

Cover Page

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1830-0029. The time required to complete this information collection is estimated to average 68 hours per response, including the time to review instructions, search existing data resources, gather and maintaining the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington DC 20202-4651. If you have comments or concerns regarding the status of your individual submission, please contact your State's Perkins Regional Coordinator (PRC) who can be located under the "Contact Us" tab on the Perkins Collaborative Resource Network (PCRN) at <https://cte.ed.gov>.

1. Eligible Agency (State Board) Submitting Plan on Behalf of State:

Agency Name:

2. Lead individuals completing this plan:

Select the lead individuals completing the plan. If additional individuals without accounts will be completing the plan, return to the Submit Your Report page and click "Request Access" to submit a request for additional user accounts.

1. A. Please select the individual responsible for the **narrative descriptions** in this plan:

2. B. Please select the individual responsible for the **budget** in this plan:

3. C. Please select the **lead individual who may be contacted to answer questions** about this plan:

3. Type of Perkins V State Plan Submission: 1-Year Transition Plan (FY 2019 only) State Plan (FY 2019-2023)
4. Submission of Perkins V State Plan as part of a Workforce Innovation and Opportunities Act (WIOA) combined State Plan: Yes No
5. Governor's Joint Signatory Authority of the Perkins V State Plan:

Date Governor was sent State Plan
for signature:

If the Governor has provided a letter that he or she is jointly signing the State Plan for submission to the Department, please upload the letter.

INTRODUCTION

Iowa is in an excellent position to begin implementing the Career and Technical Education (CTE) for the 21st Century Act (known as Perkins V). Over the past several years, the State has undertaken different state and federal projects (Appendix A) to grow Iowa's talent pipeline, all which has led up to Governor Kim Reynolds' signature initiative, **Future Ready Iowa**. This initiative prepares individuals for dynamic careers and lifelong learning, meets employer needs, increase family incomes, and strengthens communities. **Future Ready Iowa** helps more Iowans attain the new minimum of high-quality education and training beyond high school by aligning education, workforce, and economic development resources. While Future Ready Iowa has many goals, an over-arching focus is to have all students and individuals move along an in-demand career pathway and become career and college ready.

A key anchor within Future Ready Iowa is House File (HF) 2392, the CTE Redesign legislation, passed in 2016. HF2392 was the result of a set of recommendations that were put forth by a legislatively mandated Secondary CTE Task Force. Working from January 2014 to November 2015, the task force identified five over-arching recommendations: (1) high-quality CTE programming; (2) career guidance; (3) work-based learning; (4) teacher training and professional development; and (5) regional partnerships and regional centers.

The task force operated at two distinct levels. First, the full task force met at regular intervals; while at the same time, work teams, including members of the task force and subject matter experts, met separately between the task force meetings with a focus on developing strategies around several topics, including career academies and regional centers, career guidance, and defining high-quality secondary CTE. The full task force took the recommended elements that emerged from the different work teams and produced the aforementioned set of five policy recommendations. While each can stand on its own, the set of recommendations as a whole pointed secondary CTE in Iowa toward a new and innovative direction. The overall intent of the task force's recommendations was to secure secondary, postsecondary, and industry collaboration to create high-quality, comprehensive career pathways for students that align career guidance, 21st century CTE and academic curriculum, and work-based learning experiences which empower students to be successful learners and practitioners.

The work of the task force was translated into HF2392, which encompasses two divisions. Division I addresses comprehensive, holistic career guidance and development, and Division II lays out the requirements for having all CTE programs be high-quality, regardless of person, place, or proximity.

Under HF2392 Division I, through rule and guidance, the DE requires all school districts choose a career information system, develop a district plan for career guidance, and have every eighth-grade student complete an individual career and academic plan (ICAP), which is updated annually until the student graduates from high school. In its third year of implementation, all school districts have selected a career information system, have worked with stakeholders to develop a district plan for career guidance and development, and have had students begin filling out their ICAPs.

For Division II, the legislation requires the establishment of regional planning partnerships (RPPs) to facilitate planning around CTE in a given region. This is achieved through: (1) development of a [multi-year plan and budget](#); (2) coordination of the mandatory secondary CTE program approval process:

and (3) use of funds for key activities and items including career guidance, professional development, and equipment. In alignment with the fifteen (15) community college regions, fifteen (15) RPPs were established. Each region has a multi-year plan with an annual budget in place and expenditures allocated to eligible items. At a minimum, all RPPs are expected to address the following:

- a) Promotion of career and college readiness through thoughtful career guidance and purposeful academic and technical planning practices.
- b) Promotion of high-quality, integrated career and technical education programming, including the delivery of quality career and technical education programs by school districts, and career academies, comprised of secondary exploratory and transitory coursework, to prepare students for higher-level, specialized academic and technical training aligned with labor market needs;
- c) Allowing students to access a spectrum of high-quality work-based learning experiences through collaboration with a work-based learning intermediary network;
- d) Affording all students equitable access to programs and encouraging the participation of underrepresented student populations in career and technical education programming.

When comparing the State HF2392 law requirements against the new federal Perkins V requirements, many similarities and commonalities are apparent. Items from HF2392 implementation that align with the requirements under Perkins V are plan development and consultation, program administration and implementation, and fiscal responsibility, including assurances. Even where the alignment between State and federal CTE legislation needs enhancement, HF2392 implementation has already establishes a strong base to build from. A case in point is the program approval process (<https://educateiowa.gov/documents/career-and-technical-education/2018/08/secondary-career-and-technical-education-program>) required under HF2392. A review of the program approval document shows its overlap with the Perkins V requirement of having local recipients of Perkins funding undertake a comprehensive needs assessment and connecting that to a local application plan, which ties back to the RPP multi-year plans. Additional areas which need more attention include developing specific strategies for improving access to CTE programs of study (POS) by under-represented/special populations, and addressing performance gaps specifically for under-represented/special populations in order to develop targeted program improvement strategies. In short, as Iowa develops its State Plan, it becomes more of a question of alignment of the federal Perkins V requirements to State efforts around HF2392 implementation.

Ultimately, the work of the task force and implementation of HF2392 are driven by a shared vision for high-quality secondary CTE (as envisioned by the task force) defined as follows:

A high-quality CTE program is defined as a structured curriculum that includes academic and technical courses within specific career pathways leading to students graduating from high school career and college ready. Such high-quality CTE programs prepare high school graduates for education and training leading to a postsecondary certificate, diploma, degree, or industry-recognized credential tied to high demand career opportunities.

With this definition of high-quality secondary CTE in hand, and recognizing that high-quality CTE is a school-wide and community-wide responsibility, the proposed recommendations presented in the CTE Task Force Report have the following singular goal:

A comprehensive career pathway system will afford every student the opportunity to fully explore and pursue career and college opportunities.

The work of the Secondary CTE Task Force and implementation of HF2392 provide a strong foundation from which to build, but a recognized shortcoming is the almost singular focus on secondary CTE. Perkins V provides the State with an opportunity to review progress in implementing HF2392 and work towards a more cohesive and comprehensive career pathway system which allows all students to identify, establish, and explore career and college goals through the alignment of career guidance and academic planning practices, secondary and postsecondary 21st century CTE and academic programming, and work-based learning experiences. These career pathways should be aligned with labor market needs, including sector strategy information, driven by Iowa's employers. More broadly, all other efforts (Appendix A) also embrace career pathways and sector strategies as an integral part of workforce development, economic development, and education policy within Iowa.

II. NARRATIVE DESCRIPTIONS

A. Plan Development and Coordination – N/A for Transition Plan

B. Program Administration and Implementation

1. State's Vision for Education and Workforce Development - N/A for Transition Plan

2. Implementing Career and Technical Education Programs and Programs of Study

- a. **[REQUIRED]** Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)
- b. **[REQUIRED]** Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—
 - i. promote continuous improvement in academic achievement and technical skill attainment;
 - ii. expand access to career and technical education for special populations; and
 - iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

CONSOLIDATED RESPONSE TO PROMPTS B.2(a), (b):

In FY2013, the Iowa Department of Education provided funding and resources for the development of model (statewide and regional) Programs of Study (POS) for three years. The original aim was to

develop these model POS across all fifteen community college regions covering all of the 16 federal career clusters. The grants were led by the community college, which partnered with associated secondary school districts, teaming up together to work on developing and implementing model POS. Even though the effort had limited success, the grantees did bring together industry subject matter experts on advisory committees and mustered resources to establish standards, critical competencies, and technical skill assessments required for the model POS. It is worth noting that this effort occurred before the development and implementation of HF2392.

The six service areas that describe Iowa CTE each have statewide program management committees. Of the six service areas, four committees – agriculture, food and natural resources; business, finance, marketing, and management; human services; and, health science – have had discussions about developing model POS at the state level. These service areas began with previously developed national models that were adjusted to meet Iowa requirements. Some of this work is preserved on the department’s website at: <https://educateiowa.gov/adult-career-and-community-college/career-and-technical-education/service-areas>.

With Perkins IV, Iowa required all districts to have 75% of their programs with a developed POS. Many programs utilized the Model POS developed through the grant above. These POS are reviewed through the Perkins Monitoring System, the annual Iowa Grants Perkins application, and through the Secondary CTE Reporting Application (SCTERA).

Going forward, POS will be developed locally in adherence to policies developed at the State level under the direction of the Iowa Department of Education in consultation with key stakeholders. This will primarily be achieved through the secondary and postsecondary program review and approval processes required under Iowa Code chapter 258, as modified by HF2392. The secondary program approval process was adopted within the past two years, and the criteria included in the process aligns to standards for POS. The postsecondary program review and approval processes have been in place for many years and may need revision to ensure alignment with state and federal statutes and best practices for POS. Such discussions will be a part of the Perkins V state planning activities to commence in summer 2019. Below are descriptions of the current secondary and postsecondary program approval processes.

In addition, given the above early efforts for developing regional or statewide model POS, Iowa would be well positioned to continue the effort to develop a discipline-specific POS model. This process would leverage the regional CTE planning structure now in place and the program approval process that is, in fact, a validation of a locally-developed POS, with Perkins V as the catalyst for renewed effort on this front.

Secondary Program Approval Process as a State Program of Study Template

The centerpiece of HF2392 implementation is the requirement that all secondary CTE programs must be approved (<https://www.legis.iowa.gov/legislation/BillBook?ba=HF2392&ga=86>). The criteria used for program approval matches the program of study definition laid out in Perkins V. In essence, the criteria specified in the program approval process align to standards for a POS. Every CTE program is, therefore, benchmarking progress toward integrating these standards, striving toward the model POS termed a “career academy”.

Under HF2392, the Department was charged with developing rules on how to implement the law. The rules addressed how the program approval process would be implemented. The Department then reviewed several national documents on setting out the program approval criteria and also examined self-study templates used in other states. The purpose here was to ensure that the state secondary program approval process included all the elements necessary for defining a high-quality POS. The information gathered from these sources was “cross-walked” with the program approval process rules to make sure that any program completing the approval process would meet both the tenets of a high-quality POS and the intent of the authorizing statute.

The guiding principles behind the program approval process include continuous improvement, data-informed decision making, peer review and feedback, and partnership and capacity building. The stages of the process include:

1. Reflection through self-evaluation of the CTE program against several criteria and the development of action plans;
2. Peer review and feedback facilitated by the Regional Planning Partnership (RPP);
3. Approval of the program action plans by the department;
4. Implementation of the action plans, with the annual evaluation of the effectiveness of the implemented measures and documentation of progress.

The self-study instrument is an integral component of the program approval process; it covers what is minimally required for a robust secondary CTE program. This instrument has been designed to serve all secondary CTE programs while providing programs, school districts, and RPPs the opportunity to drive local program improvement.

At the local level, the program review process should be led by the teacher(s) in the program. Additionally, district administration, members of the program advisory council, and other stakeholders, when necessary, need to be included within the process to ensure a robust review. Besides completing the self-study instrument, these individuals would help develop and prioritize the action plan, as well as being able to monitor, measure, and report progress regarding the program’s action plan.

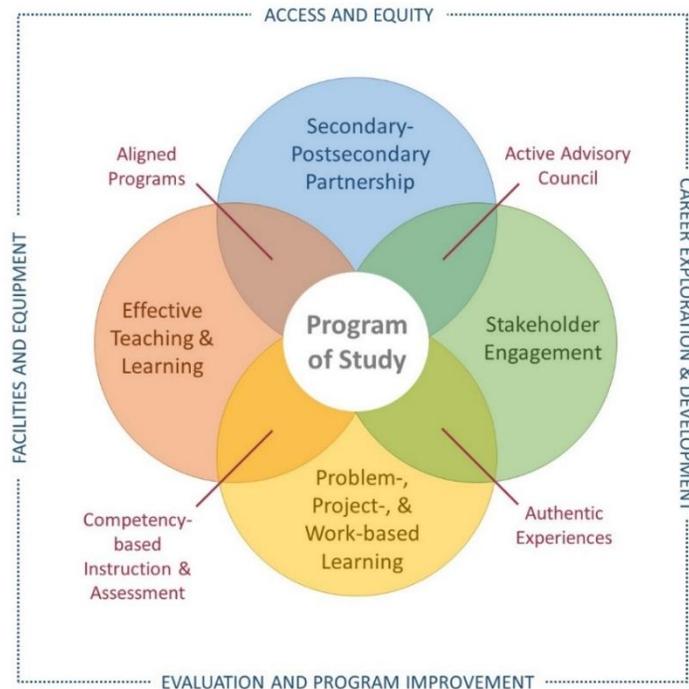
The program review and approval processes represent an opportunity for the RPP to learn about the strengths and needs of CTE programs in the region. The partnership is encouraged to establish a formal process through which pertinent information is presented to the full RPP and used to inform the multi-year planning process, including the formation of appropriate goals and objectives and the annual budget.

i. Structure of Self-Study and Program of Study Tenets

The self-study instrument contains many criteria divided between seven sections of indicators. The indicators are rooted in the tenets which define a robust program. The process is designed to aid CTE programs to provide students a greater understanding of, and exposure to, future career options via intensive career and academic planning that is integrated with classroom instruction and experiences; and access to co-curricular, authentic learning experiences through problem-, project-, and work-based learning and career and technical student organizations. The tenets of the secondary program approval

process are depicted in the diagram below and include: (1) effective teaching and learning; (2) problem-, project, and work-based learning; (3) strong secondary-postsecondary partnership(s); and (4) stakeholder engagement. These tenets operate within a framework established through access and equity, quality career exploration and development, facilities and equipment, and continuous evaluation and program improvement.

A robust program will result when the indicators are implemented with fidelity and will be evident when a district has an aligned program which integrates competency-based instruction and assessment, fosters authentic experiences, and has an active, engaged advisory council.

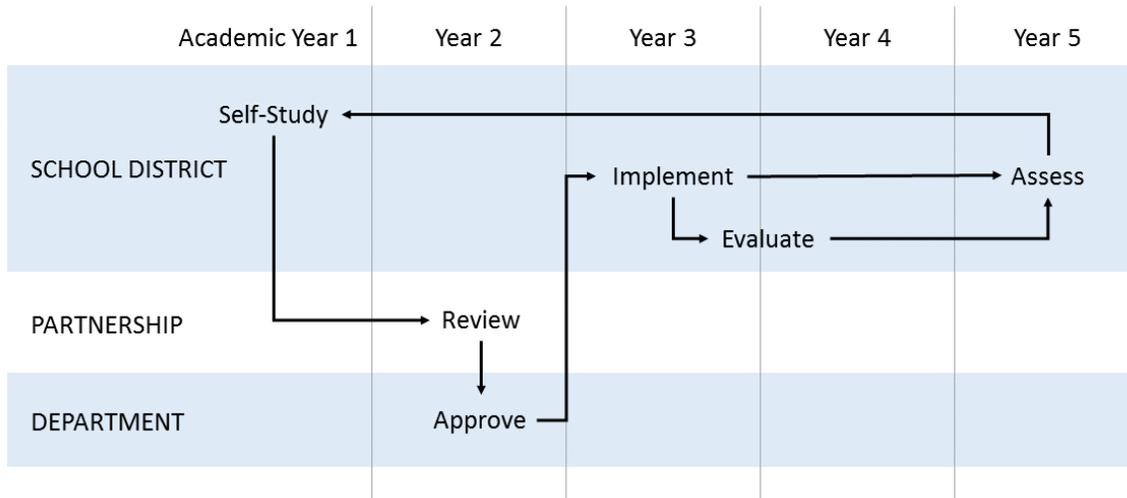


ii. Process and Timeline

The program approval process is run on a five-year cycle, with approximately 20 percent of programs approved each year. The RPP, through its multi-year plan, determines the order in which programs in its region will be approved. Each cohort of programs will go through the review process in the spring of an academic year and, consistent with the regional process and timeline established by the RPP to complete its review, will have the summer and fall of the subsequent academic year to complete the self-study. The RPP and the Department will work through the fall and spring of the academic year to complete the review and approval of programs. Final approval will be awarded by the Department no later than the end of July.

Following approval, districts will work over the remaining three years of the cycle to implement the steps outlined in the program action plans. It is expected that each year, the program will evaluate the effectiveness of, and make appropriate adjustments to, the implemented action steps. In the last year of

the cycle, the program will assess the overall effectiveness of the action plan, and prepare for submitting a revised self-study for continued approval.



By the time Iowa’s four-year state plan for Perkins V is implemented on July 1, 2020, nearly 40% of all CTE programs in all six service areas will have completed the individual self-studies. The self-study itself describes the program, addresses how the program meets the different POS tenets, and develops, if needed, improvement plans for each of the tenets. The program and district completing the self-study would then set out a prioritized action plan that is to be implemented before the program comes up for approval once again. The broad intent is to ensure that when the program comes up for State Department approval, it is in fact, approving a locally-developed POS.

State Accreditation Process of Community Colleges and its Connection to CTE

Iowa’s 15 comprehensive community colleges maintain numerous postsecondary CTE programs. Each community college is required to adopt program review and approval processes that, at a minimum, conform to the standards established in Iowa statute. The Iowa Department of Education, as part of its overall community college accreditation process, reviews process documentation submitted by the community college and materials from select CTE programs reviews to ascertain if the colleges are indeed following their internal processes for approving CTE programs. Described below is the state accreditation process of community colleges and their connections to CTE.

The state’s community college accreditation process covers the following: faculty qualifications; faculty load; special needs; protected classes; CTE program evaluation; physical plant and facilities; strategic planning; quality faculty plans; and, senior year plus programs.

Additional noteworthy items:

1. The state program accreditation process includes a review of CTE programs, which in part are supported by federal Perkins funds;
2. The inclusion of Senior Year Plus (SYP), Iowa’s dual and concurrent enrollment programs,

meets the requirement of a program of study in the Perkins IV legislation. The continued inclusion of concurrent enrollment within the secondary program approval process described above shows how concurrent enrollment will be critical to the state and local program of study approval process. The SYP programs are described below in more detail;

3. In some instances, the community colleges state accreditation process will include an equity review as well. Until recently, the equity review was a separate process, which proved burdensome due to the overlap of the same requirements and redundancies in both processes. By combining the equity review with the accreditation review process, efficiencies improved, but more importantly, it provided more context when equity was part of the overall accreditation discussion. Furthermore, given the increased importance of equity within Perkins V, the interconnectedness between equity and CTE program review becomes even more enhanced. Additional details about the equity review are in subsequent sections of this plan.

Iowa's community colleges are all committed to maintaining a culture of continuous improvement. This is reflected in the systemic review and assessment procedures implemented across all facets of the college's operations. This focus on assessment and continuous improvement is reflected in the program review processes for postsecondary CTE programs. In addition, the typical community college program approval process is on a five-year cycle, but many are now moving to a three-year cycle. The process described below is from one specific community college that the Department has considered exemplary (identification of the college removed). It should be noted, to a greater or lesser extent, that all of Iowa's community colleges tend to follow the process described below.

The Vice President of Academic Affairs, Academic Deans, and Institutional Research Specialist initiate the annual program review cycle with a Program Review Kickoff Session. This meeting includes faculty and program directors who are scheduled for program review. During the Program Review Kickoff Session, the Vice President of Academic Affairs provides faculty with the college's program review template and reviews individual components that faculty are required to complete. This session provides new faculty at the community college with an understanding of the expected process and serves as a review for faculty who have completed program review in the past. The program review kickoff session provides faculty updates to the template and offers time for questions and answers. The self-study completed by faculty using the program review template includes a written report which asks faculty to answer questions about the currency of curriculum, the credentialing of faculty, the demographics of students, enrollment, retention, assessment of student learning, and placement. The program review kickoff session also includes sharing of previous program reviews to demonstrate best practices. Following the program review kickoff session, the Institutional Research Office sends faculty institutional data for analysis and inclusion in the program review template and program review presentation. The Institutional Research Specialist and Academic Deans meet with faculty to answer questions and provide direct support to faculty completing the review process.

The Academic Deans provide a deadline for submission of the program review template and supporting documentation which is reviewed by the Academic Dean before final submission to the Vice President of Academic Affairs. Following submission of the Academic Program Review to the Vice President of Academic Affairs, the Vice President of Academic Affairs makes the program

review template, supporting documentation, and presentation available to the Community College Executive Council. Executive Council members are asked to read through each program review before the scheduled program review meetings.

Program Review presentations are held over two days. Each academic program under review is allotted 45 minutes to present findings from the program review. The allotted time includes 30 minutes for presentation and 15 minutes for the question, answer, and conversation with Executive Council members. This broad spectrum of college decision makers involved in program review provides a productive discussion on how to best support student learning through academic and student services support, financial resource allocation, and support for programs through grants and college foundation funding sources. Program review is intentionally placed the month before the Community College annual Information Technology and Capital Equipment Request Committee meeting.

In addition to the presentation, faculty provide tours of classroom and lab spaces to assist Executive Council members in identifying improvement projects for equipment, facilities, and strategic planning. After the program review, general discussion and feedback are provided to Academic Deans regarding each program. Executive Council members discuss opportunities, challenges, and steps to continuously improve. Academic Deans work directly with faculty members to address opportunities, needs, or challenges identified during a program review. These meetings are initiated by the Academic Dean and carried out following the conclusion of the program review. The Academic Dean reports outcomes of follow-up meetings to the Vice President of Academic Affairs and to the College President.

Community college program review processes include additional items. These items include articulation, secondary and community partnerships, the role of advisory committees, the use of course and program assessment data, institutional resources, faculty qualifications, and CTE program costs. It should be noted that all community colleges align their internal program review process with the requirements laid out within the state accreditation process.

Standards for Secondary Career and Technical Education Programs

HF 2392 provides the State Board of Education with authority to adopt standards for each of the six CTE service areas - agriculture, food and natural resources; business, finance, marketing, and management; health science; human services; applied science, technology, engineering, and manufacturing; and information solutions. The new CTE standards will set clear and consistent foundational expectations for what students need to learn in high-quality CTE programs across the state. School districts will be required to integrate these adopted standards into CTE programs. Integration of the standards will be monitored through the secondary CTE program approval process. This will not only ensure compliance with state requirements, but more importantly reinforce that the process of integrating standards in the program is an on-going process that requires frequent review and on-going adjustment. It will also reinforce that the integration process should be conducted in consultation with key stakeholders, in particular, postsecondary CTE programs which will ensure greater alignment between secondary and postsecondary CTE programs.

Prior to uniform and mandatory standards, voluntary CTE standards recommended by the service area consultants have long been used in districts by teachers in each of the six service areas. Often these standards were developed by national or regional CTE organizations (i.e., Advance CTE, MBA

Research, National Association of Agricultural Educators, National Consortium of Health Science Education, National Association of State Administrators of Family and Consumer Sciences, Computer Science Teachers Association). In addition, school district CTE programs have also used industry-specific standards, particularly in the manufacturing area. The Department recommends that school districts continue to use these voluntary standards as part of the CTE program self-study while the proposed state standards go through a formal review, public input, and approval process.

i. Standards Review

The voluntary CTE standards were reviewed and revised in the past year by program management committees consisting of secondary and postsecondary educators and administrators, business and industry partners, and staff from the Department and the Iowa Board of Educational Examiners. To ensure that the CTE standards review process followed the same protocols as those established by the Department, a contractor was engaged to review these standards with an eye toward consistency over all six service areas. A common structure was established for all six service areas, as shown in the table below.

Service Area	Level 1	Level 2	Level 3
AGRICULTURE	Common Career Technical Core Standards	Performance Indicators	Sample Measurements
BUSINESS ADMINISTRATION	Core Standards	Performance Elements	Performance Indicators
HEALTH SCIENCES	Comprehensive Standards	Content Standards	Competencies
HUMAN SERVICES/ FAMILY AND CONSUMER SCIENCES	Comprehensive Standards	Content Standards	Competencies
INDUSTRIAL TECHNOLOGY, APPLIED STEM	Comprehensive Standards	Content Standards	Competencies
INFORMATION TECHNOLOGY	Cluster Topics	Knowledge and Skill Statements	Performance Elements and Measurement Criteria

The standards structure for each of these service areas includes:

- A set of fundamental or foundational standards that cross all the pathways in that cluster.
- A set of standards for each of the pathways in that cluster.
- Identification of broad standards (Level 1) that are further defined with more specific and measurable knowledge and skill statements (Level 2, 3)

ii. State Standards for CTE Service Areas

1. Applied Science, Technology, Engineering, and Manufacturing standards are in the initial phases of development. Once the Department has a new consultant on board, Iowa's plan is for the draft standards to be reviewed by that Program Management Team, and for a second draft to be prepared for public comment.

2. Business, Management, Marketing and Finance and **3. Human Services/ FCS** has standards being used by the field that was developed by their industry/ educator workgroups and align to their national standards. The process for these two service areas focused on broader review by their teacher leaders, and then by a comprehensive teacher/industry group. Feedback from those reviews was incorporated into the versions prepared for public review.

4. Health Science secondary and postsecondary educators and industry representatives reviewed and approved the NCHSE (National Consortium for Health Science Education) national standards for use

in Iowa. The NCHSE standards are widely used across the nation and tied to widely-recognized credentialing exams that generate nationally-recognized Certificates of Proficiency.

5. Information Technology standards were developed by an Iowa group of educators and industry partners and integrated the CSTA (Computer Science Teacher Association) national standards. These standards were distributed to about 100 educators and practitioners, and their feedback was incorporated into the version for public review.

6. Agricultural Food and Natural Resources (AFNR) standards for Iowa were adopted by the Iowa Governor’s Agricultural Education Council and were based on the standards developed by the National Council for Agricultural Education. A survey was prepared to guide the public review of the AFNR standards.

Feedback from the public will come through service area-specific online surveys, which will be open through June 13. The surveys will specifically address standards in five of the six service areas. Work will begin on standards for applied science, technology, engineering, and manufacturing later this year. A press release was issued on May 13, 2019 to announce the availability of these standards for public input.

iii. Employability Skills

One aspect of the work to be completed as part of the standards adoption process is the identification of “cross-cutting”, foundational skills across all service areas. These skills include employability skills, critical thinking, and others identified as important, non-subject specific skills identified by employers as necessary in the modern workplace. Once identified, the Department will be able to conduct an analysis to ensure these types of skills are sufficiently robust in each service area.

The standards work at the secondary level is the most direct work currently underway to integrate employability skills into a segment of Iowa’s CTE delivery system. Also, at the secondary CTE program level, employability skills are addressed more broadly through the program approval process described above. These skills are addressed within the program approval process in different ways: when discussing program advisory committees, stakeholder engagement, career and technical student organizations (CTSOs), and work-based learning (WBL).

Again, an important exercise under the Perkins V planning process will be to think more holistically about the CTE career pathway system. Iowa will undertake a systematic review of the initiatives and organizations that can assist in this work, but one promising practice underway is the expansion of the Integrated Education and Training (IET) model within the adult education and literacy delivery system. Iowa has begun the process of introducing IET and IELC program models that require contextualized basic academic skills and workplace readiness skills that are integrated with workforce training, including CTE programs leading to workforce certificates of value in the regional and state labor markets. If not already, a greater focus on the Employability Skills Framework, an initiative of the U.S. Department of Education, which defines employability skills used by adult education and literacy providers as the “general skills that are necessary for success in the labor market at all employment levels and in all sectors.”, will assist in the integration of employability skills into CTE programs. WIOA encourages delivery of structured services around participants’ objectives, including careers

and training in specific sectors (for example, health services, construction, and manufacturing) or life goals (for example, family literacy and life skills). Currently, 14 of the 15 community colleges in Iowa participate in IET programs. In AY2019, the first year of the program, there are 200 participants with a future goal of 624 participants.

- c. Describe how the eligible agency will—
 - i. **[REQUIRED]** make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

RESPONSE TO PROMPT B.2(c)(i):

All information concerning CTE is available on the Iowa Department of Education website (www.educateiowa.gov). In addition, local recipients can access information regarding their plans, budget, and performance information using the Iowa Grants portal. Also, school districts can access course and program information through the secondary career and technical reporting application (SCTERA). Besides making information available electronically, the Division of Community Colleges and Workforce Preparation, in which the CTE Bureau is housed, produces several reports, annual and occasional, that are also available in print form. Finally, the Division creates “one-pagers” for a variety of stakeholders about the different programs which it oversees, including the Carl Perkins federal grant.

The Department goes about providing information to school districts, Perkins consortia, and community colleges in three different ways. First, the Department produces several guidance documents that relate to the implementation of HF2392 as well as Perkins IV (links). The content within these documents is technical, and as a result, staff within the CTE Bureau play the role of crucial informants explaining the documents to interested stakeholder groups using different media. When needed, staff are available for in-person visits covering a wide variety of topics (planning, programs, payments, and performance).

School districts input CTE data into several systems within the DE.

- All school districts input data into the Student Reporting Information (SRI) system.
- The SRI forms the basis for extracting CTE data into the Secondary CTE Reporting Application (SCETRA).
- The data from SCETRA is used for ensuring that school districts comply with state and federal requirements.
- The community colleges’ separate management information system (MIS) has been developed to house all data on Iowa’s community college, including CTE. Common data submission protocols are used by all community college. These protocols are specified in the Community College MIS Reporting Manual and are regularly reviewed and, as necessary, revised. Both the SCETRA and the MIS are used to develop the data required for the annual consolidated annual

report (CAR) and reporting performance on the Perkins accountability indicators, overall and by sub-indicators.

At the community level, data has been collected systematically since the late 1990s and has been methodologically strengthened in subsequent years, allowing for the creation of several reporting formats. Additionally, the Department has a long-standing formal relationship with Iowa Workforce Development, using a memorandum of agreement (MOA) to receive wage and employment data. Having a robust set of community college data has enabled the Department to produce several reports that focus on education and employment outcomes for the different state and federal programs the Department oversees (<https://www.educateiowa.gov/adult-career-and-community-college/publications>).

More recently, the CTE Bureau has been able to replicate the approach to data reporting used on the community college side by combining the SRI and SCETRA information to produce a 2018 report on the condition of secondary CTE. (<https://educateiowa.gov/sites/files/ed/documents/Condition%20of%20CTE%20final%20for%20web.pdf>). A 2019 report has just been completed and has a chapter on measuring work-based learning in Iowa school districts.

As Iowa develops its full four-year Perkins plan, it will find ways to develop a single reporting system for secondary CTE, similar to what is now available for the community college level. Additionally, a significant proportion of state resources would be needed to develop a consumer reporting system (including in multiple languages) for CTE. The question that needs answering is whether CTE will have a separate consumer reporting system or be included within the current Iowa Report Card system, that has been created under the Every Student Succeeds Act (ESSA).

- ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;
– N/A FOR TRANSITION PLAN
- iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;
– N/A FOR TRANSITION PLAN
- iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;
– N/A FOR TRANSITION PLAN
- v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;
– N/A FOR TRANSITION PLAN

- vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities;
– N/A FOR TRANSITION PLAN
- vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)
– N/A FOR TRANSITION PLAN
- d. **[REQUIRED]** Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

RESPONSE TO PROMPT B.2(d):

i. Concurrent Enrollment

Iowa benefits from a reliable and robust state policy that provides students with access to numerous advanced learning opportunities. Passed in 2008, the Senior Year Plus (SYP) program consolidated several programs under one policy umbrella, with a focus on greater consistency in student eligibility, access, and accountability. Concurrent enrollment, one of the programs within SYP, provides students access to community college arts and sciences and CTE coursework through contractual arrangements between a school district and a community college.

Student eligibility is specified in the statute. For arts and sciences coursework, students must meet entrance and program requirements established by the community college, and be proficient in reading, mathematics, and science as determined by performance on the most recent administration of the statewide standard assessment or, if established by the school district, alternative, yet comparable, measures of proficiency. For CTE coursework, students must meet entrance and program requirements of the community college but are not required to demonstrate proficiency in the three specified subject areas.

To be offered through the concurrent enrollment program, coursework must apply toward a community college diploma or degree program, meaning an Associate of Arts (AA) or Sciences (AS), Associate of Applied Arts (AAA) or Sciences (AAS), or Associate of Professional Studies (APS). Contrary to some national definitions and practices in other states that define concurrent enrollment as college coursework explicitly delivered at a high school location, in Iowa, coursework may be delivered through a variety of formats - face-to-face at a high school location, face-to-face at a college location, and online. The common thread is that the course must be taught by a qualified instructor as determined and verified by the community college, consistent with state and regional/program accreditation credentialing standards.

If all eligibility criteria are satisfied, a school district will generate additional funding, or supplementary weighting, for each student enrolled in the community college course delivered through concurrent enrollment. Each school district receives a certain amount of funds for each student of the district - known as the district cost per pupil (DCPP). Each student has a weighting of 1.0 for purposes of the DCPP, but certain types of students or enrollments will “add weighting” to the base of 1.0. For concurrent enrollment, this weighting is 0.46 for arts and sciences coursework and 0.7 for CTE coursework. Other factors are used to calculate the additional funds ultimately received by the district, but the resulting funds are to be used by a school district to offset the contracted cost paid by the school district to the community college for each student enrolled in the community college course.

A testament to the strength of the concurrent enrollment policy and funding framework is the number of students participating in the program. Iowa is a national leader in providing students access to concurrent enrollment opportunities. In 2018, just over 50,000 students enrolled in 408,570 credit hours through the concurrent enrollment program, with school districts generating approximately \$20 million in additional weighted funds. Thirty percent (30%) of all high school students and 55 percent of all high school seniors participated in the concurrent enrollment program. Overall, almost 40 percent of enrollments were in a CTE subject area.

As evidenced by the above data, the concurrent enrollment program has been an essential tenet of secondary and community college CTE partnerships since early in the implementation of Perkins IV, at the very least constituting the preferred method of program articulation between secondary and postsecondary CTE. Under Perkins IV, each college was required to spend five percent (5%) of its allocation on secondary partnerships. Most, however, go well beyond this, with all employing staff whose primary function is to maintain and grow secondary partnerships.

The Perkins V state planning process will allow Iowa to solidify the connections between secondary and postsecondary CTE programs through innovative applications of the concurrent enrollment program. One connection is the career academy program model. Built on the program of study, the career academy integrates several Iowa-specific programs and initiatives including career guidance, work-based learning, and more. However, the crux of a career academy is the sequential set of secondary and postsecondary CTE coursework, starting with broad introductory coursework that builds into transitory coursework and culminates in occupationally-specific, specialized coursework, where concurrent enrollment is utilized to build intentional connections between the secondary and postsecondary components. A foundation for the roll-out of this model was established in state CTE policy implementation of House File 2392 (the “CTE redesign” bill), which aims for consistency through a revised and expanded definition for career academy and expansion through integration with the secondary CTE program approval process and delivery vehicles such as the regional center model. Through the Perkins V state plan, additional initiatives will be identified to advance the career academy model further.

ii. Competency-Based Instruction

Two tenets of the recently implemented secondary CTE program approval process are effective teaching and learning and project-, problem-, and work-based learning. When the two interact, the

output is the learner-centered application of competency-based measures to deliver and assess student mastery of content.

In the past, the Iowa Department of Education facilitated a competency-based education pilot program in several school districts across the state. This work has since shifted to a collaborative led by Iowa's Area Education Agencies titled "The Center." The strategy under Perkins V is to re-engage with the competency-based education initiative advanced by "The Center" to identify new and innovative methods for integrating competency-based instruction and assessment into all aspects of Iowa's CTE delivery system. In addition to secondary CTE, this will include credit and noncredit postsecondary CTE, including adult education. The result will be new approaches to engage with and connect all learners to CTE opportunities, including but not limited to at-risk youth, special needs students, minority students, and adult learners.

Engaging "The Center" will be crucial for the success of this work. Building off the strong foundation put in place by this collaborative, a renewed partnership will focus on identifying new, systemic strategies to integrate competency-based instruction into multiple facets of the CTE delivery system.

iii. Early-College Model

Iowa currently does not support an early-college program model. Students are afforded access to numerous postsecondary opportunities through the concurrent enrollment program, discussed above.

- e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local businesses (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)
– N/A FOR TRANSITION PLAN
- f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V.
– N/A FOR TRANSITION PLAN
- g. Include a copy of the local needs assessment template that the eligible agency will require eligible recipients to submit pursuant to section 134(c) of Perkins V.
– N/A FOR TRANSITION PLAN
- h. Provide the definition for "size, scope, and quality" that the eligible agency will use to make funds available to eligible recipients pursuant to section 135(B) of Perkins V.

RESPONSE TO PROMPT B.2.(h).

The local application requires eligible recipients to provide an assurance that programs are of such size, scope, and quality to bring about improvement in the quality of CTE.¹⁵ For purposes of this section, the

following criteria have been established. The following definitions may be modified as a result of the Perkins V state planning process.

Criteria for Size

Secondary Level

Iowa Code § 256.11(h) and 281 12.5(i) require all public school districts to offer and teach a minimum of one CTE program in four of six service areas (i.e., agricultural education, business education, health occupations, family and consumer sciences, industrial technology, and marketing education), with each program consisting of a minimum of three (3) units¹⁶ of instruction. District programs meeting these criteria are considered to be of sufficient size. These have been updated to the new service areas with HF2392 which include: Agriculture, Food and Natural Resources; Arts, Communications, and Information Systems; Applied Sciences, Technology, Engineering, and Manufacturing; Health Science; Human Services; and Business, Finance, Marketing, and Management.

Postsecondary Level

Iowa Code § 260C and 281 IAC 21.2(5) require community colleges to meet minimum enrollment requirements to offer instruction. CTE programs that meet the enrollment requirements established by the community college are considered to be of sufficient size.

Criteria for Scope

Secondary Level

CTE programs must provide students with opportunities for acceleration, either through an articulation agreement or joint enrollment opportunity.

Postsecondary Level

CTE programs must lead to an associate degree (AS, AAS), diploma, or certificate, as approved by the state.

Criteria for Quality

Secondary Level

CTE programs must include a local or regional CTE advisory committee and a program-specific advisory committee/council, as required by Iowa Code § 258.9 and 281 IAC 12.5(5)(i).

Districts must assure that academics are an integral component of the CTE programs.

Districts must employ CTE faculty that meet the minimum licensure requirements as established by the Iowa Board of Educational Examiners (BOEE) and hold an appropriate, valid license.

Districts must annually submit program data, including all data elements necessary for calculating progress toward meeting Perkins IV secondary performance targets.

¹⁵ Refer to Sec. 134(b)(6)

¹⁶ Unit is defined in 281 IAC 12.5 (14)

Postsecondary Level

Community colleges must employ faculty that meet the minimum credential requirements as established in Iowa Code § 260C.48 and/or 281 IAC 24.5(1)(a).

Community college CTE programs must meet the program approval criteria as established in Iowa Code § 260C and 281 IAC 21.2(13).

Community colleges must annually submit program data, including all data elements necessary for calculating progress toward meeting Perkins IV postsecondary performance targets.

[Rev. 6/26/19] Much of the criteria specified in the current definition of size, scope, and quality is based on minimum secondary career and technical education program requirements. Therefore, non-compliance may result in a finding under Iowa's differentiated accountability (i.e., school accreditation) process and/or the secondary CTE program review and self-study process. However, both processes are focused on continuous improvement, and school districts and programs will receive the necessary supports to meet the minimum criteria for size, scope, and quality, and correct any identified deficiencies. In other words, school districts across the state will be held accountable to a set of consistent standards, but provided with supports to ensure compliance with minimum expectations. Ongoing noncompliance will be handled according to the processes established in Iowa statute.

3. Meeting the Needs of Special Populations

- a. **[REQUIRED]** Describe its program strategies for special populations, including a description of how individuals who are members of special populations—
 - i. will be provided with equal access to activities assisted under this Act;

RESPONSE TO PROMPT B.3(a)(i):

Districts have a responsibility to ensure physical access to instructional facilities for student populations that have historically been denied equal access, thus resulting in inequitable opportunities to be successful. In the case of students with a physical disability or mobility impairment, facilities must be such that the student can enter a building or room without assistance from others. Buildings and areas are to be accessible even though there may not be any students or employees with disabilities at the present time. (Section IV.N; 34 C.F.R. §§104.21-104.23; 28 C.F.R. §§ 35.149-35.151).

Since all programs and services are to be accessible, the district must think about activities held in the building where patrons (e.g., parents and community persons) and employees with mobility impairments would be denied access because of architectural barriers. It is also important for a district to understand its responsibility to ensure that architects and contractors are aware of the need to remove architectural barriers to provide access to all stakeholders. The following may serve as a checklist to ensure access and integration for all students:

- The district has completed periodic self-evaluations of the accessibility of its programs and facilities to students, to staff, to parents, and to community members with disabilities.
- There is a written plan, which describes how the programs and services in those buildings or areas of buildings that still remain inaccessible are made available to students, to staff, to parents and to community members with disabilities.
- A review of district facilities indicates the district is not in violation of applicable accessibility standards.

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

- Continued support of the CTE Bureau to work with both secondary and postsecondary recipients regarding equal access to special populations, non-traditional populations, and at-risk students and on the promotion of non-traditional training and employment.
- Continue to collaborate with representatives from community college, K-12, AEAs, higher education, corrections, vocational rehabilitation, vocational services, business and industry, workforce and economic development, human services, and related agencies. Participants have an interest in special population students and provide guidance, input, and support for statewide equity efforts to ensure equal access to non-traditional employment, training, and programs.
- Continue to collect and analyze disaggregated program data to evaluate access and achievement of the special population students. The data serves as a benchmark to measure participation and completion rates for male and female students in non-traditional career programs; and is designed to understand equity gaps better to support program improvement processes.
- Continue to utilize a Perkins desk audit and risk assessment process to determine technical assistance and professional development needs on career readiness and non-traditional programs for teachers, administrators, counselors, and curriculum staff at school districts and community colleges to address access and achievement of special population students.
- Continue to convene community college equity and special population coordinators regularly, so there is sharing regarding successful strategies for serving special population students.
- Continue to emphasize articulation between secondary and postsecondary programs regarding the importance of assisting special population students in transitioning from secondary and postsecondary education.
- Continue to support the Community College Diversity Seminars to promote professional development efforts focusing on non-traditional training, equal access, and inclusiveness strategies for male and female students in non-traditional careers, and of special population students to employment.

- Continue to provide website resources for Iowa secondary and postsecondary educators in their efforts to recognize and reflect diversity in their classrooms. Compile a database of resources to provide students with a welcoming, supportive, and effective learning environment. Highlight secondary and postsecondary best practices in diversity efforts. Provide technical assistance in efforts to promote non-traditional occupations.
- Continue to provide information to secondary guidance counselors and teachers, community college student services personnel and faculty, and other individuals regarding the value of non-traditional occupations and strategies to promote them with students and parents at the local level, including media promotion of non-traditional employment. Maintain an inclusive learning environment by demonstrating effective strategies to remove barriers to equity in non-traditional careers.
- Continue to award grants from the State Leadership Fund to serve individuals in the state correctional institutions, both those serving youth and those serving adults. The funds available will be utilized to provide services to individuals who choose to enroll in CTE programs.
 - ii. **will not be discriminated against on the basis of status as a member of a special population;**

RESPONSE TO PROMPT B.3(a)(ii):

The state will not discriminate against special population students based on their status as members of special populations, non-traditional populations, and at-risk students.

- Local applicants will be required to sign an assurance that they will not discriminate and must also provide information regarding how equal access will be achieved. Collaboration will continue with the Office of Civil Rights staff to provide technical assistance covering Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 regulations to assist in promoting non-discrimination.
- Professional development initiatives, including activities to address social justice and equity in education, will assist in the identification and development of strategies to ensure nondiscrimination.
- Regularly scheduled community college accreditation visits, community college and school equity visits, the comprehensive school improvement process, and Perkins monitoring visits monitor compliance with federal and state civil rights regulations.
- Continue to provide technical assistance and training for secondary and postsecondary equity coordinators on the requirements of complaint review processes in place to address concerns related to discrimination.

- Special populations are addressed as part of each program approval process and reviewed by the RPP and Department consultants.
 - iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;
– N/A FOR TRANSITION PLAN
 - iv. will be provided with appropriate accommodations; and

RESPONSE TO PROMPT B.3(a)(iii):

Recipients of funds under this plan will provide accommodations in accordance with all applicable federal and state statutory requirements. Compliance will be monitored through the Department’s secondary school improvement process and community college state accreditation review process. Strategies for implementing greater supports for recipients in providing appropriate accommodations may be identified through the Perkins V state planning process.

Both state and federal law requires that certain processes be put into place in regard to students with disabilities. An Individualized Education Plan (IEP) is to be on file for each eligible student. Due process procedures are to be followed in the identification and placement of students. Services to students with disabilities are to be provided in the least restrictive environment that will meet their individual needs. All students, regardless of disability, must have equal opportunity to benefit from all school programs whether they are academic or co-curricular. It is important that the team explore the ways that the district serves their students with disabilities to ensure that appropriate placement is made based upon student need and not upon the services that the district has in place. (Sections IV.N and VI.A; 34 C.F.R. §§ 104.4(a) and 104.33-104.36; 28 C.F.R. § 35.130)

Student file review and parent, student, and teacher interviews must indicate that Section 504 accommodations are provided to eligible students district-wide. Evidence should be provided to demonstrate consistent implementation, review, and evaluation within the program, and up-to-date records in student cumulative folders. The district Section 504 coordinator, in conjunction with district administration, must review the current Section 504 protocols and expectations to ensure students are receiving Section 504 services as required. Provision of related aids and services must be based upon adherence to procedures that satisfy the requirements of the educational setting, evaluation, and placement and procedural safeguards as required by Section 504.

The review should include:

- Student qualification protocol
- What appropriate accommodations look like
- How accommodation information is disseminated to teaching staff
- How teacher accommodation responsibilities are monitored
- The frequency of accommodation reviews

- v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V).

– N/A FOR TRANSITION PLAN

4. Preparing Teachers and Faculty – N/A FOR TRANSITION PLAN

C. Fiscal Responsibility

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—
 - a. each eligible recipient will promote academic achievement;
 - b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and ...

CONSOLIDATED RESPONSE TO PROMPTS C.1(a), (b):

The Iowa Department of Education will continue to utilize a web-based application via the Iowa Grants system. Each local recipient will submit a grant application covering the questions identified above and attaching the needs assessment and budget. Each application will be reviewed by trained consultants within the Department to verify that the budget matches the needs assessment and that all items are addressed.

- c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

– N/A FOR TRANSITION PLAN

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—
 - a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and
 - b. among any consortia that may be formed among secondary schools and eligible institutions, and how the funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

CONSOLIDATED RESPONSE TO PROMPTS C.2(a), (b)

The formula used to distribute funds between the two sectors was implemented by the State per the Perkins legislation. Three factors are utilized to determine the distribution of funds received. The factors considered the enrollments (contact hours) in career and technical education programs in each

of the sectors, the costs incurred by each sector to operate the programs, and the factors (population data) utilized by the U.S. Department of Education to distribute CTE assistance to the states. These factors were selected because, together, they provided a means to give full consideration to the comprehensive nature of CTE programs and the needed investment of additional resources in both sectors to enable the achievement of the State's vision for its CTE system.

The distribution of funds between the two sectors is based on the following formula using State Fiscal Year 2018 data:

- One-third (1/3) of the funds are distributed based upon the proportional share of the total contact hours generated by the CTE programs in each sector.
- One-third (1/3) of the funds are distributed based upon the proportional share of the total operating costs incurred by each sector to conduct CTE programs.
- One-third (1/3) of the funds are distributed based upon the federal method of calculating each state's share of the total federal appropriation. The federal method is shown below:
 - (a) an amount that bears the same ratio to 50 percent of the sum being allotted as the product of the population aged 15 to 19 inclusive, in the State in the fiscal year preceding the fiscal year for which the determination is made and the State's allotment ratio bears to the sum of the corresponding products for all the States;
 - (b) an amount that bears the same ratio to 20 percent of the sum being allotted as the product of the population aged 20 to 24, inclusive, in the State in the fiscal year preceding the fiscal year for which the determination is made and the State's allotment ratio bears to the sum of the corresponding products for all the States;
 - (c) an amount that bears the same ratio to 15 percent of the sum being allotted as the product of the population aged 25 to 65, inclusive, in the State in the fiscal year preceding the fiscal year for which the determination is made and the State's allotment ratio bears to the sum of the corresponding products for all the States; and
 - (d) an amount that bears the same ratio to 15 percent of the sum being allotted as the amounts allotted to the State under subparagraphs (a), (b), and (c) for such years bears to the sum of the amounts allotted to all the States under subparagraphs (a), (b), and (c) for such year.[Sec. 111(a)(2)]

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

Based on the formula described above and for this upcoming transition year, Iowa will continue to distribute 50.6 percent of the funds received to the secondary recipients, and 49.4 percent of the funds to the postsecondary recipients. Each community college will expend a minimum of 5.4 percent of its annual basic grant allocation to improve program linkages between secondary and postsecondary CTE.

The funding allocation and consortia arrangements at the secondary and postsecondary level will be reviewed and, if necessary, revised as part of the Perkins V state planning process. The focus will be on realizing greater efficiencies in the application process, alignment to state CTE policy, and greater coordination between secondary and postsecondary recipients.

3. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, area career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)
4. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

CONSOLIDATED RESPONSE TO PROMPTS C.3, 4

See Appendix B.

Funds received through this section will be allocated to local educational agencies within the state as follows:

Thirty percent (30%) will be allocated to such local educational agencies in proportion to the number of individuals aged five through seventeen (5-17), inclusive, who reside in the school district served by such local educational agency for the preceding fiscal year compared to the total number of such individuals who reside in the school districts determined on the basis of the most recent satisfactory (A) Data provided to the secretary by the Bureau of the Census for the purpose of determining eligibility under Title I of the Elementary and Secondary Education Act of 1965.

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

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

For the transition year, secondary recipients will be set according to the consortia arrangements established under the Perkins IV state plan. Funds distributed to a consortium must be used to benefit all members. As required by the Perkins Act, funds may not be returned to a member of the consortium based upon their contribution to the total consortium allocation. Decisions about fund distribution to members of the consortium will be made based upon a plan all members of the consortium develop. Postsecondary recipients will continue to be the 15 community colleges.

The secondary recipient and consortia and postsecondary recipient arrangements will be evaluated as part of the Perkins V planning process. The Perkins V four-year plan will detail the future recipient structure to be in place for the duration of time that the four-year plan is in effect.

5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

RESPONSE TO PROMPT C.5

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

- i. When districts merge after population and enrollment data has been collected, the Department will combine the population and/or enrollment data for the merging districts.
- ii. When a district dissolves after population and enrollment data has been collected, the Department will split the enrollment of the dissolving district between the receiving district(s) based on data obtained from the School Finance Team.

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

6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—
 - a. include a proposal for such an alternative formula; and
 - b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

RESPONSE TO PROMPT C.6

No alternative allocation formula is proposed.

7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—
 - a. include a proposal for such an alternative formula; and
 - b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

RESPONSE TO PROMPT C.7

No alternative allocation formula is proposed.

8. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

RESPONSE TO PROMPT C.8

See Appendix C.

D. Accountability for Results – N/A FOR TRANSITION PLAN

III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS **REQUIRED**

A. Statutory Assurances

- The eligible agency assures that:
 1. It made the State plan publicly available for public comment¹ for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)
 2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)
 3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (section 122(d)(13)(E) of Perkins V)
 4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)
 5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)
 6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

B. EDGAR Certifications

- By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:
 1. It is eligible to submit the Perkins State plan.

¹ An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.

2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

C. Other Forms

- The eligible agency certifies and assures compliance with the following enclosed forms:
 1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
 2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
 3. Certification Regarding Lobbying (ED 80-0013 Form): <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
 4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

IV. BUDGET [REQUIRED]

V. STATE DETERMINED PERFORMANCE LEVELS (SDPL) - N/A FOR TRANSITION PLAN

APPENDIX A - State Initiatives to Build Iowa's Talent Pipeline

In Iowa, several earlier and ongoing inter- and intra-state agency-led efforts to build the talent pipeline have connecting education, workforce development, and economic development. These include:

- Building out registered apprenticeships in key industries and targeting underserved populations (Iowa Workforce Development, Iowa Economic Development Authority);
- Expanding career pathways through the Iowa Skilled Worker and Job Training Fund (Department of Education, Iowa Workforce Development, Iowa Economic Development Authority);
- Tackling the growing workforce and skills gap through employer-led sector partnerships (Iowa Department of Education, Iowa Workforce Development);
- Connecting school districts to employers using intermediaries to increase work- and project-based experiences using the Statewide Work-Based Learning Intermediary Network (Iowa Department of Education) and initiatives supported through STEM Regional Hubs (Iowa Governor's STEM Advisory Council);
- Aligning statewide efforts on talent pipeline strategy development and defining, elevating, and enhancing, measuring, and scaling high-quality work-based learning (Iowa's Governor's Office).

In addition to the above efforts, Iowa continues to implement the requirements of several key federal programs, including the Carl D. Perkins federal legislation (known as Perkins IV). Iowa is putting in place the mechanisms outlined in the Workforce Innovation and Opportunity Act (WIOA) to focus on employer-led career pathway development (Iowa Workforce Development, 2015). Last but not least, Iowa just began implementing the recently approved Every Student Succeed Act (ESSA), which serves as the foundation for the state's system of accountability and support for students, educators, and schools.

The above state and federal efforts that have been underway over the last five years were brought together under one overall statewide effort called Future Ready Iowa. The recommendations put forth by the Future Ready Iowa Alliance with the explicit purpose of developing Iowa's talent pipeline was turned into legislation as Iowa House File 2458.

(<https://www.legis.iowa.gov/docs/publications/LGE/87/HF2458.pdf>), the Future Ready Iowa Act.

[Rvsd. 6/26/19] APPENDIX B – Secondary and Postsecondary Allocations per Sec. 131, Sec. 132

FY20 Secondary Perkins Allocations					
Perkins Consortium	Consortium Type	Secondary Perkins Allocation	Perkins Consortium	Consortium Type	Secondary Perkins Allocation
AEA Consortium Four	Consortium	\$ 33,482.71	Johnston	Independent	\$ 46,070.78
AEA XIII Perkins	Consortium	\$ 202,453.04	Keokuk	Independent	\$ 35,667.81
AMM-US Plus	Consortium	\$ 46,680.66	Keokuk County	Consortium	\$ 21,969.36
Andrew	Consortium	\$ 26,352.37	Keystone	Consortium	\$ 198,181.02
Ankeny	Independent	\$ 58,701.45	Knoxville	Independent	\$ 19,628.84
Area V #10	Consortium	\$ 62,062.63	Le Mars	Independent	\$ 20,509.52
Area XIV-Green Valley	Consortium	\$ 65,826.12	Linn-Mar	Independent	\$ 51,358.98
Bettendorf	Consortium	\$ 79,567.33	Maquoketa	Consortium	\$ 22,514.94
Buena Vista County	Consortium	\$ 51,097.85	Marion County	Consortium	\$ 31,915.35
Burlington	Independent	\$ 76,329.94	Mount Pleasant	Independent	\$ 23,861.35
Camanche	Consortium	\$ 20,794.36	Muscatine	Independent	\$ 64,729.95
Carroll Consortium	Consortium	\$ 24,365.91	Nodaway	Consortium	\$ 27,979.56
Cedar Falls	Independent	\$ 41,844.28	North Central Heartland	Consortium	\$ 48,825.21
Cedar Falls Reg. Perkins	Consortium	\$ 131,202.87	North Iowa Area Perkins	Consortium	\$ 209,519.94
Cedar Rapids	Independent	\$ 209,192.24	North Metro	Consortium	\$ 53,190.56
Centerville	Independent	\$ 24,285.75	Northern	Consortium	\$ 32,801.49
Central	Consortium	\$ 100,527.96	Oskaloosa/North Mahaska	Consortium	\$ 37,912.30
Clay/Dickinson+Perkins	Consortium	\$ 50,274.82	Ottumwa	Independent	\$ 63,616.22
Clinton	Independent	\$ 60,016.13	Perry	Independent	\$ 24,629.41
Council Bluffs	Independent	\$ 133,212.95	Raccoon Valley Voc. Ed.	Consortium	\$ 28,901.55
Dallas/Madison County	Consortium	\$ 91,130.37	Region 12 Perkins Consortium	Consortium	\$ 94,877.88
Davenport	Independent	\$ 257,473.36	Region 4 Perkins Consortium	Consortium	\$ 115,961.85
Davis County	Independent	\$ 25,400.98	Sioux City	Independent	\$ 207,667.52
Denison	Consortium	\$ 25,056.42	South Central	Consortium	\$ 48,058.37
Des Moines	Independent	\$ 551,162.08	Southeast Polk	Independent	\$ 50,750.84
Des Moines/Lee County	Consortium	\$ 25,376.74	Southeastern	Consortium	\$ 28,140.47
Dubuque	Independent	\$ 125,034.98	Southern	Consortium	\$ 46,763.01
East Area III Perkins	Consortium	\$ 51,530.25	Story County	Consortium	\$ 83,762.76
Fairfield	Independent	\$ 24,738.98	The Warren County Perkins Consortium	Consortium	\$ 38,657.07
Fort Dodge CSD	Independent	\$ 59,151.62	Three Rivers	Consortium	\$ 34,225.59
Fort Madison	Independent	\$ 31,342.99	Washington County Perkins	Consortium	\$ 48,936.63
Grant Wood	Consortium	\$ 230,451.94	Waterloo CSD	Independent	\$ 186,876.65
Greene County	Consortium	\$ 17,783.76	Webster City/NE Hamilton Stratford	Consortium	\$ 22,355.68
Heartland West Central	Consortium	\$ 16,566.29	West Des Moines	Independent	\$ 87,949.79
Indianola	Independent	\$ 27,168.92	Western	Consortium	\$ 40,439.85
Iowa City	Independent	\$ 150,132.66	Western Dubuque	Independent	\$ 32,596.69
Jasper County Perkins	Consortium	\$ 57,370.58	WWW.NL	Consortium	\$ 24,053.04
				Total	\$ 5,521,002.14

FY20 Postsecondary Perkins Allocations

CC Area	CC Name	FY2019 Pell Audit Count	Resulting Percentages Perkins FY 2020	FY2020 Allocation	FY2019 Carryover	FY2020 Allocation
1	NICC	720	5.80%	\$304,223.58	\$876.87	\$305,100.45
2	NIACC	357	2.88%	\$150,844.19	\$434.78	\$151,278.97
3	ILCC	365	2.94%	\$154,224.45	\$444.52	\$154,668.98
4	NCC	232	1.87%	\$98,027.60	\$282.55	\$98,310.14
5	ICCC	1237	9.97%	\$522,673.02	\$1,506.51	\$524,179.52
6	IVCCD	236	1.90%	\$99,717.73	\$287.42	\$100,005.15
7	HCC	781	6.29%	\$329,998.08	\$951.16	\$330,949.24
9	EICC	1021	8.23%	\$431,405.94	\$1,243.45	\$432,649.39
10	KCC	2017	16.25%	\$852,248.56	\$2,456.44	\$854,705.01
11	DMACC	2078	16.74%	\$878,023.06	\$2,530.73	\$880,553.80
12	WITCC	1159	9.34%	\$489,715.46	\$1,411.51	\$491,126.97
13	IWCC	782	6.30%	\$330,420.61	\$952.37	\$331,372.99
14	SWCC	247	1.99%	\$104,365.59	\$300.81	\$104,666.40
15	IHCC	730	5.88%	\$308,448.91	\$889.05	\$309,337.96
16	SCC	449	3.62%	\$189,717.21	\$546.82	\$190,264.03
	Total	12411	100.00%	\$5,244,054.00	\$15,114.99	\$5,259,168.99
				\$5,244,054	\$15,114.99	\$5,259,168.99

[Rvsd. 6/26/19] APPENDIX C – Maintenance of Effort Baseline

FY2020 Iowa Maintenance of Effort									
RPP Number	Regional Partnership Name	College Region	AEA Region	No. of Districts in RPP	Instances of CTE Enrollment	Share in Instances of Overall CTE Enrollment	Allocation based on Enrollment	Fixed Allocation Across Regions	Total Allocation
RPP01	Region 1 - Northeast Iowa Regional Career and Technical Education Partnership	NICC-01	Keystone	21	14,550	6.91%	\$ 102,000.39	\$ 98,415.30	\$ 200,415.69
RPP02	Region 2 CTE Planning Partnership	NIACC-02	Central Rivers	19	7,585	3.60%	\$ 53,173.40	\$ 98,415.30	\$ 151,588.70
RPP03	Region III	ILCC-03	Prairie Lakes-08	12	5,891	2.80%	\$ 41,297.89	\$ 98,415.30	\$ 139,713.19
RPP04	CTE Regional Planning Partnership - Region 4	NCC-04	Northwest	13	4,364	2.07%	\$ 30,593.11	\$ 98,415.30	\$ 129,008.41
RPP05	Region 5 Regional Planning Partnership	ICCC-05	Prairie Lakes	17	10,645	5.06%	\$ 74,625.02	\$ 98,415.30	\$ 173,040.32
RPP06	Iowa Valley Community CTE Collaboration	IVCCD-06	Central Rivers	14	5,513	2.62%	\$ 38,647.98	\$ 98,415.30	\$ 137,063.28
RPP07	Cedar Valley Regional Planning Partnership	HCC-07	Central Rivers	21	12,190	5.79%	\$ 85,455.99	\$ 98,415.30	\$ 183,871.29
RPP09	Region 9 Career and Technical Education Planning Partnership	EICC-09	Mississippi Bend	18	23,103	10.97%	\$ 161,959.79	\$ 98,415.30	\$ 260,375.09
RPP10	Region 10 CTE Planning Partnership	KCC-10	Grant Wood	32	23,405	11.11%	\$ 164,076.91	\$ 98,415.30	\$ 262,492.21
RPP11	Region 11 (Heartland) CTE Planning Partnership	DMACC-11	Heartland	52	63,034	29.93%	\$ 441,889.51	\$ 98,415.30	\$ 540,304.81
RPP12	CTE Regional Planning Partnership - Region 12	WITCC-12	Northwest	20	11,464	5.44%	\$ 80,366.49	\$ 98,415.30	\$ 178,781.79
RPP13	Region 13 CTE Regional Planning Partnership	IWCC-13	Green Hills	27	12,190	5.79%	\$ 85,455.99	\$ 98,415.30	\$ 183,871.29
RPP14	Region 14 Regional Planning Partnership	SWCC-14	Green Hills	16	3,339	1.59%	\$ 23,407.51	\$ 98,415.30	\$ 121,822.81
RPP15	Region 15 CTE Planning Partnership	IHCC-15	Great Prairie	19	7,451	3.54%	\$ 52,234.01	\$ 98,415.30	\$ 150,649.31
RPP16	Southeast Iowa Regional Career and Technical Educational Partnership	SCC-16	Great Prairie	12	5,855	2.78%	\$ 41,045.52	\$ 98,415.30	\$ 139,460.82
			Total	313	210,579	100.00%	\$ 1,476,229.50	\$ 1,476,229.50	\$ 2,952,459.00
					Total Available Funds		2,952,459.00		

Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)
5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122(d)(13)(D) of Perkins V)

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN):

Title/Agency:

Iowa Department of Educati

Date:

5/23/2019 12:00:00 AM

EDGAR Certifications

By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN):

Title/Agency:

Iowa Department of Educati

Date:

5/23/2019 12:00:00 AM

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <i>Ryan Wise</i>	TITLE
APPLICANT ORGANIZATION	DATE SUBMITTED

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

1. Type of Federal Action: a. contract <input checked="" type="checkbox"/> b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	2. Status of Federal Action: a. bid/offer/application <input checked="" type="checkbox"/> b. initial award c. post-award	3. Report Type: a. initial filing _____ b. material change For material change only: Year _____ quarter _____ Date of last report _____	
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime _____ Subawardee Tier _____, if Known: Pradeep Kotamraju 400 E. 14th Street Des Moines IA 50319 Congressional District, if known: State		5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Congressional District, if known:	
6. Federal Department/Agency: US Department of Education	7. Federal Program Name/Description: CFDA Number, if applicable: _____		
8. Federal Action Number, if known:	9. Award Amount, if known: \$ 12,665,286.00		
10. a. Name and Address of Lobbying Registrant <i>(if individual, last name, first name, MI):</i> No individual at the Department is registered as a federal lobbyist	b. Individuals Performing Services <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature: _____ Print Name: _____ Title: _____ Telephone No.: _____ Date: _____		
Federal Use Only	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)		

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

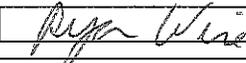
Iowa Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Ryan Middle Name:

* Last Name: Wise Suffix:

* Title: Director, Iowa Department of Education

* SIGNATURE:  * DATE: 5-22-19



IOWA

Department of Education

Ryan M. Wise, Director

Kim Reynolds, Governor
Adam Gregg, Lt. Governor

May 23, 2019

Dr. Sharon Lee Miller, Director
Division of Academic and Technical Education
Office of Career, Technical, and Adult Education
United States Department of Education
550 12th Street
Potomac Center Plaza—Room 11059
Washington, DC 20202

Dear Dr. Miller:

As part of the application process required for the State Transition Plan for the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), the state of Iowa assures that we are identifying steps to ensure equitable access to, and participation in, its federally-assisted program for students' teachers, and other program beneficiaries with special needs. These items are discussed in sections B.2.(b)(ii) and B.2(d)(ii) of the application.

Sincerely,

A handwritten signature in cursive script that reads "Ryan Wise".

Ryan Wise, Ed.L.D.
Director

RW:PT/sew

cc: Pradeep Kotamraju, Chief, Bureau of Career and Technical Education
Jeremy Varner, Administrator, Division of Community Colleges and Workforce Preparation

Creating excellence in education through leadership and service

Grimes State Office Building | 400 E. 14th St. | Des Moines, IA 50319-0146
Phone (515) 281-5294 | www.educateiowa.gov

2	State Administration	
3	State Leadership	\$ 1266528.00
4		\$ 1.00
		\$ 1.00
		0.00
		\$ 0.00
		100000.00
		\$ 1266.00
		10800561.00
		\$ 150000.00
		75000.00
		\$ 75000.00
		10650561.00
		\$ 5388974.00
		\$ 5261587.00
		\$ 598197.00

State Plan Certification

I certify that to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN):

Title/Agency:

Iowa Department of Educati

Date:

5/23/2019 12:00:00 AM