Fall CTE/Perkins Update Meeting

Bureau of Career and Technical Education
Division of Community Colleges
National/Statewide Projects Involving Iowa Department of Education CTE Staff

- CTE Secondary Task Force
- Third-Party Certificate Data Exchange Project
- CTE’s Place in the College and Career Ready Discussions
- Education Outcomes Research
- Intermediary Network Grants
National/Statewide Projects Involving Iowa Department of Education CTE Staff

- The NGA Grant
- Financial Literacy
- Online Safety Courses
- NAPE Equity/STEM Project
- Voluntary Framework for Accountability
Bureau Updates

• Perkins Grants are in and Complete – Claims should be done quarterly
• Secondary CTE Reporting
• Perkins Food and Beverage Reminder
• Perkins Student Travel Reminder
• CTE/Perkins Leadership Development Program
Food and Beverages

• U.S. Department of Education Letter:
  “Generally, there is a very high burden of proof to show that paying for food and beverages with Federal funds is necessary to meet the goals and objectives of a Federal Grant. When a grantee is hosting a meeting, the grantee should structure the agenda for the meeting so that there is time for participants to purchase their own food, beverages, and snacks.”
Food and Beverages

• U.S. Department of Education Letter Continued:

“In addition, when planning a meeting, grantees may want to consider a location in which participants have easy access to food and beverages.”
Food and Beverages

• U.S. Department of Education Letter Continued:

“While these determinations will be made on a case-by-case basis, and there may be some circumstances where the cost is permissible, it is likely that those circumstances will be rare. Grantees, therefore, will have to make a compelling case that the unique circumstances they have identified would justify these costs as reasonable and necessary.”
Perkins Student Travel

• After discussions with OCTAE in October, 2014 it has been determined that student transportation, lodging, and meals are not permissible uses of Perkins funds under EDGAR 403.71. Districts may not longer use Perkins allocations for these purposes. The Department will not approve claims submitted for student transportation, lodging and meal costs.
CTE/Perkins Leadership Development Program

- **Mentors:**
  - Chad Blanchard, Grant Wood AEA
  - Mitzi Chizek, Dallas Center Grimes
  - Brad Colton, AEA 9
  - Cathy Doorneweerd, West Lyon CSD
  - Kristie Kruckman, Missouri Valley CSD
  - Dennis March, Clarion-Goldfield-Dows
  - Teresa Nook, Clarinda CSD

- **Mentees:**
  - Gary Benda, Columbus CSD
  - Nathan Carlson, Keota
  - Tara Groester, Cedar Rapids
  - Jon Muller, Pella
  - Jordan Nelson, Collins-Maxwell
  - Jennifer Boyd, Davenport
  - Sherrie Zeutenhorst, Sheldon
  - Cynthia Phillips, AHST
  - Mike Weber, Boyer Valley
  - Kevin Astor, Fort Dodge
  - Brent Jorth, Webster City
  - James Craig, Southwest Valley
  - Lisa Spencer, Nishnabotna
Secondary CTE Reporting Application
Log in to the Department of Education A&A Account (i.e. Portal)

Instructions:

1. Enter your email and the password you created and click the “Sign In” button.

Note
You can reset your password by clicking the Forgot Password button at the top of the page on the login page.

If you do not have an A&A account, click on Create an Account at the top. You’re A&A Administrator at your district will need to give you permission to the CTE portion.
Under EdInfo, Choose the Secondary CTE Reporting Application Link

Instructions:

2. Click on EdInfo

3. Choose Secondary CTE Reporting Application
When you enter the Reporting Application, you will see your programs.

Note that instead of Sections you will find ICONS on the right hand side that will guide you through your reporting.
Understanding the New Reporting Application

At the left, you will find an explanation of the ICONS. Each of the ICONS turns a special color to show you where they are in the process:

- Courses in a program
- Students
- Edit Programs
- State Assistance
- Program of Study
Secondary CTE Reporting Application - Icon Color Coding

Grey icon indicates the section is not open for updates.

Green icon indicates the section requires district action.

Yellow icon indicates that the section requires state action.

Blue icon indicates the section is complete.
Program Improvement Plan
Program Improvement Plan Template

Please complete the Program Improvement Plan template on the following page. Convene a committee to review data, along with formative and summative assessments to identify root causes, and subsequent strategies to develop a Program Improvement Plan and a Self-Assessment Plan for each Core Performance Indicator that the district/consortium did not meet agreed upon performance levels.

The template on the following page is keyed to the following tasks:

I. List the participants/stakeholders that were involved in developing the Program Improvement Plan.
II. Review performance results and targets. Identify what data was included in the review process.
III. Identify root cause(s)/challenge(s).
IV. Develop strategies/activities that could address the root cause(s)/challenge(s).
V. Describe implementation of strategies/activities, including person responsible and resources allocated.
VI. Explain the process to be used for monitoring/assessing implementation and outcomes – formative and summative.
VII. Describe what will be included in the Results report – including review/recommendation(s) for follow-up – next iteration.

Note: Perkins Local Recipient Grant Coordinator should monitor the Program Improvement Plan at least quarterly.

Attach this Program Improvement Plan to your Perkins Application at IowaGrants.gov upon submitting grant application.

If you have any questions or need assistance, please contact your Iowa Department of Education CTE Perkins consultant.

Please use one template to develop an Improvement Plan required for Each Core Indicator of Performance, as required.
CTE Perkins Improvement Plan

COMMUNITY COLLEGE/DISTRICT/CONSORTIUM: ________________________________________________

CORE PERFORMANCE INDICATOR: ___________________________________________________________

<table>
<thead>
<tr>
<th>IMPROVEMENT GOAL:</th>
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<th>PERKINS GRANT ACTIVITY:</th>
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<tr>
<td>I. LIST THE PARTICIPANTS/STAKEHOLDERS THAT WERE INVOLVED IN DEVELOPING THE PROGRAM IMPROVEMENT PLAN.</td>
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<td>II. IDENTIFY WHAT DATA WAS INCLUDED IN THE REVIEW PROCESS.</td>
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<td>III. IDENTIFY ROOT CAUSE(S)/CHALLENGE(S).</td>
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<td>IV. DEVELOP STRATEGIES/ACTIVITIES THAT COULD ADDRESS THE ROOT CAUSE(S)/CHALLENGE(S)</td>
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<td>V. DESCRIBE STRATEGIES USE (A-E) -- ACTION STEPS USE (1,2,3..)</td>
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<td>VI. EXPLAIN THE PROCESS TO BE USED FOR MONITORING/ASSESSING IMPLEMENTATION AND OUTCOMES -- FORMATIVE AND SUMMATIVE.</td>
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<th>END DATE</th>
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| VII. DESCRIBE WHAT WILL BE INCLUDED IN THE RESULTS REPORT -- INCLUDING REVIEW/RECOMMENDATION(S) FOR FOLLOW-UP -- NEXT ITERATION. |

Completed form should be attached to Community College/District/Consortium Perkins Application.
CTE Task Force
The Secondary CTE Task Force has:

- A core set of recommendations are to be submitted to the Iowa Legislature prior to the 2016 legislative session.
- To date, the task force has discussed and finalized a revised draft definition for career academies, and explored recommendations related to career guidance and the replacement of the I Have a Plan Iowa (IHAPI) software system.
- In addition to career guidance and regional centers, points of discussion have included Intermediary Networks, Career Pathways, CTE instructor training/licensure/professional development, and other policy measures.

Five Draft Recommendations have been proposed and the intent of which would be to ensure equitable access to high-quality CTE programming for all students across the state.
The “New” 21st Century Secondary CTE: The Basic Elements for the CTE of Tomorrow

- All Other Secondary Non-CTE Curriculum
- The Academic Core
- Programs of Study/Career Pathways
- College and Career Ready
- Secondary Career & Technical Education Curriculum
- High Quality CTE
  - Career Guidance
  - Work-Based Learning
  - The CTE Programming
Task Force Recommendations

- Private Sector
- Education
- Non-Education Public Agencies

Legislators

Legislative Mandate

Secondary CTE

High Quality Secondary CTE Work Team

Career Academies/Regional Centers
Code Group
Career Guidance

Recommendation Elements
- Program Management
- Support Services
- Prof. Development
- Metrics
High Quality Secondary CTE: A Possible Definition (as presented by CTE Taskforce)

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.

Goal: A comprehensive career pathway system will afford every student the opportunity to explore and pursue career and college learning opportunities
Suggested Framework for Recommendations
CTE Task Force Recommendation Categories: How They Relate?
# Task Force Membership and Recommendation Subgroups

<table>
<thead>
<tr>
<th>Intermediary Networks</th>
<th>Career Pathways</th>
<th>Instructor Supports/Training</th>
<th>School Structure</th>
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<tr>
<td>Rachel Geilenfeld</td>
<td>Kathy Nacos-Burds</td>
<td>D.T. Magee</td>
<td>Chris Duree</td>
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<td>Dana Lampe</td>
<td>Mary Bontrager</td>
<td>Vicky Rossander</td>
<td>Murray Fenn</td>
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<td>Elliot Smith</td>
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<td>Lisa Stange</td>
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<td>Ed Wallace</td>
<td>Karrie Abbott</td>
<td>Jeff Weld</td>
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<td>Jennifer Meier</td>
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<td>Kelli Diemer</td>
<td>Dave Bunting</td>
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<td>Del Hoover</td>
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<tr>
<td>Amy Vybiral</td>
<td>Eric St. Clair</td>
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Draft Recommendations

• Recommendation 1: Career Guidance
  Promote career and college readiness through thoughtful career guidance and purposeful academic and technical planning practices.

• Recommendation 2: High Quality Secondary CTE Programming
  Provide a high-quality, integrated CTE programming comprised of secondary exploratory and transitory coursework to prepare students for higher-level, specialized academic and technical training.

• Recommendation 3: Work-Based Learning
  Afford students the opportunity to access a spectrum of high-quality work-based learning experiences through a coherent delivery system which streamlines and leverages existing initiatives.
Draft Recommendations

• Recommendation 4: *CTE Teacher Development*
  
  Address the shortage of qualified career and technical instructors by expanding opportunities to obtain academic and technical training in licensure areas and examining preservice preparation and licensure practices to remove barriers for horizontal and vertical career advancement for individuals within the profession.

• Recommendation 5: *Regional Partnerships and Collaboration*
  
  Through collaboration and regional partnerships, provide for increased and equitable access to high-quality CTE through a statewide system of regional centers.
As suggested by the Task Force:

• Implementing the proposed recommendations requires granting the State Board of Education administrative authority to suggest changes to the Iowa Code, and associated rule making.

• Secondary CTE should be planned at the regional level to take full advantage of the proposed recommendations.
Moving Forward

• Whereas each recommendation is individually able to stand on its own, when taken together, the five recommendations point secondary CTE in Iowa in a new and innovative direction by ensuring access to high-quality CTE programming for all students across the state.
Data Dashboard
Data Dashboard Training Update

- Completed second phase of training in September
- Addressed updates and recommendations from initial training
- Proposed Modified Program Improvement Process for Equity Training
  1. **Organize** a PIPE-STEM team (administrators, IR, coordinators, counselors and CTE faculty)
  2. **Explore** data
  3. **Discover** root causes
  4. **Select** solutions/strategies
  5. **Act** by implementing research-bases interventions
PIPE-STEM Work Plan

• Planning meeting

• PIPE-STEM Orientation Webinar

• Program Improvement Process for Equity Training (1.5 days)

• Technical Assistance

• Showcase at IACTE
Proposed Training Dates

• 1.5 days of face-to-face training:
  – Tues, 12/15 and Wed, 12/16 or
  – Tues, 1/12 and Wed, 1/13

• Survey Monkey

• Travel reimbursements
More information is available on the Iowa Department of Education’s website.

www.educateiowa.gov