

FY '08

IOWA

Carl D. Perkins Career and Technical Education

Certified Annual Report

Narrative

I.

Part I: Implementation of State Leadership Activities

Secs. 124(b) and (c) of Perkins IV describe the required and permissible uses of state leadership funds, respectively. Provide a summary of your state's major initiatives and activities in **each of the required areas**, as well as **any of the permissible areas that your state has chosen to undertake** during the program year.

Perkins IV leadership funds supported a wide array of activities in Iowa. Consultant staff addresses both the required and permissive use of leadership activities. DE staff with program specialties (agriculture, industrial technology, family and consumer sciences, business, marketing, information solutions and health occupations) provides significant leadership to the community colleges, secondary schools, and teacher preparation institutions across the state. Under the consultants' leadership, the DE staff issues contracts for activities that address leadership priorities. The following are examples of activities that have been conducted using leadership funds during FY '08. The examples are provided in the order listed in the Perkins IV Act.

A. Required uses of funds

An assessment of the vocational and technical education programs funded under Perkins IV:

- In a partnership between the Division of Community Colleges and Workforce Preparation of the Iowa Department of Education and Iowa State University, the partners engaged in an initiative to look at the post college earnings of career and technical students at Iowa Community Colleges. Workshops were conducted at the community colleges and CTE conferences to demonstrate the economic benefits to students of completing CTE programs. Baseline data regarding the CTE program completers and transfers to four-year colleges were determined. Community Colleges are encouraged to design CTE programs that articulate to baccalaureate degrees.
- The DE continued its contract with the National Student Data Clearinghouse, exploring the system's capability to provide information regarding success of program completers and leavers and their enrollment (entrance) and persistence in postsecondary institutions. The contract enabled a match of the community college MIS data files against the clearinghouse data to track students in other postsecondary institutions. During FY '08, usage of the database by the community colleges continued to increase as the colleges conducted their own institutional research utilizing this data source. The system's capabilities have been documented and have been useful in the creation of a refined model of evaluation.
- An assessment process was put into place to gather summative and formative data on the Math in CTE program. The summative assessment will include the online pre and post teaching reports that are submitted with each lesson. The formative assessment will take place at the end of the process to evaluate the culmination of the Math in CTE scores.

Developing, improving, or expanding the use of technology in career and technical education....

Perkins money was not directly utilized for expanding the use of technology but much of the professional development provided enabled CTE instructors to improve their technological skills.

- The DE, in partnership with the Iowa Industrial Technology Education Association, Health Occupation Educators Workshop, Iowa Business Education Association, and Iowa Association of Agricultural Educators provided instructors with technical update training.
- The Business and Marketing Program Management Committee, in partnership with the Iowa Business Education Association, provided two-day workshops for business and marketing educators involving Microsoft Office 2007 and Dreamweaver. These workshops were held in two areas of the state.

Professional development programs....

- DE consultants participated in content area workshops and conferences in order to provide guidance to the instructors within the state of Iowa.
- The DE in partnership with each service area's professional organization coordinated statewide conferences that provided professional development opportunities for CTE educators.
- The DE provided funding to the Early Childhood Alliance for professional development for community college early childhood instructors and secondary family and consumer sciences (FCS) instructors, to revise the child development statewide articulation agreement and develop an Introduction to Early Childhood statewide articulation agreement to improve the transition from secondary FCS programs to post secondary early childhood programs of study.
- A PLTW counselor's conference was coordinated by the University of Northern Iowa, University of Iowa, Iowa State University and the DE and was held at the University of Iowa in November 2007. This annual professional development conference provides counselors with information about PLTW such as career pathways, college transition and strategies to improve participation of non-traditional students. Counselors play a key role in answering students and parents' questions about the PLTW program and in successfully enrolling students in appropriate PLTW courses. They also counseling students as they consider engineering, engineering technology, and related career fields of study. One hundred and thirty-four (134) participants attended a PLTW counselor's conference that was held at the University of Iowa in November 2007. November 10, 2008 is the scheduled date for the next counselor's conference at Iowa State University.
- The Agricultural Education Professional Development (AEPD) program provided coordination and development of professional development seminars. In FY '08, 65 percent (206 of 319) of secondary and postsecondary agriculture educators participated in the program. The AEPD program responded to the assessed needs of agriculture education professionals. 97% of high school agriculture education instructors attended the summer professional development conference, which focused on integration of math.
- Regional workshops were conducted by DE staff in the areas of Business and Information Technology, Skilled and Technical Sciences, Agriculture and Family and Consumer Sciences.
- The DE staff provided professional development sessions at the Iowa Business Education Association (IBEA) conference and the Career and Technical Student Organizations (CTSO) advisors' conferences.
- Professional development was held for new instructional staff at the high school level in the areas of Agriculture, Family and Consumer Sciences, Business, Marketing, and Industrial Technology.
- The Math in CTE initiative is a joint effort between PK-12 education division and community college and workforce preparation. The Math-in-CTE model offers the opportunity to teach math concepts outside of traditional math classes in a context-rich environment by explicitly teaching mathematics concepts that are already embedded in occupational curriculum. Professional Development regarding how to develop lesson plans for the inclusion of math into the CTE curriculum was provided for Community Colleges and secondary schools CTE/Math instructor teams. The professional development focused on introducing the model and working on the development of the lessons. These teams developed lessons that enhanced the math concepts. They also worked to develop the linkages between the secondary schools and the community college programs.
- A subcommittee of the Program Management Committee was created to develop model programs of study. This committee was made up of members of the Program Management Committee, Tech Prep Coordinators, and Business instructors. The model programs of study were developed for small, medium and large schools. Professional Development was provided at the IBEA Conference and the student organization advisor meeting regarding these Programs of Study for Business.

Support for career and technical education programs that improve the academic and career and technical skills of students....

- The DE utilized resources available through membership in MarkEd (d.b.a. MBA Research) to provide access to CTE curriculum designed to infuse technical skills and the academics. Contracts were written with MarkEd to develop a Program of Study for Finance, one of Iowa's Targeted Industries.

- The Business and Marketing Program Management Committee met August 6, October 25, February 1, and June 6 at DMACC in Ankeny. This committee provides resources for business and marketing teachers which includes models of programs of study, professional development, standards and benchmarks, program approval, etc. They also provide information on student organizations, Perkins, articulation and mentoring. A subcommittee was formed to design a professional development plan for the committee to work with. The subcommittee has collected and analyzed several sources of student data. The process will continue with goal setting and selecting content for the focus.
- The DE staff coordinated the development of an inventory of Science, Technology, Engineering, and Mathematics (STEM) initiatives planned or underway at the state's public secondary and postsecondary educational institutions. The web-based resource is a valuable tool for collaboration and coordination.
- The DE staff assisted with the planning of the High School Student Summit sponsored by the Iowa Math and Science Coalition which focused on raising awareness of math and science careers.
- A web-based inventory of current and planned bioscience and renewable fuels program offerings and other activities at Iowa's community colleges and Regent universities was developed and disseminated. DE staff coordinated the development of the data collection instrument, the organizational structure for the matrix, and the collection of community college data.
- The DE advanced CTE in the states targeted economic and workforce development in areas of Advanced Manufacturing, Information Technology and Biotechnology. This included conducting and distributing a statewide inventory of community college programs to the emerging biotechnology industry.
- The DE sponsored a workshop for new and experienced advisers for Family, Career and Community Leaders of America (FCCLA), discussing the integration of FCCLA into the family and consumer sciences (FCS) curriculum, Students Taking Action with Recognition (STAR) Events, the organizations competitive events and using FCCLA as an assessment tool.
- Stakeholders worked collaboratively to revalidate the model competencies for family and consumer sciences instructors to coincide with the revalidated national family and consumer sciences standards and benchmarks.
- The DE has partnered with the Southeast Polk Rotary Club, the Rotary Club of Iowa, and a local school district to offer the Iowa Industrial Technology Expo since 2003. This partnership has leveraged a Perkins investment with an investment of the Southeast Polk Rotary Club to expand the Iowa Industrial Technology Expo that showcases the achievement of Iowa students. Over 1000 entries were showcased and evaluated during the 2007 Expo.
- A partnership with the Iowa Ready Mixed Concrete Association was been established in 2006 to develop curriculum that can be infused into comprehensive construction trades programs that focuses on concrete mixtures and proportions, concrete process and decorative concrete. The DE sponsored a professional development workshop to introduce the curriculum to construction teachers statewide. The Iowa Ready Mixed Association is working within their association members to partner with local schools to deliver the curriculum developed through the state partnership with the Iowa Ready Mixed Concrete Association. 20 schools have already started to use the statewide standardized concrete curriculum.
- Postsecondary and secondary agricultural educators cooperatively developed a Model Secondary Agricultural Education Curriculum Outline. University and community agriculture program instructors worked with high school and community college instructors to identify foundational mathematics concepts that should be taught at the secondary program level.
- Postsecondary and secondary agricultural educators worked collaboratively to conduct a pilot review of an mathematics integrated in agriculture program curriculum. Their primary goal was to identify a potential curriculum that secondary instructors could utilize to increase the integration of math concepts at the secondary program level.
- DE staff provided a preconference Math-in-CTE workshop for administration and teachers at the Iowa Association of Career and Technical Education Conference. The division provided financial support for the IACTE conference in order to update career and technical knowledge for those attending.

Providing preparation for nontraditional fields in current and emerging professions, and other activities...

- Over 70 participants attended the Community College Diversity Seminar to share and develop resources for recruiting, enrolling, retaining and graduating students in career areas nontraditional for their gender, students from underrepresented racial/ethnic groups and students with disabilities. Sample workshop topics included immigration processes, disability issues, inclusive community colleges environments, GLBT students, ethnic/race and gender in society and the workplace. A group of community college presidents served on a panel to highlight individual campus initiatives.
- The Equity Consultant provided ongoing technical assistance to the Community Colleges and to internal staff through dissemination of relevant print and electronic information. To encourage systemic integration of equity efforts, the Equity Consultant was included in internal committees to provide equity/diversity related support for decisions and plan for special populations.

Supporting partnerships... to enable students achieve state academic standards and career and technical skills

- The DE staff provided entrepreneurship education workshops and resources to various schools and school counselors.
- Two DE consultants serve on the Jump\$tart Coalition Board in support of financial literacy curriculum development statewide. One consultant is also working with Money Smart week to support Financial Education.
- Each service area consultant continues to work with business and professional partnerships through their respective program improvement committees. The consultants work with the committees to seek input to plan statewide curriculum development, professional development and various other areas of technical skill attainment and employability concerns in the state.
- The DE consultants attend advisory committee meetings throughout the state to assist as the committees work on building partnerships with the businesses and industries in each area. These partnerships allow the schools to offer internships and determine the best curriculum to teach in their respective areas.
- Industrial Technology Education continues to establish new partnerships to develop apprenticeship programs, develop curriculum, implement standards, access subject matter experts and provide leadership training. Partnerships developed also assist with the statewide concrete curriculum project. These partnerships include: Building Trade Apprenticeship Coordinators ABC, Skills USA, the Air National Guard and Industry Associations. Partnerships have been developed for manufacturing, construction, transportation, and engineering/communications education.

Serving individuals in State institutions

The DE staff partners with the Department of Corrections and the Department of Human Services to support the opportunities in correctional facilities. These opportunities include expanding career and technical education programs and including entrepreneurship education.

- An in-service activity was provided for the Department of Corrections teachers to develop entrepreneurship education within current curriculum.
- At the secondary level, grants were awarded to two state institutions serving juveniles. The funds were used to update curriculum and equipment in career and technical education programs offered to secondary aged students in the institutions.
- At the post secondary level, grants were awarded to three community colleges that serve four correctional institutions for adults. The funds were used to provide supplementary support services to individuals participating in career and technical education programs offered by the correctional institutions

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

- Incentive grants were awarded to community colleges to support the implementation of strategies to retain and graduate students from minority racial/ethnic groups in career program areas where they are underrepresented. The emphasis was on retention and graduation. Evaluation data on these activities were

compiled by the Department of Education. In addition, there was an expectation for collaboration with another agency (school district, community college, college and university, business or community based organization). The Community College Equity Leadership Team restructured the funding cycle for incentive grants to coincide with the academic calendar year. The funding allowed colleges to develop new activities and/or supplement existing campus and community-based events. Students, faculty, staff, and local communities partnered to develop multicultural programming to increase the awareness on diversity, bi-lingual communication, ethnic minorities, and learning communities. Peer mentoring relationships were developed to serve students in non-traditional careers as well as improved data collection processes for non-traditional students, summer STEM camps and hands on activities were initiated, including tutoring for computer courses. A sampling of initiatives that were funded to encourage and support an inclusive, welcoming and supportive learning environment include:

- Student, faculty, staff, and business and industry partnerships were developed) to deliver multicultural programming on campuses and in the community.
- To increase the awareness on diversity, professional development workshops were conducted on minority staff recruitment, bi-lingual communication, ethnicity/multiculturalism, and learning communities.
- An electronic mentoring database was created to link minority nursing students with successful minority individuals in the field.
- During FY08, the Division of Community Colleges and Workforce Preparation was a member of the National Alliance for Partnerships in Equity (NAPE). This membership provided access to a wide-range of activities, projects and materials designed to promote equity in career and technical education.

Technical assistance for eligible recipients

State program consultants provided technical assistance to secondary districts and community colleges on program development; program assessment; federal reporting, how to utilize the data locally, career and technical student organizations; articulation of secondary programs and community college programs, including Tech-Prep programs; and strategic planning with community colleges program-area deans, (such as nursing and business program deans and Ag Alliance). These activities included CTE teachers and administrators.

Permissive uses of funds

Leadership funds were used in the following permissible activities identified in Perkins IV:

Improvement of career guidance and academic counseling programs....

Perkins funds were only used for the first activity for counselors as identified below. However, the Iowa Department of Education does employ a consultant who works specifically on activities for career guidance and academic counseling. Some of the activities that the state worked on that affects Perkins schools include:

- The DE in partnership with the Iowa College Student aid commission provided professional development for the State Designated Career Information System (Choices). The consultant utilized Perkins funding to provide training to counselors at the secondary and post-secondary level.
- A committee of professional school counselors developed an Iowa School Counseling Framework to assist counselors with implementing a comprehensive and accountable school counseling program that is considered “best practice” for the profession. Based on the ASCA model, professional development based on the “train the trainer” model is being planned for the AEAs and regions of Iowa. Both elementary and secondary counselors and educators will focus on the use of data to increase student achievement and improve connections between student academics and post-secondary success in the workplace.
- An outside focus group of stakeholders (Career Ad Hoc Framework Group) released a report with recommendations for possible changes to the CTE framework. The purpose of this group was to examine the current career framework, and to research and study the 16 Career Clusters, service areas, and career pathways, and make recommendations to the Iowa Department of Education. This report, along with other

research, is part of a process to examine current practice and to look at possibilities for a common career development framework for CTE.

- The DE in partnership with the Iowa School Counselor's Association held a Counselor Academy in West Des Moines to increase the school counselor's knowledge and skills with data to increase student achievement. Sessions focused on Perkins and school data, standards and benchmarks, partnership opportunities, and technology use of assessment and data collections.

Establishment of agreements, including articulation agreements between secondary and postsecondary career and technical education...

- The DE continued to provide leadership in the development of statewide articulation within several program areas including agriculture, family and consumer sciences, skilled and technical services, business, marketing, and biotechnology.
- Alignment of Project Lead the Way courses have been completed at the University of Iowa and at Iowa State University. The certification of Project Lead the Way programs allows students increased opportunity to receive credit at Iowa community colleges and regent universities.

Career and Technical student organizations

- The DE staff assisted business career and technical student organization advisors with professional development to enhance their chapter management skills.
- An annual advisor workshop was held for Business Professionals of America, Future Business Leaders of America, DECA, Delta Epsilon Chi and Phi Beta Lambda advisors.
- DE staff participated in the IT Olympics/Cyber Competition held for Iowa IT students across the state. DE staff also worked directly with the Technology Association of Iowa in their formation of Hyperstream which establishes IT clubs in Iowa high schools to further link them to the IT industry and other business Career and Technology Student Organizations such as BPA, FBLA/PBL and DECA/Delta.
- The DE staff assisted in the coordination and implementation of leadership conferences and workshops for the student organizations.

Support in family and consumer sciences programs

- The DE sponsored a workshop for new and experienced advisers for Family, Career and Community Leaders of America (FCCLA), discussing the integration of FCCLA into the family and consumer sciences (FCS) curriculum, Students Taking Action with Recognition (STAR) Events, the organizations competitive events and using FCCLA as an assessment tool.
- The DE provided Iowa Family and Consumer Sciences Educators for Progress instructors with technical update training.
- The DE, in partnership with Grand View College, provided professional development workshops for family and consumer sciences teachers discussing the integration of FCCLA throughout the FCS curriculum, strengthening beginning and advanced culinary skills in the FCS curriculum.
- The DE is in partnership with the American Association of Family and Consumer Sciences (AAFCS) in the creation of end of course or pathway credentialing and/or assessments. It is a two-year partnership from 2008-2009.

Providing activities to support entrepreneurship education and training

- The statewide Entrepreneurship Education Task force completed a final report, in which strategies and suggestions were presented. This report was also presented to the Directors of IDED and the Department of Education.
- A brochure was created to describe entrepreneurship education including the role of entrepreneurship in CTE and activities of the Joint Entrepreneurship Task Force.
- The DE staff provided entrepreneurship education workshops and resources to various schools and school counselors.

Developing or enhancing data systems to collect and analyze data on secondary and postsecondary...

The CTE web-based reporting system added checks and balances to improve data validity and reliability. The State developed a questionnaire for year-end reporting from secondary and postsecondary institutions. This questionnaire was used to collect information on strategies and the value placed on Required Use of Funds and Permissive Use of Funds items. The Project EASIER data collection system was modified prior to the FY '07 reimbursement cycle. It included

- Identification of courses in a program
- Students in a program – linked with the Fall BEDS Report
- Districts identified students as concentrators, completers and occupationally proficient
- Project EASIER Plus CTE student data linked with the Senior Placement and the ITEDs files
- The creation of a view only summary report reflecting the program data submitted by each district and community college

The State will continue to provide staff development opportunities on the use of the CTE web-based collection system for all Perkins grant recipients. A handbook for completing the data information was developed and made available as an on-line resource.

Part II: Progress in Developing and Implementing Technical Skill Assessments

For the 2007-2008 year, Technical Skill Assessment was not a required performance target. LEAs reported technical attainment based on data they had collected using the previous Perkins requirements. The State of Iowa DE consultants held two separate retreats to determine how to provide technical assistance to the LEAs on Technical Skill Assessments for the 2008-2009 year. Since Iowa is a local control state and the school has the decision on how they wish to address the requirement that each program must use an assessment instrument approved by a 3rd party, the technical assistance will concentrate on making sure the LEAs understand the three options available to them and provide them with an understanding of how their program will meet this requirement.

The three options available are: 1) State or national organization recognized (industry group); 2) Provider of a reliable and valid assessments; 3) Regional or local advisory committee approves valid and reliable instrument developed locally. Additionally, the programs of study will help to check the alignment with what is taught to the standards and benchmarks which should reflect industry standards.

Discussion around when the testing will occur is also a local decision and again will be viewed from an alignment perspective. Reporting on each schools procedure and process to the state will be part of a Program of Study Checklist/Rubric being developed by the state which will be turned in to the state on a yearly basis.

Part III: Implementation of State Program Improvement Plans

During the 2007-2008 year, the data was collected for three areas which included Reading, Math and the Graduation Rate. The data shows that Iowa met their target for all three areas and no improvement plan is needed.

Part IV: Implementation of Local Program Improvement Plans

Grant recipients will be provided a performance report that will include disaggregated data for each of the performance indicators. If a recipient's data indicates that a subgroup's performance is less than 90% of the recipient's negotiated target for a given indicator, the recipient will be required to identify a strategy that will be implemented to address this subgroup performance for the indicator in the recipient's next grant application or request for annual budget approval.

Part V: Tech Prep Grant Award Information

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

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

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

IOWA DEPARTMENT OF EDUCATION BUREAU OF COMMUNITY COLLEGES & CAREER AND TECHNICAL EDUCATION FY '09 PERKINS IV TECH PREP ALLOCATION

Educational Region	Initial Allocation	FY 2009 Allocation Based on # of School Districts	Allocation from Carryover	FY 2009 Allocation
Region 1	\$50,000	\$28,568	\$460	\$79,028
Region II	\$50,000	\$27,378	\$441	\$77,819
Region III	\$50,000	\$21,426	\$345	\$71,771
Region IV	\$50,000	\$15,474	\$249	\$65,723
Region V	\$50,000	\$36,900	\$595	\$87,495
Region VI	\$50,000	\$16,665	\$269	\$66,934
Region VII	\$50,000	\$26,187	\$422	\$76,609
Region IX	\$50,000	\$26,187	\$422	\$76,609
Region X	\$50,000	\$39,281	\$633	\$89,914
Region XI	\$50,000	\$64,277	\$1,037	\$115,314
Region XII	\$50,000	\$27,378	\$441	\$77,819
Region XIII	\$50,000	\$36,900	\$595	\$87,495
Region XIV	\$50,000	\$22,616	\$365	\$72,981
Region XV	\$50,000	\$27,378	\$441	\$77,819
Region XVI	\$50,000	\$15,474	\$249	\$65,723
Total	\$750,000	\$432,089	\$6,964	\$1,189,053

Part VI: Accountability Data

Table 1

Perkins IV Secondary Baseline, State Targets and Actual Levels – 2008

Sub-indicator Title	FY '08 Target (%)	FY '08 Actual Level (%)	FY '08 Actual vs. Target Performance Rating
1S1 – Academic Attainment Reading/Language Arts	74.20%	76.21%	E
1S2 – Academic Attainment Mathematics	74.20%	81.27%	E
4S1 – Student Graduation Rates	90.30%	92.72%	E

Legend: D – Did not meet, E – Exceeds, M – Met

Table 1 shows the “agreed” FY 08 secondary performance targets and the State actual levels for Academic Attainment (1S1) Reading/language Arts; Academic Attainment (1S2) Mathematics and for Student Graduation Rate (4S1). As shown in the Table, the State met and exceeded the agreed performance levels in 1S1 by 2.01 and in 1S2 by 7.07 percentage points. The State also met and exceeded the agreed secondary performance target of 90.3 percent by 2.42 points. In general, Iowa met and exceeded the performance levels required to be reported in FY08 and will continue to improve on all secondary performance levels in the future.

Table 2**The FY '08 Secondary Performance Levels Reported by Target, State Level and Special Populations Performance Levels Expressed as a Percentage**

	Target	State Level	ESEA/IDEA	ADA	Econ Disad	Nontrad Train	Single Parent	Disp Home	LEP	Tech Prep
1S1 – Academic Attainment Reading/Language Arts	74.20%	76.21%	28.82%	63.85%	62.05%	78.91%	61.69%	N/P	28.96%	74.77%
1S2 – Academic Attainment Mathematics	74.20%	81.27%	39.86%	76.97%	68.63%	82.36%	63.39%	N/P	47.40%	81.11%
4S1 – Student Graduation Rates	91.27%	92.72%	90.10%	95.73%	87.35%	93.37%	82.05%	N/P	86.06%	91.69%

The state disaggregated and analyzed the FY08 data to determine the performance levels of people with disability. Table 2 shows the secondary performance levels by the agreed target, the state FY08 performance level and the performance level for each measure and for each member of the special populations. The state met and exceeded the agreed performance levels in the three reported measures (1S1, 1S2, and 4S1). Table 2 also shows that Nontraditional and Tech prep categories met and exceeded the agreed targets in the three areas. The Nontraditional category, and Tech Prep concentrators met and exceeded the agreed target of 91.27 percent in student graduation rate (4S1) by 2.1% and 0.42% respectively.

The performance target of 74.20% for 1S1 and 1S2 was not met by ESEA/IDEA, ADA and by Economically Disadvantaged students. ADA students met and exceeded the target of 74.20% by 2.77% in Academic attainment for mathematics (1S2). The ADA students met and exceeded the target level of 91.27% by 4.46% for graduation rates (4S1). Both ESEA/IDEA and Economically Disadvantaged students did not meet the graduation target level of 91.27%. The ESEA/IDEA students missed the graduation target by 1.27% while Economically Disadvantaged students missed the target by 3.92%. Table 2 indicates that although the ESEA/IDEA, ADA and Economically Disadvantaged students did not meet some of the performance targets, the state provided the necessary instruction and training for their graduation with rates ranging from 87.35% to 95.75%.

The state will develop and implement a state-wide professional development plan that will address strategies that will impact the performance of the subgroup categories in which the state's performance was less than 90% of the state's negotiated target for the given indicator. Grant recipients will be provided a performance report that will include disaggregated data for each of the performance indicators. If a recipient's data indicates that a subgroup's performance is less than 90% of the recipient's negotiated target for a given indicator, the recipient will be required to identify a strategy that will be implemented to address this subgroup performance for the indicator in the recipient's next grant application or request for annual budget approval.

Table 3

FY '08 Secondary Performance Levels Reported by Gender Expressed in Percentages

Sub-indicator Title	Target	Males	Females
1S1 – Academic Attainment Reading/Language Arts	74.20%	74.82%	79.19%
1S2 – Academic Attainment Mathematics	74.20%	83.05%	78.77%
4S1 – Student Graduation Rates	91.27%	92.01%	93.72%

Table 3 shows the “agreed” FY 08 secondary performance targets and the State actual levels for Academic Attainment (1S1) Reading/language Arts; Academic Attainment (1S2) Mathematics and for Student Graduation Rate (4S1) by gender. As shown in the Table, both genders met and exceeded the agreed performance levels. Male students met and exceeded the performance levels in 1S1, 1S2, and 4S1 by 0.62%, 8.85% and 1.45% respectively. Female students met and exceeded the target level indicators by a greater margin of 4.99%, 4.57%, and 2.45% for 1S1, 1S2, and 4S1 respectively.

Table 4

FY '08 Secondary Performance Levels Reported by Target, State Level, and by the Ethnic Groupings Expressed in Percentages

	Target	State Level	Ind/ Alaskan	Asian	Black/ Af Am	Hisp	White	Unknown
1S1 – Academic Attainment Reading/Language Arts	74.20%	76.21%	71.38%	68.18%	52.21%	54.09%	78.00%	N/P
1S2 – Academic Attainment Mathematics	74.20%	81.27%	71.06%	76.77%	53.50%	59.04%	83.19%	N/P
4S1 – Student Graduation Rates	91.27%	92.70%	92.02%	87.41%	84.86%	83.90%	93.42%	N/P

Analysis of state data by ethnicity shows that all ethnic categories had disparate graduation rates. The white category met and exceeded the agreed performance target of 74.2 percent in both Academic attainment in Reading/Language Arts and in that of Mathematics by 3.8 and 8.99 percentage points respectively. This group also met and exceeded the target of 91.27% for student graduation by 2.15%. The Asian category met and exceeded the agreed performance target level of 74.2 percent in Academic attainment for mathematics (1S2) by 2.57 percentage points. Table 3 also showed that Indian/Alaskan natives missed the target performance level by less than 3.2 points. The FY09 data will reflect the data entry changes for Perkins IV for this category. The state will develop and implement a state-wide professional development plan that will address strategies that will impact the performance of the subgroup categories in which the state's performance was less than 90% of the state's negotiated target for the given indicator. Grant recipients will be provided a performance report that will include disaggregated data for each of the performance indicators. If a recipient's data indicates that a subgroup's performance is less than 90% of the recipient's negotiated target for a given indicator, the recipient will be required to identify a strategy that will be implemented to address this subgroup performance for the indicator in the recipient's next grant application or request for annual budget approval.

Table 5**Perkins IV Tech Prep Baseline, State Targets and Actual Levels – 2008**

Sub-indicator Title	FY '08 Target (%)	FY '08 Actual Level (%)	FY '08 Actual vs. Target Performance Rating
1S1 – Academic Attainment Reading/Language Arts	74.20%	74.77%	E
1S2 – Academic Attainment Mathematics	74.20%	81.11%	E
4S1 – Student Graduation Rates	90.30%	91.69%	E

Legend: D – Did not meet, E – Exceeds, M – Met

Table 5 shows the Tech Prep FY08 agreed target and the state performance levels for 1S1, 1S2, and 4S1 as well as the target performance ratings. As shown in the Table, the state met or exceeded the agreed target levels by 0.57, 6.91 and 0.42percentage points in 1S1, 1S2, and 4S1 respectively. The state will continue to improve on these measures with improved data validity and reliability.

Table 6

**The FY '08 Tech Prep Performance Levels Reported by Target, State Level and Special Populations
Performance Levels Expressed as a Percentage**

	Target	State Level	ESEA/IDEA	ADA	Econ Disad	Nontrad Train	Single Parent	Disp Home	LEP
1S1 – Academic Attainment Reading/Language Arts	74.20%	74.77%	27.82%	57.14%	60.10%	80.24%	62.73%	N/P	23.81%
1S2 – Academic Attainment Mathematics	74.20%	81.11%	42.36%	74.11%	68.26%	81.99%	61.82%	N/P	50.48%
4S1 – Student Graduation Rates	91.27%	91.69%	89.71%	93.04%	84.34%	93.38%	80.70%	N/P	83.49%

Table 6 shows the FY 08 tech prep performance levels disaggregated by the special population categories. As shown in the table, the state as a whole met and exceeded the performance levels of 1S1, 1S2 and 4S1. However, when data was disaggregated by persons with disabilities, the nontraditional group met and exceeded the performance targets. People with disabilities, economic disability, single parents and LEP missed the target levels by limited margins ranging from 1.56 points in 4S1 for disability to 10.57 for 4S1 for single parents.

The ADA students met and exceeded the performance target in student graduation rates (4S1) by 1.77%. However, ADA students did not meet the 74.20% performance target for Reading/Language Arts (1S1) and missed the target level by 0.09% in Academic Attainment for mathematics (1S2). The table also shows high graduation rates for ESEA/IDEA, ADA and Economically Disadvantaged students scoring 89.75%, 93.04% and 84.34% respectively.

The state will develop and implement a state-wide professional development plan that will address strategies that will impact the performance of the subgroup categories in which the state's performance was less than 90% of the state's negotiated target for the given indicator. Grant recipients will be provided a performance report that will include disaggregated data for each of the performance indicators. If a recipient's data indicates that a subgroup's performance is less than 90% of the recipient's negotiated target for a given indicator, the recipient will be required to identify a strategy that will be implemented to address this subgroup performance for the indicator in the recipient's next grant application or request for annual budget approval.

Table 7

The FY '08 Tech Prep Performance Levels Reported by Target, State Level and Gender Performance Levels Expressed as a Percentage

Sub-indicator Title	Target	Males	Females
1S1 – Academic Attainment Reading/Language Arts	74.20%	72.62%	78.87%
1S2 – Academic Attainment Mathematics	74.20%	82.20%	79.04%
4S1 – Student Graduation Rates	91.27%	90.75%	93.49%

Table 7 shows the “agreed” FY 08 Tech Prep secondary performance targets and the State actual levels for Academic Attainment (1S1) Reading/language Arts; Academic Attainment (1S2) Mathematics and for Student Graduation Rate (4S1) by gender.

As shown in the table, female students met and exceeded the agreed performance levels for all areas. Male students met and exceeded the target of 74.20% in Academic Attainment for Mathematics (1S2) but missed the Academic Attainment Reading/Language Arts target of 74.20% by 1.58% and the Graduate Rate of 91.27% by 0.52%. Female students exceeded the targets by 4.67%, 4.84% and 2.22% for 1S1, 1S2, and 4S1 respectively.

Table 8

FY '08 Tech Prep Performance Levels Reported by Target, State Level, and by the Ethnic Groupings Expressed in Percentages

	Target	State Level	Ind/Alaskan	Asian	Black/ Af Am	Hisp	White	Unknown
1S1 – Academic Attainment Reading/Language Arts	74.20%	74.77%	70.48%	65.52%	53.29%	55.76%	76.21%	N/P
1S2 – Academic Attainment Mathematics	74.20%	81.11%	74.29%	71.26%	51.50%	60.30%	82.83%	N/P
4S1 – Student Graduation Rates	91.27%	91.69%	92.17%	89.66%	85.14%	82.58%	92.26%	N/P

Table 8 shows the Tech Prep performance levels reported by target, the grand total and by ethnic groupings reported in percentages. As shown under the State Level of the Table, the state met and exceeded all the performance levels for the required reporting measures for FY08. When Tech Prep data was disaggregated by race/ethnicity, only the white race/ethnic group met all the three performance targets for FY08. The Indian/Alaskan group met and exceeded the target levels in Academic Attainment (Mathematics), and Student Graduation (4S1). The state will develop and implement a state-wide professional development plan that will address strategies that will impact the performance of the subgroup categories in which the state's performance was less than 90% of the state's negotiated target for the given indicator. Grant recipients will be provided a performance report that will include disaggregated data for each of the performance indicators. If a recipient's data indicates that a subgroup's performance is less than 90% of the recipient's negotiated target for a given indicator, the recipient will be required to identify a strategy that will be implemented to address this subgroup performance for the indicator in the recipient's next grant application or request for annual budget approval.