



State of Iowa

**Carl D. Perkins Career and Technical Education
Consolidated Annual Report (CAR)**

Narrative

**Program Year
July 1, 2010 – June 30, 2011
(FY11)**

Section I: Iowa Student Definitions

For the secondary level, a Career and Technical Education (CTE) participant is defined as a student who has completed one half (0.5) or more units in any career and technical education program area. A CTE concentrator is defined as a student who has earned one and a half (1.5) or more units in a single career and technical education program area.

For the postsecondary level, a CTE participant is a student who has earned one (1) or more credits in a career and technical education program area. A CTE concentrator is defined as a 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.

Section II: Implementation of State Leadership Activities

Perkins IV leadership funds support a wide array of activities in Iowa that address both the required and permissive use of funds included in sections 124(b) and (c). The Iowa Department of Education (IDE) staff within the Bureau of Adult, Career, and Community College Education provided significant leadership and support to the community colleges, school districts, and teacher preparation institutions across the state. The following sections include examples of activities conducted by these staff members using *Perkins IV* leadership funds during FY11. The sections are presented in the order requested in the *Perkins IV CAR User Guide*.

A. Required Uses of Funds

Conducting an assessment of the vocational and technical education programs funded under *Perkins IV*

- The IDE continued its contract with the National Student Data Clearinghouse to provide information regarding success of program completers and leavers and their enrollment (entrance) and persistence in postsecondary institutions. This enables matching of community colleges' Management Information System (MIS) data files against the clearinghouse data to track students in other postsecondary institutions.
- To improve data quality, processes used to collect data pertaining to the *Perkins IV* performance indicators were reviewed, updated, and refined in order to ensure all entities continue to build shared understanding of definitions and procedures.
- Additional data elements were added to the state's web-based CTE reporting system (i.e., PlusCTE) to capture information regarding districts' progress toward meeting Program of Study (POS) requirements.
- The state continued efforts to design a statewide evaluation system for all secondary CTE programs to mirror that used at the postsecondary level. A model evaluation system will assist in ensuring quality of secondary CTE program reviews. The Code of Iowa requires that 20% of all programs be reviewed annually.
- Throughout the 2010-11 school year, *Perkins IV* grant recipients received technical assistance on program evaluation methods and ways to improve CTE programs through development and implementation of Programs of Study.
- Results of analysis of CTE program data were provided to school districts, secondary consortia, and community colleges for use in planning and developing activities, and in negotiating FY12 secondary and postsecondary performance levels.

Developing, improving, or expanding the use of technology in CTE

- The IDE, in partnership with the Iowa Industrial Technology Education Association, Iowa Family and Consumer Sciences Educators for Progress, Health Occupation Educators, Iowa Business Education Association (IBEA), and Iowa Association of Agricultural Educators provided instructors with technical training.
- The Business and Marketing Program Management Committee, in partnership with IBEA, provided two-day workshops for business and marketing educators, including *Jump\$tart Financial Literacy*, *Office 2010* at Des Moines Area Community College (DMACC) Ankeny Campus and Northeast Iowa Community College (NICC), *101 or More Activities for Teaching Business* and *Teaching Personal Finance - New Methods and New Curriculum Ideas!* at Ames High School, and *Open Source Software: Adding Excitement to Your Curriculum* and *Using Google Documents and Windows Live Applications in Your Classroom* at Kirkwood Community College (KCC).
- An Oracle Academy was held in partnership with the IDE, the Technology Association of Iowa, Oracle, and Pella Windows. The Oracle Academy Instructor's Institute is an intensive professional development program that prepares faculty to teach the Oracle Academy's technology and business curriculum. The curriculum focuses on database design and SQL programming skills.

Offering professional development programs, including providing comprehensive professional development for CTE teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels

- IDE consultants participated in national-level content area workshops and conferences. Knowledge and skills acquired through this participation was used to provide guidance to Iowa's CTE instructors.
- The IDE and the Business and Marketing Program Management Committee solicited applications for a statewide committee of secondary and postsecondary Business instructors and Marketing instructors to lead a project focused on developing model Business and Marketing programs. The project included POS, as well as mentoring, critical competencies, and advisory committees. This leadership committee will determine the goals, outcomes, and timeline of the three-year project.
- The IDE, in partnership with each service area's professional organization, coordinated statewide conferences that provided professional development opportunities for CTE educators.
- A Project Lead the Way (PLTW) instructors' conference was coordinated by Iowa State University, University of Northern Iowa, University of Iowa, and the IDE. This annual professional development conference provides instructors with information about PLTW curriculum and how it supports student attainment of academic and technical standards, as well as strategies to improve participation of non-traditional students.
- A PLTW counselors' conference was coordinated by the University of Northern Iowa, University of Iowa, Iowa State University, and the IDE. This annual professional development conference provides counselors with information about PLTW, including topics such as career pathways, college transition, and strategies to improve participation of non-traditional students.
- The Agriculture Education Professional Development (AEPD) program provided coordination and development of professional development seminars. During FY11, seventy-three percent (211 of 289) of secondary and postsecondary agriculture educators participated in the program. The AEPD program responded to the assessed needs of agriculture education professionals. Eighty-seven percent of high school agriculture education instructors attended the summer professional development conference, which focused on working with postsecondary institutions to develop POS within agriculture.
- Regional workshops were conducted by IDE staff in the areas of Business and Marketing, Industrial Technology, Agriculture, and Family and Consumer Sciences.
- IDE staff provided professional development sessions at the IBEA conference and the Career and Technical Student Organizations (CTSO) Advisors Conference.
- Professional development was provided for new secondary level instructional staff in the areas of Agriculture, Family and Consumer Sciences (FCS), Business, Marketing, and Industrial Technology.
- The IDE's Division of Community Colleges was a member of the National Alliance for Partnerships in Equity (NAPE). This membership allowed the IDE to provide training and resources as well as access to national experts who provided professional development to promote equity in CTE.

- The Iowa Insurance Institute was held for Business and FCS teachers across the state. The Institute, a joint effort of the IDE, Griffith Insurance Education Foundation, Nationwide Insurance, and the University of Central Arkansas, was a graduate course designed to provide teachers with the information and tools needed to teach these concepts as part of the financial literacy curriculum.

Providing support for CTE programs that improve the academic and career and technical skills of students through integration of academics with CTE

- The Business and Marketing Program Management Committee met several times throughout FY11, and provided resources for business, marketing and information solution teachers. This included feedback from business representatives, professional development, standards and benchmarks, and program approval information. The committee provides information on student organizations, *Perkins IV*, articulation, and mentoring.
- The Health Sciences area worked toward establishing a Program Management Committee. The Committee's first meeting is planned for October, 2011. The committee will focus on developing a model program for Health Sciences at the secondary level and will work with all levels in developing common curriculum.
- The FCS Key Leaders, which includes representatives from each Area Education Agency (AEA), discussed and made recommendations related to POS, marketing the profession, professional development, *Perkins IV*, and the importance of integration of Family, Career and Community Leaders of America (FCCLA), the related CTSSO.
- SkillsUSA continued its support of an online program that provides professional development about 21st century skills to secondary and postsecondary CTE students within the DMACC and Indian Hills Community College (IHCC) areas.
- IDE regional consultants conducted workshops and seminars for secondary and postsecondary institutions on the need for integrating academics into CTE programs to assist in reducing need for remedial courses at the postsecondary level.
- The Architecture and Construction Program Management Committee continued encouraging schools to adopt statewide standards for Construction and Drafting and Design programs by offering free instructor certification workshops and establishing assessment centers at Iowa's community colleges.
- The professional development subcommittee of the Business and Marketing Program Management Committee continued to analyze student data from several sources to determine the impact of professional development workshops and activities.
- IDE staff coordinated development of an inventory of Science, Technology, Engineering, and Mathematics (STEM) initiatives planned or underway at the state's public secondary and postsecondary educational institutions. This web-based resource serves as a valuable tool for collaboration and coordination.
- Since 2003, the IDE has partnered with the Southeast Polk Rotary Club, the Rotary Club of Iowa, and a local school district to offer the Iowa Industrial Technology Expo. This partnership has leveraged *Perkins IV* funds with an investment from the Southeast Polk Rotary Club to expand the Iowa Industrial Technology Expo, which showcases the achievement of Iowa students. Over 1000 entries were showcased and evaluated during the 2011 Expo.
- Postsecondary and secondary agriculture educators used the National Secondary Agriculture Education Standards and Benchmarks to identify common standards and performance measures to be utilized in linking postsecondary and secondary programs of study.

Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations

- Iowa uses a two-pronged approach to broadening commitment to gender equity in STEM. First, members of the state leadership team continue to network and collaborate on projects. For example, the Iowa Math and Science Education Partnerships hosted multiple outreach and exploratory workshops in locations across Iowa. Second, Iowa accesses national experts to keynote at meetings and conferences, such as regional meetings of CTE instructors, PLTW Counselors Conference, Rockwell Collins Annual STEM Breakfast Kickoff, and the Iowa Math Education Partnership Teacher Training Conference.

- Iowa incorporated the 5-step training into its *Perkins IV* discretionary grant application process. All community colleges that applied for the \$10,000 grant were required to participate in 5-step training and use an application aligned with the 5-step process. The grant required colleges to identify one program nontraditional for women, one STEM program with gender inequities (could be the same program), and one program nontraditional for men. Colleges identified a variety of programs nontraditional for women/STEM: however, all colleges identified a single program, nursing, as the nontraditional program for men.
- For the 2010-11 school year, PLTW was identified as the priority program area for additional 5-step training. The new PLTW state coordinator identified some short- and medium-term strategies for integrating gender equity into PLTW. Kirkwood Community College (KCC) was the first selected to hold the 5-step training, and it continues with ongoing training.
- In collaboration between the Girl Scouts of Greater Iowa and Iowa Lakes Community College (ILCC), Iowa educators developed middle school curriculum for wind and renewable energy that is infused with gender equity principles. Girl Scouts of Iowa members also participated in the Geek Squad Academy sponsored by Best Buy, and a FIRST®LEGO® League competition, resulting in the creation of a patent-pending prosthetic hand device.
- The IDE Equity Consultant provided technical assistance to the community colleges and internal staff through dissemination of relevant print and electronic information. To encourage systemic integration of equity efforts, the Equity Consultant was included as a member of internal committees to provide equity/diversity related input on the state's STEM initiatives.

Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve State academic standards, and career and technical skills, or complete career and technical programs of study

- The IDE's FCS consultant served on the Jump\$tart Coalition Board in support of financial literacy curriculum development statewide.
- Each IDE discipline area consultant worked with business and professional partnerships through their respective program management committees. Consultants worked with the committees to seek input in planning statewide curriculum development, conducting professional development, and addressing various technical skill attainment and employability concerns in Iowa.
- The IDE consultants attended advisory committee meetings throughout the state to assist the committees' efforts to build partnerships with business and industry. These partnerships allow schools to offer internships and help determine the most beneficial curriculum to teach in their respective CTE areas.
- Industrial Technology Education continued to establish new partnerships to develop apprenticeship programs, develop curriculum (including the statewide concrete curriculum project), implement standards, access subject matter experts, and provide leadership training. Partnerships have been developed for manufacturing, construction, transportation, and engineering/communications education. These partnerships include Building Trade Apprenticeship Coordinators ABC, Skills USA, the Air National Guard, and various industry associations.
- SkillsUSA continued its work in the Advanced Manufacturing Corridor in partnership with the Iowa Business and Industry's Advanced Manufacturing Subcommittee member companies to work on recruiting students into co-curricular activities to encourage increased student enrollment in advanced manufacturing programs. Advanced Manufacturing is an Iowa Targeted Industry.
- The IDE's FCS consultant, in partnership with Grand View University and DMACC, facilitated workshops focused on the development of culinary skills for FCS instructors and the development of curriculum to integrate culinary skills into food-related coursework. In addition, fashion design, interior design, and early childhood workshops were offered that focused on embedding standards and competencies in secondary FCS programs that directly link to postsecondary programs.

Serving individuals in State institutions

- IDE staff partnered with the Iowa Department of Corrections and the Iowa Department of Human Services to support CTE opportunities in the state's correctional facilities. These opportunities included expanding CTE programs and entrepreneurship education.
- At the secondary level, grants were awarded to two state institutions serving juveniles. The *Perkins IV* funds awarded through these grants were used to update curriculum and equipment in CTE programs offered to secondary-aged students in the institutions.
- At the postsecondary level, one grant was awarded to the Iowa Department of Corrections, which coordinates distribution of funds among the state's community colleges that serve seven adult correctional institutions. The *Perkins IV* funds awarded through the grant were used to provide supplementary support services to individuals participating in CTE programs offered by the correctional institutions.

Providing support for programs for special populations that lead to high skill, high wage and high demand occupations

- Incentive grants were awarded to community colleges to support implementation of strategies to retain and graduate students from minority racial/ethnic groups in CTE program areas where they are underrepresented. In addition, the grants included an expectation for collaboration with another agency (e.g., school district, community college, 4-year college or university, business, or community based organization). Peer mentoring relationships were developed to serve students in non-traditional careers. Summer STEM camps and hands-on activities were initiated, including tutoring for computer courses. Progress reports regarding these activities were compiled by the IDE.
- The IDE sponsored a Special Populations Conference to promote statewide collaboration and cooperation to broaden participation of women and other underrepresented student populations in CTE. The guidelines utilized for STEM careers were expanded to include all CTE areas. This conference resulted from the state's work toward meeting its goals of increasing CTE participation and improving graduation rates among special populations.
- To improve cultural understandings and enhance communication among students, faculty, staff, and business and industry, partnerships were developed to deliver multicultural programming on campuses and in communities. The IDE's Equity Consultant provided technical assistance regarding diversity awareness, minority staff recruitment, bilingual communication, ethnicity/multiculturalism, and learning communities.

Offering technical assistance for eligible recipients

- IDE discipline area consultants provided technical assistance to secondary districts and community colleges on the following topics: Program Development; Program Assessment; Federal Reporting, How to Utilize Local CTE Program Data, CTSOs; Articulation of Secondary and Community College Programs (including Tech-Prep); and Advisory Committees. Consultants also assisted community colleges' program area deans (e.g., nursing and business program deans) and Ag Alliance with strategic planning. These activities included CTE teachers and administrators from the secondary and postsecondary levels.
- IDE staff provided preconference sessions on POS and technical skill attainment for administration and teachers attending the Iowa Association of Career and Technical Education (IACTE) Conference. The conference also included breakout sessions with assessment vendors. The IDE provided financial support for the IACTE conference in order to inform the participants about these *Perkins IV* requirements and the availability of assessment materials.
- IDE staff responded to numerous inquiries from secondary and postsecondary administrators and instructional staff regarding CTE- and *Perkins IV*-related topics.

B. Permissible Activities

Improving career guidance and academic counseling programs

- The IDE employs a consultant who works specifically on activities for career guidance and academic counseling.
- In partnership with the Iowa College Student Aid Commission, the IDE provided professional development for the Iowa Career, Educational and Financial Aid Web Portal system (i.e., State Designated Career Information System – IHaveaPlanIowa™). The recipients used *Perkins IV* funds to provide training to counselors at the secondary and postsecondary levels.
- A collaborative marketing pamphlet, *Iowa's Architecture and Construction – Pathways to Success*, was created as a career cluster resource for students, parents, educators, and the community regarding construction industry careers and the educational programs offered through Iowa's community colleges.

Establishing agreements, including articulation agreements, between secondary school and postsecondary CTE programs to provide postsecondary education and training opportunities for students

- The IDE continued to provide leadership with statewide articulation agreements within several program areas.
- Alignment of PLTW courses was completed at the University of Iowa and Iowa State University. The certification of PLTW programs provided increased opportunity for students to receive credit at Iowa community colleges and regent universities.
- IDE consultants provided technical assistance and guidance for Senior Year Plus (SYP), state legislation that provides opportunities for high school students to enroll in postsecondary coursework (http://educateiowa.gov/index.php?option=com_content&view=article&id=1856&Itemid=2886). Programs included within SYP include Concurrent Enrollment and Postsecondary Enrollment Options (PSEO), Advanced Placement (AP®), Career Academies, and Regional Academies.

Supporting initiatives to facilitate the transition of sub-baccalaureate CTE students into baccalaureate programs

- The transition of students from sub-baccalaureate programs to baccalaureate programs is part of the POS work that is part of all IDE CTE consultants' professional development activities.
- Baccalaureate representatives are included as members of the Program Management Committees for the service areas identified in Iowa as well as other state-wide committees.

Supporting career and technical student organizations

- IDE staff assisted business CTSO advisors with professional development to enhance chapter management skills.
- An annual Advisor Conference was held for Business Professionals of America (BPA), Future Business Leaders of America (FBLA), and Phi Beta Lambda (PBL) advisors. The focus was development of leadership activities for CTSO students.
- IDE staff assisted in coordination and implementation of leadership conferences, competitive events, and workshops for the following student organizations: FFA, FCCLA, FBLA, PBL, BPA (secondary and postsecondary), DECA, SkillsUSA, Postsecondary Agricultural Student Organization (PAS), Technology Student Association (TSA), and Health Occupations Students of America (HOSA).
- SkillsUSA and TSA held legislative conferences for student members. Students heard from legislators about current issues and learned about the Iowa's legislative process.

Supporting public charter schools operating CTE programs

- Iowa Code requires charter schools in Iowa to be connected to a public school district. Since Iowa has comprehensive high schools, students enrolled in secondary-level charter schools have access to the CTE programs offered through the associated district.

Supporting CTE programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter

- Guidance and resources on all aspects of an industry are provided by the IDE consultants as they participate in School Improvement and *Perkins IV* Monitoring Visits.
- Safety training and All Aspects of an Industry information was provided at the Iowa Association of Career and Technical Education (IACTE) conference held in October, 2010.

Supporting family and consumer sciences programs

- The IDE provided Iowa FCS instructors with POS updates and training statewide.
- The IDE FCS consultant, in partnership with Grand View University, provided professional development workshops for FCS teachers regarding beginning and advanced culinary skills in the FCS curriculum. Additionally, workshops focused on fashion design, interior design, and early childhood curriculum elements were held.
- The IDE is partnering with the American Association of Family and Consumer Sciences (AAFCS) to create end-of-course or pathway credentialing and/or assessments.
- Teleconferences were offered for FCS instructors on the POS development process.

Supporting partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels

- IDE consultants worked with the state's community colleges to complete an Intermediary Grant funded by Iowa Workforce Development. The grant enabled the community colleges to develop a network of community participants. The goals of the Intermediary Network are to increase high school graduation, improve college and career success, and reconnect out-of-school and out-of-work youth.

Supporting the improvement or development of new CTE courses and initiatives, including career clusters, career academies, and distance education

- As IDE consultants review CTE programs as part of *Perkins IV* monitoring and new program approval processes, courses are reviewed and guidance is provided to school districts and community colleges.
- The IDE supported a quality business and marketing initiative to put together a team of educators that evaluated what makes up a quality CTE program. Information from other states, research, and in-depth discussions, were utilized into determining future years' focus for building model programs for use statewide.

Awarding incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of *Perkins IV*

- The IDE awarded incentive grants to the state's community colleges to support and extend college efforts related to implementing strategies to increase the retention and graduation of students in career programs that are nontraditional for their gender. Community colleges participated in a 5-STEP Improvement Training Process to apply research-based strategies to increase nontraditional participation and completion rates in accordance with *Perkins IV* performance indicators 5P1 and 5P2. Goals of the training process included the following: identify root causes and barriers to program completion; select strategies for implementation; develop project goals and timeline; and identify benchmarks and objectives.

- Programs of Study Grants were awarded to the state's community colleges to work with the districts in their areas on developing and completing Programs of Study.

Providing activities to support entrepreneurship education and training

- The IDE provided support to the Jacobson Institute for Youth Entrepreneurship at The University of Iowa to provide Iowa's CTE teachers with access to *YouthBizCentral* (YBC), a comprehensive online entrepreneurship curriculum that enables educators to teach the "entrepreneurial mindset." During FY11, a total of 206 Iowa CTE teachers accessed Unit 1 of the YBC curriculum.

Providing assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs

- IDE consultants provided information to districts and community colleges on career and college opportunities.
- An IDE consultant worked closely with apprenticeship programs across the state.

Developing valid and reliable assessments of technical skills

- The IDE compiled and provided districts with a list of technical skill assessments available in each service area.
- IDE consultants provided leadership in the development of assessments for districts and community colleges.

Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes

- Courses comprising secondary CTE programs were identified by linking PlusCTE with the Electronic Access System for Iowa Education Records (EASIER) Winter data collection. CTE participants, concentrators, and completers were also identified through this process. Districts manually identified the concentrators who were assessed for technical skill proficiency during the reporting year as well as those deemed proficient.
- EASIER Spring data collection, which includes secondary students' state academic assessment results (Iowa Tests of Educational Development) and graduate intent information, is linked with PlusCTE student files to improve validity of *Perkins IV* indicator data.
- CTE consultants continued to work with the IDE programmer to improve the PlusCTE system to improve data validity and reliability. For FY11, additional elements were added to collect data on districts' progress in meeting POS requirements. A revised comment section was also added which allowed IDE discipline area consultants to inform districts of any concerns regarding the reported courses in a program. The comments were used to assist the districts as they move forward with POS development and implementation by helping ensure the courses provided matched the CTE program areas in which they were listed.
- IDE consultants began plans for FY12 revisions to the PlusCTE system and completing detailed directions for each. This includes changes needed due to federal discontinuation of Tech Prep.

Improving the recruitment and retention of CTE teachers, faculty, administrators or career guidance and academic counselors and the transition to teaching from business and industry, including small business

- IDE consultants provided professional development and information to pre-professionals, new, and current teachers to assist them in their positions.

Supporting occupational and employment information resources

- IDE consultants shared information with districts and community colleges regarding employment trends and other occupational information.
- As new CTE programs were developed, consultants worked with the identified program contact at the district or community college to ensure occupational information was current and reflective of the service area.

- The Iowa Careers Conference, *Career Development in the 21st Century*, was held in August 2010 for counselors, educators, and CTE coordinators to assist in guidance. Participants were provided resources regarding occupational skills and knowledge, job trends, and future career and employment possibilities for secondary students and adults. An IDE consultant worked closely with the development of the conference.

Section III: Progress in Developing and Implementing Technical Skill Assessments

Per Iowa’s approved Perkins five-year plan (see pages 10 and 64), the instruments used to assess technical skills of secondary career and technical education students, and the performance level that must be attained to be designated “proficient,” 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 assessments, or a regional or local advisory committee for the CTE program being assessed. Since this is the state-designated process, the resulting approved technical skill assessments are designated by the IDE as “state approved.”

Districts annually report the number of students who were evaluated for technical skill proficiency and the number deemed proficient to the IDE via the PlusCTE data system. District data are then aggregated at the state level to populate indicator 2S1 for the CAR.

For the 2010-2011 school year, 31,312 secondary CTE students identified as concentrators during the reporting year were reported as having completed technical skill assessments. Of those assessed, 28,903 students (92.31%) were reported as proficient.

- As noted in Section II, additional data elements were added to the state’s PlusCTE system to collect information regarding districts’ progress toward meeting POS requirements by program area (i.e., CIP). One of these elements (item 5) specifically asked districts to indicate whether the technical skill assessment for the given program area has been approved (see Figure 1). This addition allowed the IDE to calculate the percentage of districts, by program area, that indicated the technical skill assessment has been approved. A summary of this calculation is provided in Table 1.

Figure 1. PlusCTE POS Reporting Screenshot

Career and Technical Education Program
 Program of Study
 Program: 0101000000 AGRICULTURE

2011 Comment:

District Approved on 10/7/2011 10:35:05 AM

1. Program is or will be designed as a Program of Study(POS) Yes No

| | |
|--|---|
| If the answer to the question 1 is No, you do not need to fill out the rest of this form. If Yes, please indicate the status of the required components below. | |
| 2. Content standards and benchmarks are established | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 3. Critical competencies are approved by the Advisory Committee/Council and Postsecondary Institutions | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 4. Plan for sharing POS course sequence with stakeholders is in place | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5. Technical Skill Assessment has been approved by the Advisory Committee/Council and Postsecondary Institutions | <input type="radio"/> Yes <input checked="" type="radio"/> No  |
| 6. Plan for annual review and continuous improvement of the POS is in place | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7. POS course sequence with linkage to at least one postsecondary program has been established | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Linked College Northwest Iowa Community College | Complete CC Program Name Associate of Science Agriculture |

- (2) By matching these data with the student file used to populate indicator 2S1, the IDE estimates 11,626 of the 31,312 CTE concentrators reported as evaluated (37.13%) were evaluated using a 3rd party-approved technical skill assessment.
- (3) Over the next two years, the IDE will continue efforts to increase the percentage of districts using technical skill assessments that have third party approval through providing technical assistance. Additionally, the state plans to review assessment instruments through *Perkins IV* monitoring visits and/or during the Iowa Comprehensive School Improvement visits, which includes 20% of public districts and accredited non-public schools each year.

Table 1. Secondary CTE Programs Indicating Approved Technical Skill Assessments

| CIP | Description | Yes | No | Total | Percent |
|-----------|--|-----|-----|-------|---------|
| 010000000 | AGRICULTURE | 1 | - | 1 | 100.00% |
| 010100000 | AGRICULTURE | 81 | 17 | 198 | 40.91% |
| 010101000 | AGRICULTURAL BUSINESS | 9 | 9 | 18 | 50.00% |
| 010105000 | AGRICULTURAL/FARM SUPPLIES RETAILING & WHOLESALING | 4 | 2 | 6 | 66.67% |
| 010301000 | AGRICULTURAL PRODUCTION OPERATIONS | 1 | 2 | 3 | 33.33% |
| 010601000 | HORTICULTURAL | 2 | - | 2 | 100.00% |
| 100202000 | RADIO AND TELEVISION BROADCASTING | 2 | - | 2 | 100.00% |
| 100301000 | GRAPHIC COMMUNICATIONS | 2 | 7 | 9 | 22.22% |
| 110103000 | INFORMATION TECHNOLOGY OPERATIONS | 2 | 2 | 4 | 50.00% |
| 110202000 | COMPUTER PROGRAM. SPECIAL APPLICATIONS | 1 | 2 | 3 | 33.33% |
| 110801000 | WEB PAGE/DIGITAL/MULTIMEDIA INFOR RESOURCES DESIGN | 2 | 4 | 6 | 33.33% |
| 110899000 | COMP SOFTWARE AND MEDIA APPLICATIONS | 4 | 3 | 7 | 57.14% |
| 110901000 | COMPUTER SYSTEMS NETWORKING & TELECOMM. | 12 | 20 | 32 | 37.50% |
| 111099000 | COMPUTER AND INFORMATION SYSTEMS | 1 | - | 1 | 100.00% |
| 120401000 | COSMETOLOGY | 1 | - | 1 | 100.00% |
| 120500000 | COOKING AND RELATED CULINARY ARTS | 3 | 2 | 5 | 60.00% |
| 120503000 | CHEF TRAINING | 12 | 7 | 19 | 63.16% |
| 120507000 | FOOD SERVICE INTRODUCTION/PRO START | 1 | - | 1 | 100.00% |
| 150101000 | ARCHITECTURAL ENGINEERING | 4 | 7 | 11 | 36.36% |
| 150600000 | INDUSTRIAL TECHNOLOGY | 2 | 5 | 7 | 28.57% |
| 150613000 | MANUFACTURING | 36 | 54 | 90 | 40.00% |
| 150614000 | MANUFACTURING - CAREER ACADEMY | - | 1 | 1 | 0.00% |
| 151300000 | DRAFTING AND DESIGN | 26 | 41 | 67 | 38.81% |
| 151500000 | ENGINEERING RELATED/PLTW | 32 | 25 | 57 | 56.14% |
| 190100000 | FAMILY AND CONSUMER SCIENCES | 98 | 156 | 254 | 38.58% |
| 190501000 | FOOD, NUTRITION, AND WELLNESS | 5 | 12 | 17 | 29.41% |
| 190709000 | CHILD CARE PROVIDER | 4 | 3 | 7 | 57.14% |
| 190901000 | APPAREL AND TEXTILES | 1 | - | 1 | 100.00% |
| 430107000 | CRIMINAL JUSTICE/POLICE SCIENCE | 12 | 3 | 15 | 80.00% |
| 440201000 | COMMUNITY ORGANIZATION AND ADVOCACY | 1 | - | 1 | 100.00% |
| 460000000 | CONSTRUCTION TRADES | 2 | - | 2 | 100.00% |
| 460201000 | CARPENTRY | 1 | 2 | 3 | 33.33% |
| 460302000 | ELECTRICAL | 1 | 2 | 3 | 33.33% |
| 460408000 | PAINTING AND DECORATING | 1 | - | 1 | 100.00% |
| 469900000 | CONSTRUCTION TRADES | 74 | 88 | 162 | 45.68% |
| 470100000 | ELECTRICAL/ELECTRONICS | 3 | - | 3 | 100.00% |
| 470103000 | COMMUNICATIONS SYSTEMS | - | 1 | 1 | 0.00% |
| 470201000 | HEATING/AC/VENTILATION/REFRIG. MAINTENANCE | 4 | 3 | 7 | 57.14% |
| 470300000 | HEAVY/INDUSTRIAL EQUIPMENT MAINTENANCE | 2 | - | 2 | 100.00% |
| 470600000 | VEHICLE MAINTENANCE AND REPAIR | 1 | 2 | 3 | 33.33% |
| 470603000 | AUTOMOTIVE COLLISION | 18 | 8 | 26 | 69.23% |

Table 1 (Continued)

| CIP | Description | Yes | No | Total | Percent | |
|------------|---|--------------|------------|------------|--------------|---------------|
| 4706040000 | AUTOMOTIVE MECHANICS | 43 | 52 | 95 | 45.26% | |
| 4706040200 | AUTOMOTIVE TECHNOLOGY | - | 1 | 1 | 0.00% | |
| 4706050000 | DIESEL MECHANICS | 8 | 2 | 10 | 80.00% | |
| 4706080000 | AIRCRAFT POWERPLANT TECHNOLOGY/TECHNICIAN | 1 | - | 1 | 100.00% | |
| 4706140000 | AUTOMOTIVE MECHANICS - CAREER ACADEMY | - | 1 | 1 | 0.00% | |
| 4805000000 | PRECISION METAL WORKING | 5 | 3 | 8 | 62.50% | |
| 4805010000 | MACHINIST | 1 | 2 | 3 | 33.33% | |
| 4805070000 | TOOL AND DIE | 4 | 3 | 7 | 57.14% | |
| 4805080000 | WELDING | 4 | 2 | 6 | 66.67% | |
| 5004010000 | DESIGN AND VISUAL COMMUNICATIONS, GENERAL | 1 | - | 1 | 100.00% | |
| 5004060000 | COMMERCIAL PHOTOGRAPHY | 1 | - | 1 | 100.00% | |
| 5107990000 | HEALTH AND MEDICAL ADMINISTRATIVE SERVICES | 53 | 44 | 97 | 54.64% | |
| 5116140000 | NURSE/NURSING ASST/AIDE & PATIENT CARE ASST | 1 | - | 1 | 100.00% | |
| 5201010000 | GENERAL BUSINESS | 74 | 81 | 155 | 47.74% | |
| 5202010000 | BUSINESS ADMINISTRATION | 6 | 8 | 14 | 42.86% | |
| 5203000000 | ACCOUNTING AND RELATED SERVICES | 1 | - | 1 | 100.00% | |
| 5203010000 | ACCOUNTING | - | 4 | 4 | 0.00% | |
| 5203020000 | ACCOUNTING AND BOOKKEEPING | 16 | 13 | 29 | 55.17% | |
| 5204010000 | ADMINISTRATIVE ASSISTANT/SECRETARIAL | 30 | 43 | 73 | 41.10% | |
| 5204070000 | BUSINESS/OFFICE AUTOMATION/DATA ENTRY | 11 | 17 | 28 | 39.29% | |
| 5209010000 | HOSPITALITY SERVICES | 1 | 3 | 4 | 25.00% | |
| 5212010000 | MANAGEMENT INFORMATION SYSTEMS | 1 | - | 1 | 100.00% | |
| 5214010000 | MARKETING | 23 | 23 | 46 | 50.00% | |
| | | | | | | |
| | | Total | 754 | 892 | 1,646 | 45.81% |

Section IV. Implementation of State Program Improvement Plans

For the July 1, 2010 – June 30, 2011 program year, the State of Iowa met the 90% threshold of the agreed upon State-adjusted level of performance for all secondary indicators and postsecondary indicators 1P1 and 3P1. The State of Iowa failed to meet at least the 90% threshold for postsecondary indicators: 2P1, 4P1, 5P1, and 5P2.

Table 2 includes proposed action steps to improve Iowa's performance on the core indicator(s) listed above, the anticipated timeline for these actions (beginning with the current program year), and the individual and/or workgroup responsible for carrying out the actions.

Table 2. State Program Improvement Plan, Timeline, and Staff Members Assigned

| Performance indicator missed | Activity(s) | Timeline (X) | | Assigned Staff Member/Division Workgroup |
|------------------------------|--|--------------|-------|--|
| | | FY 12 | FY 13 | |
| 2P1 | Examine CTE student retention practices at each of Iowa's 15 community colleges. | | X | Colleen Hunt, Bureau Chief (Lead); other members to be determined |
| 5P1, 5P2 | Provide Nontraditional Careers Incentive grant for community colleges; improve grantee reporting on grant-funded activities. | X | X | Jeanette Thomas, Equity/CTE Consultant (Lead) |
| 2P1, 4P1, 5P1, 5P2 | Review postsecondary data quality (i.e., collection, reporting, and analysis) and provide technical assistance to improve reliability and validity. | X | X | Management Information System (MIS) Team (Lead); all CTE Consultants |
| 2P1, 4P1, 5P1, 5P2 | Increase reference to, and use of, disaggregated Perkins indicator data to inform secondary and postsecondary CTE program improvement and evaluation, including local improvement plans submitted in conjunction with the annual Perkins IV application. | X | X | Fidelis Ubadigbo (Lead), Thomas Cooley, Administrative Consultant; all CTE Consultants |
| 2P1, 5P1, 5P2 | Use Perkins indicator data to assist in development of strategies for improving participation and completion rates for students enrolling in postsecondary CTE programs. | X | X | IDE CTE Discipline Area Consultants |
| 4P1 | Continue working with Iowa Workforce Development for matching of placement records; explore means to acquire placement records for students employed out of state. | X | X | Management Information System (MIS) Team (Lead) |
| 5P1, 5P2 | Continue implementation of strategies resulting from the STEM Equity Pipeline Project to increase participation and completion rates for students enrolling in career programs that are nontraditional for their gender. | X | | Jeanette Thomas, Equity/Perkins Consultant (Lead); CTE Consultants |
| 5P1, 5P2 | Continue to identify strategies for improving participation and completion rates for students enrolling in career programs that are nontraditional for their gender and share these strategies when providing technical assistance. | X | X | CTE Consultants |

Section V: Implementation of Local Program Improvement Plans

As part of the state's annual *Perkins IV* application process, each recipient not meeting 90% of an agreed upon local adjusted level of performance was required to develop and implement an improvement plan addressing the missed performance target. Due to the collection period, data used for determining need for improvement plans are always one year in arrears (e.g., FY10 performance levels (calculated in December 2010) were used for the FY12 application (submitted in June 2011). During FY10, the State of Iowa had 84 eligible recipients at the secondary level, comprised of 49 consortia and 35 standalone districts. The postsecondary eligible recipients were the state's 15 community colleges.

The number of secondary eligible recipients who failed to meet at least 90% of their agreed upon local adjusted levels of performance for core indicators in FY10 and had to submit and implement an improvement plan for the current program year (FY12) is shown in Table 3.

Table 3. Number of Secondary Eligible Recipients That Missed Performance Targets – FY10

| Indicator | Number Missed FY10 | % Missed FY10 | Change from FY09 |
|-----------|--------------------|---------------|------------------|
| 1S2 | 17 | 20.23% | > |
| 2S1 | 3 | 3.57% | > |
| 3S1 | 3 | 3.57% | < |
| 4S1 | 3 | 3.57% | < |
| 5S1 | 12 | 14.28% | < |
| 6S1 | 10* | 11.90% | > |
| 6S2 | 54* | 64.28% | > |

The number of postsecondary eligible recipients who failed to meet at least 90% of their agreed upon local adjusted levels of performance for core indicators in FY10 and had to submit and implement an improvement plan for the current program year (FY12) is shown in Table 4.

Table 4. Number of Postsecondary Eligible Recipients That Missed Performance Targets – FY10

| Indicator | Number Missed FY10 | % Missed FY10 | Change from FY09 |
|-----------|--------------------|---------------|------------------|
| 2P1 | 9 | 60.00% | > |
| 3P1 | 2 | 13.33% | > |
| 4P1 | 4 | 26.67% | < |
| 5P1 | 15* | 100.00% | > |
| 5P2 | 6* | 40.00% | < |

*In June 2010, the IDE updated its data tables to reflect the most recent listing of programs considered non-traditional for a given gender, as posted on the PCRN website (<http://cte.ed.gov/accountability/crosswalks.cfm>). These numbers reflect the first collection of data based on the updated tables.

Section VI. Tech Prep Grant Award Information

Each of Iowa's 15 community colleges serves as a fiscal agent area for a Tech Prep consortium. Each consortium receives a basic allocation of \$50,000. The balance of grant funds to each consortium was awarded based on the number of school districts within the community college's region. Ninety-five percent (95%) of the state's Tech Prep funds are awarded in this manner. The remaining five percent (5%) is retained at the state level for program administration.

A listing of the consortia funded in FY11 and their funding amounts is provided in Table 5.

Table 5. FY11 Perkins IV Tech Prep Allocations

| Community College Region (Consortia) | Basic Allocation | FY11 Allocation Based on # of School Districts | Allocation from Carryover | Total FY11 Allocation |
|--------------------------------------|------------------|--|---------------------------|-----------------------|
| Region I | \$50,000 | \$28,886 | \$200 | \$79,087 |
| Region II | \$50,000 | \$27,683 | \$192 | \$77,875 |
| Region III | \$50,000 | \$19,257 | \$134 | \$69,391 |
| Region IV | \$50,000 | \$15,647 | \$109 | \$65,755 |
| Region V | \$50,000 | \$37,311 | \$259 | \$87,570 |
| Region VI | \$50,000 | \$16,850 | \$117 | \$66,967 |
| Region VII | \$50,000 | \$26,479 | \$184 | \$76,663 |
| Region IX | \$50,000 | \$26,479 | \$184 | \$76,663 |
| Region X | \$50,000 | \$38,515 | \$267 | \$88,782 |
| Region XI | \$50,000 | \$64,994 | \$451 | \$115,445 |
| Region XII | \$50,000 | \$27,683 | \$192 | \$77,875 |
| Region XIII | \$50,000 | \$37,311 | \$259 | \$87,570 |
| Region XIV | \$50,000 | \$22,868 | \$159 | \$73,027 |
| Region XV | \$50,000 | \$26,479 | \$184 | \$76,663 |
| Region XVI | \$50,000 | \$15,647 | \$109 | \$65,755 |
| Total | \$750,000 | \$432,089 | \$3,000 | \$1,185,088 |

Section VII. Review of Sec. 203(e) Accountability Data

As mentioned in section V, due to the collection period, data used for determining need for improvement plans are always one year in arrears (e.g., FY10 performance levels (calculated in December 2010) were used for the FY12 application (submitted in June 2011). During FY10, the State of Iowa had 15 eligible Tech Prep consortia, one for each community college region.

Prior to the FY12 application period, each consortium not meeting 90% of an agreed upon local adjusted level of performance for secondary or postsecondary indicator was required to develop and implement an improvement plan addressing the missed performance target. **Due to federal elimination of Tech Prep funding, there were no state-level Tech Prep applications for FY12, thus no improvement plans were required.**

The number of Tech Prep consortia that failed to meet at least 90% of their agreed upon local adjusted levels of performance for the secondary indicators in FY10 is shown in Table 6.

Table 6. Number of Tech Prep Consortia That Missed Secondary Performance Targets – FY10

| Indicator | Number Missed FY10 | % Missed FY10 | Change from FY09 |
|-----------|--------------------|---------------|------------------|
| 1S1 | 1 | 6.66% | > |
| 1S2 | 1 | 6.66% | = |
| 2S1 | 0 | 0.00% | = |
| 3S1 | 0 | 0.00% | < |
| 4S1 | 0 | 0.00% | < |
| 5S1 | 1 | 6.66% | < |
| 6S1 | 0* | 0.00% | = |
| 6S2 | 2* | 13.33% | < |

For FY10, the state did not disaggregate the postsecondary indicators by Tech Prep consortia; however, statewide percentages were calculated and reported. The following table contains these statewide percentages and whether the percentages met at least 90% of the agreed upon state-adjusted levels of performance. Postsecondary Tech Prep data for these indicators were not available in FY09.

Table 7. Statewide Tech Prep Consortia Postsecondary Performance – FY10

| Indicator | 90% of FY10 State Target | FY10 Tech Prep Actual Level | Met Within 90% of State Target |
|-----------|--------------------------|-----------------------------|--------------------------------|
| 1P1 | 77.40% | 95.16% | M |
| 2P1 | 45.20% | 10.71% | NM |
| 3P1 | 69.70% | 75.31% | M |
| 4P1 | 69.70% | 84.54% | M |
| 5P1 | 21.39%* | 9.32% | NM |
| 5P2 | 37.59%* | 4.17% | NM |

*In June 2010, the IDE updated its data tables to reflect the most recent listing of programs considered non-traditional for a given gender, as posted on the PCRN website (<http://cte.ed.gov/accountability/crosswalks.cfm>). These numbers reflect the first collection of data based on the updated tables.

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