



State of Iowa

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

Narrative

**Program Year
July 1, 2011 – June 30, 2012
(FY12)**

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 CTE 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 CTE program area.

For the postsecondary level, a CTE participant is a student who has earned one or more credits in a CTE program area. A CTE concentrator is defined as a student who: 1) completes at least 12 academic or technical credits within a single CTE 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 CTE 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 (DE) 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 FY12. The sections are presented in the order requested in the *Perkins IV CAR User Guide*.

Required Uses of Funds

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

- Site-based monitoring of secondary and postsecondary recipients of *Perkins IV* was completed per the three-year cycle established by the DE. The monitoring guide used by the CTE consultants is revised annually to eliminate redundancy and reflect current practices. Additionally, review of secondary CTE programs continued to be integrated into the DE school improvement site visits required by Chapter 12 of Iowa Administrative Code. These visits include 20 percent of all public school districts and accredited non-public schools each year (five-year cycle). CTE-specific review components include verification of accreditation requirements, such as the minimum number of programs and courses, advisory committees, and appropriate instructor licensure. Additionally, an interview is held with CTE staff. In FY12, several *Perkins IV*-specific items were added to the review, such as the local processes used for fiscal monitoring, accounting for Perkins-funded equipment, and data reporting. Pertinent findings from the CTE portion of the visit are included within the district's summative visit report.
- DE CTE staff continued shared responsibility for conducting equity visits to public school districts and community colleges. Sites were determined through a selection process approved by the Office of Civil Rights (OCR), and were focused on determining compliance with federal nondiscrimination legislation. In FY12, 10 districts and one community college were visited.
- State CTE consultants continued steps to design a process that could be used at the local level for evaluation of secondary CTE programs, similar to what was developed for use at the postsecondary level.
- The DE 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.
- Summaries of 2010-2011 CTE program data were provided to school districts, secondary consortia, and community colleges. These data were utilized when planning activities and negotiating secondary and postsecondary performance level targets for the FY13 *Perkins IV Continuation Grant* application.

- CTE data collection processes pertaining to the *Perkins IV* performance indicators were refined, and reviewed with involved entities, to continue the state's effort to build shared understanding of definitions and procedures. Secondary data elements are collected through two reporting mechanisms: the Electronic Access System for Iowa Education Records (EASIER) system and the CTE-specific reporting system, PlusCTE. The majority of postsecondary data are now collected through the MIS system. In FY12, two elements previously reported through PlusCTE, were transitioned to the MIS system to eliminate duplicate reporting. Plans are in place to transition the two remaining elements, each related to technical skill proficiency, to the MIS system for the FY13 reporting period. A copy of the MIS Reporting Manual reflecting this change is available on the DE website at http://www.educateiowa.gov/index.php?option=com_content&view=article&id=169&catid=183&Itemid=2184.

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

- The Business and Marketing Program Management Committee, in partnership with Iowa Business Education Association (IBEA), provided two-day workshops for business and marketing educators, including *PowerPoint: Beyond the Basics* (Northeast Iowa Community College), *FUNctions w/Excel and More + BONUS VBA for Automation* (Hawkeye Community College), *Office 2010: Explore a Little More* (Des Moines Area Community College), *Working with Today's Technology and Tomorrow's Students* (Linn-Mar High School), and *Using Web 2.0 Applications in Your Classroom 2012* (Kirkwood Community College).
- An Oracle® Academy was held in partnership with the DE, Oracle Corporation, and Pella Corporation. The Oracle® Academy Instructor's Institute is an intensive professional development program that focuses on database design and structured query language (SQL) programming skills (Database Programming with PL/SQL). The DE, in partnership with the Iowa Industrial Technology Education Association, Iowa Family and Consumer Sciences Educators (IAFCSE), Health Occupation Educators, IBEA, and Iowa Association of Agricultural Educators provided instructors with technical training.
- A contract was awarded to Governet for development of a web-based system to improve curriculum-related processes for the Iowa community college system. The web-based system, CurricUNET (http://www.curricunet.com/iowa_doe/index.cfm), will automate program approval and modification processes, improve Iowa's common course numbering system, and provide greater public access to community college program information. The goal is to have the system in place for each of Iowa's 15 community colleges within two years.

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

- DE 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 DE and the Quality Business and Marketing Program Team introduced activities aligned to the goals set by the leadership team and subcommittees met through teleconferences to set plans for the year. Program promotion, professional collaboration and community involvement were identified as the first year's priorities. The Quality Subcommittees sponsored collaborative workshops, presented at the IBEA Conference on working with business and industry (community involvement), and developed a website for sharing curriculum (<http://iowaeducators.com/bm/>).
- The DE provided support for the annual Iowa Association for Career and Technical Education (IACTE) statewide conference. CTE staff coordinated the pre-conference sessions. The sessions were comprised of presentations from districts and community colleges, selected through an application process, related to five "tracks": Program Operations and Offerings; Standards, Benchmarks, and Competencies; Curriculum and Assessments; Teaching and Learning; and Developing and Expanding Stakeholder Partnerships.
- The DE, in partnership with each service area's professional organization, coordinated statewide conferences that provided professional development opportunities for CTE educators. The Iowa Association of Family and Consumer Sciences Educators (IAFCSE) conference was held in conjunction with the IACTE statewide conference.

- A Project Lead the Way (PLTW) instructors' conference was coordinated by Iowa State University (ISU), University of Northern Iowa (UNI), University of Iowa (UI), and the DE. This annual professional development conference provided instructors with information about PLTW curriculum, how it supports students' attainment of academic and technical standards, and strategies to improve participation of nontraditional students.
- UNI, UI, ISU, and the DE coordinated a PLTW counselors' conference. This annual conference provided counselors with professional development related to PLTW, including topics such as career pathways, college transition, and strategies to improve participation of nontraditional students.
- The Agriculture Education Professional Development (AEPD) program provided coordination for, and development of, professional development seminars. The AEPD program responded to assessed needs of agriculture education professionals. Seventy-eight percent (78% - 218 of 281) of secondary and postsecondary agriculture educators participated in the program. Ninety-one percent (91%) of high school agriculture education instructors attended the summer professional development conference, which focused on working with postsecondary institutions to develop a statewide Program of Study (POS) model within agriculture.
- Regional workshops were conducted by DE staff in the areas of Business and Marketing, Industrial Technology, Agriculture, Health Sciences and Family and Consumer Sciences (FCS).
- DE staff provided professional development sessions at the IBEA conference.
- Professional growth opportunities were provided for new secondary level instructional staff in the area of Agriculture (19 participants), FCS (10 participants), and Industrial Technology (15 participants). Additionally, "Perkins 101" sessions were presented at conferences involving new Business and Marketing instructors.
- The Iowa Auto Dealers Association hosted a statewide professional development meeting for postsecondary automotive technology instructors to learn about new technology, building programs of study, and discussing industry issues.
- The DE's Division of Community Colleges continued its membership in the National Alliance for Partnerships in Equity (NAPE). This membership allowed the DE to provide training, resources, and access to national experts to promote and provide professional development regarding equity in CTE. The training reinforced the need for secondary, two-year, and four-year institutions to collaborate in supporting transfer programs and seamless transition of students from secondary to postsecondary CTE programs.

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

- During FY12, the Business and Marketing Program Management Committee met four times to provide resources for business, marketing and information solutions 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 Program Management Committee met three times during FY12 and reviewed goals, budgets, and standards and benchmarks. The committee also worked with Iowa Western Community College (IWCC), who received an DE grant to develop a model POS for the health sciences area.
- 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 career and technical student organization (CTSO).
- SkillsUSA continued its support of an online program that provides professional development about 21st century skills to secondary and postsecondary CTE students within the Des Moines Area Community College (DMACC) and Indian Hills Community College (IHCC) areas.
- The Architecture and Construction Program Management Committee continued to encourage 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 to determine the impact of professional development workshops and activities.

- DE 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. Cultural awareness training provided for social sciences, mathematics, and science will be incorporated into CTE curricula by highlighting contributions of diverse practitioners in STEM fields.
- DE continued its partnership with the Southeast Polk Rotary Club, the Rotary Club of Iowa, and a local school district to offer the Iowa Industrial Technology Expo. The partnership, which started in 2003, has leveraged *Perkins IV* funds with an investment from the Southeast Polk Rotary Club to showcase the achievement of Iowa students. Over 1,000 entries were exhibited and evaluated during the 2012 expo.
- Postsecondary and secondary agriculture educators used the National Secondary Agriculture Education Standards and Benchmarks to identify common standards and performance measures and identify critical competencies for the statewide model POS for agriculture.
- *Perkins IV* grant recipients were provided technical assistance on development and implementation of CTE Programs of Study throughout the 2011-12 academic year.

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

- In July 2011, Iowa's Governor, Terry Branstad, issued Executive Order 74, which created the Governor's Science, Technology, Engineering and Mathematics (STEM) Advisory Council (<https://governor.iowa.gov/wp-content/uploads/2011/05/EO-74-STEM.pdf>). The STEM Advisory Council was charged with growing Iowa's commitment to STEM education, STEM innovation, and better positioning Iowa's young people and the state's economy for the future. Several 5-Step process/PIPE-STEM team members contributed to the planning and implementation phases. Many stakeholders are aligning their STEM work with the council's recommendations and work plans, further increasing the outreach of statewide gender equity initiatives.
- DE continued to utilize resources and professional development opportunities provided by NAPE's 5-Step process/Program Improvement Process for Equity in STEM (a.k.a., PIPE-STEM™). This initiative, funded through a National Science Foundation grant, uses a two-pronged approach to broaden commitment to gender equity in nontraditional careers and STEM initiatives. Members of the state leadership team continued to network and collaborate with partners on recruitment and retention efforts, including the following: multiple outreach and exploratory workshops with the Iowa Math and Science Education Partnership; integration of micro-messaging training initiatives in PLTW program offerings and professional development presentations at statewide teacher/counselor conferences; and continued utilization of national experts to provide training for CTE instructors at conferences and regional meetings. The customized, "coaching" approach of the PIPE-STEM™ model worked well in conjunction with DE on-site technical assistance provided to the community colleges and through dissemination of relevant print and electronic information to DE CTE staff.
- The 5-Step process/PIPESTEM was integrated into DE's *Perkins IV* discretionary grant application process. All community colleges applying for the Increasing Retention and Graduation of Students in Nontraditional Career Areas grant were required to include action plans aligned with the five-step process. The grant required colleges to identify one program which is 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 nursing as the nontraditional program for men.
- To encourage systemic integration of equity efforts, the DE equity consultant was included as a member of internal committees to provide equity/diversity related input regarding the state's nontraditional careers and 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 DE's FCS consultant served on the Jump\$tart Coalition Board in support of statewide financial literacy curriculum development.

- Each DE discipline area consultant worked with business and professional partnerships through their respective program management committees. These committees provide input for planning statewide curriculum development, conducting professional development, and addressing technical skill attainment and employability concerns.
- DE consultants attended local and regional CTE 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 CTE curriculum to teach in their respective 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, SkillsUSA, 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 to participate in co-curricular activities to help encourage increased student enrollment in advanced manufacturing programs. SkillsUSA provides Professional Development 21st Century skills curriculum to participating schools. Advanced Manufacturing is an Iowa Targeted Industry.
- The DE's FCS consultant, in partnership with Iowa State University, the Iowa Restaurant Association, and DMACC, facilitated workshops 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 construction, interior design, and early childhood workshops were offered. These workshops focused on embedding standards and competencies in secondary FCS programs that directly link to postsecondary programs.
- DE's Health Science Consultant served on the Steering Committee for the Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) Initiative. The consultant also served on special committees, along with representatives from community colleges, four-year colleges, and employers in the health science area, to develop curriculum, address entrance requirements, and resolve other issues relating to the RN to BSN initiative.

Serving individuals in state institutions

- DE 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

- To improve cultural understanding and enhance communication among students, faculty, staff, and business and industry, partnerships were developed to deliver multicultural programming on campuses and in communities. The DE's equity consultant provided technical assistance regarding diversity awareness, minority staff recruitment, bilingual communication, ethnicity/multiculturalism, and learning communities.
- CTE programs were monitored for compliance with state and federal nondiscrimination laws through equity reviews and regularly scheduled monitoring visits. The monitoring process includes review of policies and practices related to the identified protected classes.

- Review and reporting of performance related to the *Perkins IV* indicators for special population students was completed by DE's CTE staff. Collection of performance data for these populations is integrated into the state's student data systems (i.e., EASIER, PlusCTE, and MIS). CTE course enrollment data for these populations were also reviewed as part of the equity visits conducted by DE staff.

Offering technical assistance for eligible recipients

- DE discipline area consultants provided technical assistance to secondary districts and community colleges on the following topics: program development and assessment; reporting and utilizing local CTE program data, CTSOs; secondary and postsecondary program articulation; and CTE advisory committees. These activities included CTE teachers and administrators from the secondary and postsecondary levels. Consultants also assisted community colleges' program area deans (e.g., nursing and business program deans) and the Ag Alliance with strategic planning.
- DE staff responded to numerous inquiries from secondary and postsecondary administrators and instructional staff regarding CTE- and *Perkins IV*-related topics. One DE consultant attended the Brustein & Manasevit Spring Forum to receive current information on fiscal monitoring for federal education grants, which is a frequent source of questions from both *Perkins IV* subgrantees and internal CTE staff.
- DE 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 DE provided financial support for the IACTE conference in order to inform the participants about these *Perkins IV* requirements and the availability of assessment materials.

Permissible Activities

Improving career guidance and academic counseling programs

- The DE employed a consultant who worked specifically on activities for career guidance and academic counseling.
- *Perkins IV* grant funds were used by recipients to support training for counselors at the secondary and postsecondary levels. In partnership with the Iowa College Student Aid Commission, the DE provided professional development for the Iowa Career, Educational and Financial Aid Web Portal system (i.e., IHaveaPlanIowa™).

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

- The DE continued to coordinate statewide articulation agreements. Currently, statewide agreements exist for Accounting Fundamentals, Child Development, Nutrition, and Marketing Field Experience (http://www.educateiowa.gov/index.php?option=com_content&task=view&id=263&Itemid=1423#StatewideArticulations).
- DE 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). Legislation passed during the 2012 session (Senate File 2284) included changes to eligibility requirements that benefit students planning to enroll in CTE courses through concurrent enrollment.
- Alignment of PLTW courses was completed at the University of Iowa and Iowa State University. Certified PLTW programs provide increased opportunity for students to receive credit at Iowa community colleges and public universities.

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

- Baccalaureate representatives are included as members of the Program Management Committees for the service areas identified in Iowa, as well as other statewide committees.
- The RN to BSN Initiative is focused on moving students from the Associate Degree in Nursing (ADN) to a BSN. The DE health science consultant worked with four-year colleges, community colleges, and employers (e.g., hospitals) on this initiative.

Supporting career and technical student organizations

- The DE provided a *Perkins IV* discretionary grant opportunity for Iowa's CTSOs. The annually-awarded funds are based on a three-part formula, which includes a general appropriation, membership-derived appropriation, and appropriation based on a non-Perkins match requirement.
- DE staff assisted business CTSO advisors with professional development to enhance chapter management skills. Monthly conference calls are held with representatives for DECA, Business Professionals of America (BPA), Future Business Leaders of America (FBLA), and Phi Beta Lambda (PBL).
- SkillsUSA and TSA held legislative conferences for student members. Students heard from legislators about current issues and learned about Iowa's legislative process.
- DE staff assisted with 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 HOSA – Future Health Professionals.

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 regarding "all aspects of an industry" were provided by DE consultants as they participated in school improvement and *Perkins IV* monitoring visits.

Supporting family and consumer sciences programs

- The DE provided Iowa FCS instructors with POS updates and training statewide. Additionally, teleconferences were offered for FCS instructors regarding the POS development process.
- The DE FCS consultant, in partnership with Iowa State University, DMACC, and the Iowa Restaurant Association, provided professional development workshops for FCS teachers regarding beginning and advanced culinary skills in the FCS curriculum. Additionally, workshops focused on fashion construction, interior design, and early childhood curriculum elements were held.

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

- DE staff review CTE courses and provide guidance to school districts and community colleges as a part of the secondary and postsecondary program approval, postsecondary program modification, and *Perkins IV* monitoring processes.
- The DE supported a quality business and marketing initiative that brought together a team of educators to evaluate what comprises a quality CTE program. Information from other states, research, and in-depth discussions, were utilized in determining future years' focus for building model POS 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*

- Incentive grants, funded via *Perkins IV* postsecondary reserve funds, were made available to the state's community colleges to promote strengthening of CTE programs of study through development of statewide model POS for agreed upon Career Clusters™. Thirteen (13) of Iowa's fifteen (15) community colleges (87%) elected to pursue the grant opportunity. The grant project, which is intended to be multi-year, includes five specific objectives: 1) develop and sustain partnerships; 2) establish/strengthen Statewide Cluster (Program) Management Committees; 3) develop and carry out work plans for Career Cluster™-based POS models; 4) implement continuous improvement plans; and 5) disseminate the established models to the secondary and postsecondary education institutions.

Providing activities to support entrepreneurship education and training

- The DE 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".

Developing valid and reliable assessments of technical skills

- DE CTE consultants provided guidance regarding development/approval of assessments used by districts and community colleges for determining students' acquisition of technical skills.

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

- DE staff worked to improve data matching processes. These efforts are primarily focused on increasing the match rate of DE and Iowa Workforce Development data used for *Perkins IV* postsecondary indicators and community college reporting.
- Courses comprising secondary CTE programs were identified by linking PlusCTE with the 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. The EASIER spring data collection, which includes secondary students' state academic assessment results (Iowa Tests of Educational Development) and graduate intent information, was linked with PlusCTE student files.
- CTE consultants continued to work with the DE programmer to improve the PlusCTE system to improve data validity and reliability. For FY12, an element was added to all report sections that required users to identify the individual completing that portion of the report. This addition improved the ability of consultants to address questions regarding the reported data. Two (2) areas that continue to be problematic at the secondary level are reporting of technical skill attainment (i.e., implementation of third party approved assessments) and reporting of single parent status (i.e., reporting the student's status versus the status of the student's parent). DE staff also completed updated directions for the majority of the PlusCTE reporting sections.
- Several data elements were removed from the postsecondary section of the PlusCTE system as they were already being reported through the community college Management Information System (MIS). The one remaining postsecondary data element, technical skill attainment, will be collected through the MIS beginning with the FY13 reporting period. This change will allow all postsecondary reporting to be done at the student level versus the program level and should result in greater accuracy.
- Two (2) members of the MIS Team attended the Annual Management Information Systems (MIS) Conference sponsored by the National Center for Education Statistics (NCES). The conference focused on best practices for aligning state and national reporting requirements and providing information on critical topics, such as Family Educational Rights and Privacy Act (FERPA) requirements.

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

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

Supporting occupational and employment information resources

- DE 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.

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 secondary CTE students' technical skill proficiency 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 accepted by the DE as "state approved."

The number of secondary students who were evaluated for technical skill proficiency and the number deemed proficient are self-reported by local districts through the DE's PlusCTE data system. District data are aggregated at the state level to populate indicator 2S1 for the CAR. For the 2011-2012 school year, 31,622 secondary CTE students identified as concentrators during the reporting year were reported as having completed technical skill assessments. Of those assessed, 28,874 students (91.31%) were reported as proficient.

In FY11, additional data elements were added to the state's PlusCTE system which allowed the state to collect information regarding districts' progress toward meeting POS requirements by program area (i.e., CIP). One of these elements specifically asked districts to indicate whether the technical skill assessment for the given program area has been approved (a screen shot of the added elements was included in the FY11 CAR report). This addition allows the DE to calculate the percentage of districts, by program area, that indicated the technical skill assessment has third party approval. A summary of this calculation for FY12 is provided in Table 1. The FY12 percentage (69.09%) was a substantial increase from FY11 (45.81%).

By matching these data with the student file used to populate indicator 2S1, the DE estimates 10,517 of the 31,622 CTE concentrators reported as evaluated (33.26%) were evaluated using a third party-approved technical skill assessment. Despite the significant increase in the percentage of programs reported as having an approved assessment in place, the percentage of students evaluated decreased from FY11 (37.13%). The DE will continue efforts to increase the percentage of districts using technical skill assessments that have third party approval through providing technical assistance. The state is also exploring the possibility of incorporating verification of approved assessment instruments into its *Perkins IV* monitoring visits and/or Iowa Comprehensive School Improvement visits.

Table 1. Secondary CTE Programs Indicating Approved Technical Skill Assessments – FY12

CIP	Description	Yes	No	Total	Percent
010000000	Agriculture, General.	1	1	2	50.00%
010100000	Agricultural Business and Management.	159	68	227	70.04%
010101000	Agricultural Business and Management, General.	13	7	20	65.00%
010105000	Agricultural/Farm Supplies Retailing and Wholesaling.	5	-	5	100.00%
010301000	Agricultural Production Operations, General.	1	1	2	50.00%
010601000	Applied Horticulture/Horticulture Operations, General.	2	-	2	100.00%
100202000	Radio and Television Broadcasting Technology/Technician.	3	-	3	100.00%
100301000	Graphic Communications, General.	5	5	10	50.00%
110103000	Information Technology.	2	1	3	66.67%
110202000	Computer Programming, Specific Applications.	1	2	3	33.33%
110801000	Web Page, Digital/Multimedia and Information Resources Design.	2	4	6	33.33%
110899000	Computer Software and Media Applications, Other.	7	3	10	70.00%
110901000	Computer Systems Networking and Telecommunications.	19	15	34	55.88%
111099000	Computer/Information Technology Services Administration and Management, Other.	1	-	1	100.00%
119999000	Computer and Information Sciences and Support Services, Other.	1	-	1	100.00%
120401000	Cosmetology/Cosmetologist, General.	1	-	1	100.00%
120500000	Cooking and Related Culinary Arts, General.	12	5	17	70.59%
120503000	Culinary Arts/Chef Training.	20	2	22	90.91%
120507000	Food Service, Waiter/Waitress, and Dining Room Management/Manager.	1	-	1	100.00%
150101000	Architectural Engineering Technology/Technician.	7	4	11	63.64%
150600000	Industrial Technology.	4	3	7	57.14%
150613000	Manufacturing Engineering Technology/Technician.	66	44	110	60.00%
150614000	Welding Engineering Technology/Technician.	-	1	1	0.00%
151300000	Drafting/Design Engineering Technologies/Technicians.	46	28	74	62.16%
151500000	Engineering Related/PLTW.	54	11	65	83.08%
190100000	Family and Consumer Sciences.	199	90	289	68.86%
190501000	Foods, Nutrition, and Wellness Studies, General.	8	5	13	61.54%
190706000	Child Development.	1	-	1	100.00%
190709000	Child Care Provider/Assistant.	8	4	12	66.67%
190901000	Apparel and Textiles, General.	1	-	1	100.00%
430107000	Criminal Justice/Police Science.	14	2	16	87.50%
440201000	Community Organization and Advocacy.	1	-	1	100.00%
460000000	Construction Trades, General.	1	3	4	25.00%
460201000	Carpentry/Carpenter.	4	3	7	57.14%
460302000	Electrician.	2	-	2	100.00%
460408000	Painting/Painter and Wall Coverer.	1	-	1	100.00%
469900000	Construction Trades.	129	61	190	67.89%
470100000	Electrical/Electronics.	3	-	3	100.00%
470201000	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician.	4	3	7	57.14%
470300000	Heavy/Industrial Equipment Maintenance Technologies.	2	-	2	100.00%

Table 1, Continued.

470600000	Vehicle Maintenance and Repair Technologies, General.	3	1	4	75.00%
470603000	Autobody/Collision and Repair Technology/Technician.	21	6	27	77.78%
470604000	Automobile/Automotive Mechanics Technology/Technician.	62	41	103	60.19%
470605000	Diesel Mechanics Technology/Technician.	10	2	12	83.33%
470608000	Aircraft Powerplant Technology/Technician.	1	-	1	100.00%
470614000	Alternative Fuel Vehicle Technology/Technician.	-	1	1	0.00%
480500000	Precision Metal Working.	7	2	9	77.78%
480501000	Machine Tool Technology/Machinist.	2	1	3	66.67%
480507000	Tool and Die Technology/Technician.	4	3	7	57.14%
480508000	Welding Technology/Welder.	4	1	5	80.00%
480703000	Cabinetmaking and Millwork.	1	-	1	100.00%
500401000	Design and Visual Communications, General.	1	-	1	100.00%
500406000	Commercial Photography.	1	-	1	100.00%
510000000	Health Services/Allied Health/Health Sciences, General.	84	32	116	72.41%
511614000	Nurse/Nursing Asst/Aide & Patient Care Asst.	1	-	1	100.00%
520101000	Business/Commerce, General.	164	57	221	74.21%
520201000	Business Administration and Management, General.	10	6	16	62.50%
520300000	Accounting And Related Services.	1	-	1	100.00%
520301000	Accounting.	3	3	6	50.00%
520302000	Accounting Technology/Technician and Bookkeeping.	26	7	33	78.79%
520401000	Administrative Assistant and Secretarial Science, General.	27	19	46	58.70%
520407000	Business/Office Automation/Technology/Data Entry.	23	9	32	71.88%
520701000	Entrepreneurship/Entrepreneurial Studies.	1	-	1	100.00%
520901000	Hospitality Administration/Management, General.	1	3	4	25.00%
521201000	Management Information Systems, General.	1	-	1	100.00%
521401000	Marketing/Marketing Management, General.	42	17	59	71.19%
	Total	1,312	587	1,899	69.09%

Section IV. Implementation of State Program Improvement Plans

For the July 1, 2011 – June 30, 2012 program year, the state of Iowa met, at a minimum, the 90 percent threshold of the agreed-upon state-adjusted level of performance for all secondary indicators and all postsecondary indicators, with the exception of 4P1 (Student Placement). For 4P1, this was the second consecutive year the state adjusted level of performance was not met, with the actual level of performance decreasing slightly from the FY11 reporting period (64.76% versus 65.80%). A summary of FY12 performance for this indicator is provided in Table 2. The disaggregated populations that underperformed the total population for the indicator by greater than 10 percent are highlighted. Those with a significant statistical difference are also indicated.

Table 2. FY12 Performance: Postsecondary Student Placement (4P1)

Population	Number of Students: Numerator	Number of Students: Denominator	State Target: 73.00%	
			Actual Level of Performance	Significant Difference from Total Represented Population <i>(Difference in Proportions Test at 95% Confidence Level)</i>
Total	9246	14278	64.76%	
Gender				
Male	4448	6747	65.93%	
Female	4798	7531	63.71%	
Race/Ethnicity				
American Indian or Alaska Native	72	122	59.02%	
Asian	76	136	55.88%	
Black or African American	460	982	46.84%	
Hispanic/Latino	287	486	59.05%	
Native Hawaii or Other Pacific Islander	2	8	25.00%	
White	7412	11092	66.82%	
Two or More Races	35	60	58.33%	
Unknown	909	1402	64.84%	
Special Populations and Other Student Categories				
Individuals With Disabilities (ADA)	480	785	61.15%	
Economically Disadvantaged	4400	7235	60.82%	
Single Parents	753	1381	54.53%	
Displaced Homemakers	80	137	58.39%	
Limited English Proficient	112	170	65.88%	
Nontraditional Enrollees	1127	1844	61.12%	

Table 3 includes proposed action steps to improve Iowa's performance for indicator 4P1, 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 3. State Program Improvement Plan, Timeline, and Staff Members Assigned

Performance indicator missed	Activity(s)	Timeline (X)		Assigned Staff Member/Division Workgroup
		FY 13	FY 14	
4P1	Continue steps to secure a Memorandum of Understanding (MOU) for use of the FEDES system as a means to expand placement data availability. A draft MOU has been completed and is currently working its way through the DE's internal review process.	X		DE Management Information System (MIS) Team (Monte Burroughs)
4P1	Continue working with Iowa Workforce Development to improve the match rate of placement records and explore options for acquiring placement records for students employed out of state.	X	X	DE Management Information System (MIS) Team (all)
4P1	Contact OVAE to discuss whether it would be appropriate to renegotiate the adjusted level of performance target for this indicator. A slight adjustment was negotiated in the past year; however, it may not have sufficiently reflected changes that have occurred in the state's data matching processes.	X		Thomas Cooley, Administrative Consultant

Section V: Implementation of Local Program Improvement Plans

As part of the state's annual *Perkins IV* application process, each recipient not meeting 90 percent of an agreed-upon local adjusted level of performance was required to develop and implement an improvement plan addressing the missed performance target(s). Due to the collection period, data used for determining need for improvement plans are always one year in arrears (e.g., FY11 performance levels, calculated in December 2011, were used for the FY13 applications submitted in June 2012). During FY11, the state of Iowa had 81 eligible recipients at the secondary level, comprised of 49 consortia and 32 standalone districts. The postsecondary eligible recipients were the state's 15 community colleges.

The number of secondary eligible recipients that failed to meet at least 90 percent of the agreed-upon local adjusted levels of performance for core indicators in FY11 is shown in Table 4, and the number of postsecondary eligible recipients that failed to do so is shown in Table 5. Each of the indicated recipients was required to submit and implement an improvement plan for the current program year (FY13).

Table 4. Number of Secondary Eligible Recipients that Missed Performance Targets – FY11

Indicator	Number Missed FY11	% Missed FY 11	Change from FY10
1S1	26	32.10%	>
1S2	29	35.80%	>
2S1	5	6.17%	>
3S1	2	2.47%	<
4S1	2	2.47%	<
5S1	7	8.64%	<
6S1	20	24.69%	>
6S2	27	33.33%	<

Table 5. Number of Postsecondary Eligible Recipients that Missed Performance Targets – FY11

Indicator	Number Missed FY11	% Missed FY 11	Change from FY10
1P1	1	6.67%	>
2P1	5	33.33%	<
3P1	4	26.67%	>
4P1	11	73.33%	>
5P1	2	13.33%	<
5P2	6	40.00%	=

Section VI. Tech Prep Grant Award Information

Due to federal elimination of Tech Prep funding, there were no state-level grants awarded for FY12.

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