we had left.

Community Colleges have the opportunity to pass costs on through tuition/fees. Public schools do NOT have that avenue to create needed funding and therefore will suffer. Thanks

Daniel J. Leinen
Agricultural Education Department
Harlan Community Schools
2102 Durant Street
Harlan, Iowa 51537
(712) 755-3101

From: Dan Leinen [mailto:dleinen@harlan.k12.ia.us]
Sent: Tuesday, February 26, 2008 3:33 PM
To: Utman, Roger [ED]
Cc: Dan & Pat Leinen
Subject: More Questions

Roger,
I can not attend the Public Hearing but sure wish I could. I have some questions that could be answered if possible.

1. How was the allocation split between secondary and postsecondary (community colleges) determined?
2. Was the allocation split based on student counts and hours?
3. Are these students being counted by both the local school district and the community college district from the area that they are served?
4. If so, wouldn't this be in effect doubling counting, therefore, reducing the dollars available?
5. Since the proposed Perkins dollars pay out looks like it allocates 50.6% of the dollars to secondary schools (K-12) and 49.4 % to the community college districts. When these percents are compared to the data on student counts, the K-12 students serves 520.599 students compared to community college Fall 2007 individual student counts of 87,072 students. The representation on the Stakeholders Committee and work teams seems to be disproportionate to favor the community colleges. (A quick review of the 5 Work Teams where individuals employment and/or affiliation could be identified seems to completely favor the community colleges.)
   The community college had a representative of 45.83% compared to 21.88% for secondary programs on the work teams. Given the student population (nearly 86% in secondary and less than 15% in community colleges) that is served, was this fair representation on the work teams?
6. Could the Department of Education explain how the dollars that were previously allocated to the secondary programs for purchasing equipment to enhanced classroom instruction are being used?
7. How many of the dollars are now being used to supplant salaries that aren't making a difference at the student level?
8. How do the state legislators feel about having dollars taken away from their local high school programs?

Daniel J. Leinen
Agricultural Education Department
Harlan Community Schools
2102 Durant Street
Harlan, Iowa 51537
(712) 755-3101

From: John Nietupski [mailto:jnietupski@aea10.k12.ia.us]
Sent: Tuesday, February 26, 2008 2:32 PM
To: Utman, Roger [ED]
Subject: Comment on Proposed Perkins Changes

Roger,
I will not be able to attend the February 28 public hearing ICN session. However, I do have comments with regard to the proposal to shift 10 percent of the FY 09 Perkins allocation from school districts to community colleges. I understand that written comments on this matter may be sent to you. I am hoping that my thoughts will be given consideration as you finalize the FY 09 Perkins Plan.

I coordinate a 29-district Perkins CTE consortium. Based on that experience, I strongly encourage the Department to keep the high school-community college split as it was in past years. Here are my reasons:

1. High School CTE programs have few funding options for program improvement efforts. While districts have had access to additional resources for such initiatives as Advanced Placement, reading, math, science, special education, innovative technology, new teacher mentoring, leadership/governance and the like, Perkins offers virtually the only support vehicle for CTE teachers and programs. Community Colleges, on the other hand, have access to a wider array of funding options, and have the grant writing capacity high schools don't to attract additional dollars.
2. Many CTE teachers I speak with feel that the focus on Math, Reading and expanded "rigorous" (i.e., college-prep, Advance Placement) courses already sends a message that CTE is pretty far down the list of instructional priorities. What message might the Department inadvertently send if it were to take even a portion of the one source available to CTE programs? These teachers work hard with little recognition; their programs offer the relevant context so needed in secondary education. I don't think they deserve another reminder, unintended though it may be, that CTE is not a high priority.

I recognize that other states have different CC-HS Perkins allocation splits. However, the fact that some or many, or even the average allocation is closer to the one the Department is considering is not compelling enough to me to justify the change; particularly in light of the above reasoning.

Thank you in advance for sharing my views with those involved in making the decision regarding the FY 09 Perkins allocation.
John

John A. Nietupski, Ph.D.
Resource Development Specialist
Grant Wood Area Education Agency
4401 Sixth Street SW
Cedar Rapids, IA 52404-4499
Ph: 800-332-8488, ext. 6442 or 319-399-6442
Fax: 319-399-6457
E-mail: Jnietupski@aea10.k12.ia.us

2-28-08

Proposal from Davenport

page 6 OPTION

addressing the value and implementation of advisory council.

Instead of establishing LEA advisory councils, encourage the LEA to be involved with the community college advisory councils. Each LEA service area being served should be attending & participating with the specific community college program.

Option regarding assessment

In addition to ITED evaluation, support the use of Work Keys in Reading and Math for the workplace or the COMPASS exam being used by the community college.

Mike Zimmer
North Scott High School
563-285-3200

APPENDIX M

ASSURANCES

Fields of Opportunities

STATE OF IOWA

CHESTER J. CULVER, GOVERNOR
PATTY JUDGE, LT GOVERNOR

DEPARTMENT OF EDUCATION
JUDY A JEFFREY DIRECTOR

March 26, 2008

Sylvia Lyles, Branch Chief
Program Administration Branch
Division of Academic and Technical Education
Office of Vocational and Adult Education
U S Department of Education
550 12th Street, SW
Potomac Center Plaza, Room 11053
Washington, DC 20202-7110

To Whom It May Concern:

As part of the application process required for the State Five-Year Plan for Carl D. Perkins Grant Funding, the State of Iowa assures that:

- The Iowa State Board of Education is the agency eligible to submit the plan.
- The Iowa State Board of Education has the authority under State law to perform the functions of the State under the program.
- The State is legally able to carry out each provision of the plan
- All provisions of the plan are consistent with State law.
- The Director of the Department of Education has authority under State law to receive, hold and disburse Federal funds made available under the plan.
- The Director of the Department of Education has authority to submit the plan.
- The State Board of Education adopts and approves the plan.
- The plan is the basis for State operation and administration of the program

Sincerely,

Judy A Jeffrey

Judy Jeffrey, Director

cc. Dr. Janice Friedel
Dr. Roger Utman

Grimes State Office Building - 400 E 14th St - Des Moines IA 50319-0146
PHONE (515) 281-5294 FAX (515) 242-5988
www.iowa.gov/educate
Helping Communities Meet the Learning Needs of All Their Children and Adults

OMB Approval No 0348-0040

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program If you have questions, please contact the awarding agency Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.) as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U S C §§276a to 276a-7), the Copeland Act (40 U S.C. §276c and 18 U S C. §874), and the Contract Work Hours and Safety Standards Act (40 U S C §§327-333), regarding labor standards for federally-assisted construction subagreements.

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11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U S C §§1451 et seq); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U S.C. §§7401 et seq); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P L 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P L 93-205)

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S C. §§469a-1 et seq).

14. Will comply with P L. 93-348 regarding the protection of human subjects involved in research, development and related activities supported by this award of assistance.

15 Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544 as amended, 7 U S C §§2131 et seq.) pertaining to the care handling and treatment of warm blooded animals held for research teaching, or other activities supported by this award of assistance

16 Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C §§4801 et seq) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17 Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No A-133, "Audits of States, Local Governments, and Non-Profit Organizations "

18 Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Judy A. Jeffrey	Director, Iowa Department of Education
APPLICANT ORGANIZATION	DATE SUBMITTED
State of Iowa	3/11/08

Standard Form 424B (Rev 7-97) Back

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement

As required by Section 1352, Title 31 of the U S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
State of Iowa	Carl D. Perkins Grant Basic and Tech Prep
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Judy Jeffrey, Director Iowa Department of Education	
SIGNATURE Judy A Jeffrey	DATE 3/11/08

ED 80-0013 06/04

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension 34 CFR Part 85 for all lower tier transactions meeting the threshold and tier requirements stated at Section 85 110

Instructions for Certification

1 By signing and submitting this proposal the prospective lower tier participant is providing the certification set out below

2 The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment

3 The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances

4 The terms "covered transaction " "debarred," ' suspended,' "ineligible," "lower tier covered transaction " "participant," " person ' "primary covered transaction " " principal " "proposal " and "voluntarily excluded,' as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549 You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations

5 The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred suspended declared ineligible, or voluntarily excluded from participation in this covered transaction unless authorized by the department or agency with which this transaction originated

6 The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ACertification Regarding Debarment, Suspension Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions ≅ without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction unless it knows that the certification is erroneous A participant may decide the method and frequency by which it determines the eligibility of its principals Each participant may but is not required to check the Nonprocurement List

8 Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings

9 Except for transactions authorized under paragraph 5 of these instructions if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended debarred, ineligible, or voluntarily excluded from participation in this transaction in addition to other remedies available to the Federal Government the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment

Certification

(1) The prospective lower tier participant certifies by submission of this proposal that neither it nor its principals are presently debarred suspended, proposed for debarment declared ineligible or voluntarily excluded from participation in this transaction by any Federal department or agency

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification such prospective participant shall attach an explanation to this proposal

NAME OF APPLICANT State of Iowa	PR/AWARD NUMBER AND/OR PROJECT NAME Carl D Perkins Grant Basic Grant and Tech Prep
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Judy Jeffrey Director Iowa Department of Education	
SIGNATURE Judy A Jeffrey	DATE 3/11/08

ED 80-0014 9/90 (Replaces GCS-009 (REV 12/88) which is obsolete)

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest Applicants should also review the instructions for certification included in the regulations before completing this form Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants) " The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement

1 LOBBYING

As required by Section 1352, Title 31 of the U S Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82 105 and 82 110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly

2 DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85 105 and 85 110--

A The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery bribery falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B Where the applicant is unable to certify to any of the statements in this certification he or she shall attach an explanation to this application

3 DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85 605 and 85 610 -

A The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U S Department of Education, 400 Maryland Avenue, S W (Room 3652, GSA Regional Office Building No 3), Washington, DC 20202-4248 Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f)

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address city, county, state, zip code)

_____

_____

_____

Check [ ] if there are workplaces on file that are not identified here

DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85 605 and 85 610-

A As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S W (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248 Notice shall include the identification number(s) of each affected grant

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NAME OF APPLICANT **State of Iowa**	PR/AWARD NUMBER AND / OR PROJECT NAME **Carl D. Perkins Gramt** **Basic Grant and Tech Prep**
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Judy Jeffrey, Director Iowa Department of Education	
SIGNATURE Judy A Jeffrey	DATE 3/11/08

ED 80-0013

Fields of Opportunities

STATE OF IOWA

CHESTER J. CULVER, GOVERNOR
PATTY JUDGE, LT GOVERNOR

DEPARTMENT OF EDUCATION
JUDY A JEFFREY DIRECTOR

March 26, 2008

Kathy Mabie
Iowa Grants Management Director
Iowa Department of Management
1007 East Grand
Des Moines, Iowa 50319

Dear Kathy:
Along with this letter, I have enclosed one copy of the State of Iowa's Five –Year Plan for the Carl Perkins IV Career and Technical Grant Act of 2006.
As part of the assurance process required by regulation Executive Order 12372, a copy of the State plan must be sent to the office in the state responsible for the Intergovernmental Review Process. If you have any questions or concerns regarding this Transition Plan, please refer those to Dr. Roger Utman, Division of Community Colleges and Workforce Preparation, Iowa Department of Education, roger.utman@iowa.gov

Thank you for your assistance.

Sincerely,

Judy A Jeffrey

Judy Jeffrey, Director

Cc: Dr. Janice Friedel
Dr. Roger Utman

Grimes State Office Building - Des Moines, Iowa 50319-0146
PHONE (515) 281-5294 FAX (515) 242-5988
www iowa.gov/educate
Helping Communities Meet the Learning Needs of All Their Children and Adults

Copies

Fields of Opportunities

STATE OF IOWA

CHESTER J. CULVER, GOVERNOR
PATTY JUDGE LT GOVERNOR

DEPARTMENT OF EDUCATION
JUDY A JEFFREY DIRECTOR

March 26, 2008

Sylvia Lyles, Branch Chief
Program Administration Branch
Division of Academic and Technical Education
Office of Vocational and Adult Education
U S. Department of Education
550 12th Street, SW
Potomac Center Plaza, Room 11053
Washington, DC 20202-7110

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Sincerely,

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Judy Jeffrey, Director

cc. Dr. Janice Friedel
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13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Judy A. Jeffrey	Director, Iowa Department of Education
APPLICANT ORGANIZATION	DATE SUBMITTED
State of Iowa	3/11/08

Standard Form 424B (Rev. 7-97) Back

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
State of Iowa	Carl D. Perkins Grant Basic and Tech Prep
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Judy Jeffrey, Director Iowa Department of Education	
SIGNATURE Judy A Jeffrey	DATE 3/11/08

ED 80-0013 06/04

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85 for all lower tier transactions meeting the threshold and tier requirements stated at Section 85 110

Instructions for Certification

1 By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below

2 The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government the department or agency with which this transaction originated may pursue available remedies including suspension and/or debarment

3 The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances

4 The terms "covered transaction " "debarred." "suspended," "ineligible," "lower tier covered transaction " "participant," " person " "primary covered transaction " " principal," "proposal " and "voluntarily excluded " as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549 You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations

5 The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred suspended declared ineligible, or voluntarily excluded from participation in this covered transaction unless authorized by the department or agency with which this transaction originated

6 The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ACertification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions ≡ without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous A participant may decide the method and frequency by which it determines the eligibility of its principals Each participant may but is not required to, check the Nonprocurement List

8 Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings

9 Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended debarred ineligible, or voluntarily excluded from participation in this transaction in addition to other remedies available to the Federal Government the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment

Certification

(1) The prospective lower tier participant certifies by submission of this proposal that neither it nor its principals are presently debarred, suspended proposed for debarment, declared ineligible or voluntarily excluded from participation in this transaction by any Federal department or agency

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal

NAME OF APPLICANT State of Iowa	PR/AWARD NUMBER AND/OR PROJECT NAME Carl D Perkins Grant Basic Grant and Tech Prep
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Judy Jeffrey, Director Iowa Department of Education	
SIGNATURE Judy A Jeffrey	DATE 3/11/08

ED 80-0014 9/90 (Replaces GCS-009 (REV 12/88) which is obsolete)

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest Applicants should also review the instructions for certification included in the regulations before completing this form Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement

1 LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82 105 and 82 110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly

2 DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85 Sections 85 105 and 85 110--

A The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application

3 DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85 605 and 85 610 -

A The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director Grants Policy and Oversight Staff, U S Department of Education, 400 Maryland Avenue, S W (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address city county, state, zip code)

_____

_____

_____

Check [ ] if there are workplaces on file that are not identified here

DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85 605 and 85 610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S W. (Room 3652, GSA Regional Office Building No 3), Washington, DC 20202-4248 Notice shall include the identification number(s) of each affected grant

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications

NAME OF APPLICANT **State of Iowa**	PR/AWARD NUMBER AND / OR PROJECT NAME **Carl D. Perkins Gramt** **Basic Grant and Tech Prep**
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Judy Jeffrey, Director Iowa Department of Education	
SIGNATURE Judy A Jeffrey	DATE 3/11/08

ED 80-0013

IOWA DEPARTMENT OF EDUCATION
DEPARTMENT/DIRECTOR APPROVAL PROCEDURE
PLEASE ROUTE FOR APPROVAL AND SIGNATURE
(Attach to all items for Director's signature or request for Department endorsement)

Title of Attached Item:	**Assurance Letters/Forms for Perkins State Plan Application**

Originator:	R. Utman	**Date:**	**03/10/08**	**Telephone:**	**281-3542**

Signature

Bureau Approval:	Roger Utman	**Date:**	3/10/08

Signature

Division Approval:	J. Fuller	**Date:**	3/10/08

Signature

Date that the item must be approved and sent:	**Need Back to Division to be Scanned into Plan Submission Website by 3/26/08**

Originator, please check (see back for explanation)

	Ceremonial/Recognition		**Routine Significance**	X	**Agency-Wide Significance**

Background/Purpose: The Attached Letters and Forms are part of the assurance process required for the submission of the State of Iowa Five-Year Plan Carl D. Perkins Grant funding.