

**The Carl D. Perkins
Career and Technical Education Improvement Act of 2006
Public Law 109-270 (Perkins IV)**

IOWA PERKINS IV **SIX-YEAR STATE PLAN
(Revised: March 22, 2013)**

State Name: IOWA

Eligible Agency Submitting Plan on Behalf of State:

Iowa State Board of Education

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Signature: /s/ to be inserted following State Board approval April 3

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Type of State Plan Submission (check one):

6-Year Full Plan – FY 2007 – FY 2013

1-Year Transition Plan – FY 2007-2008

Special Features of State Plan Submission (check all that apply):

Unified - Secondary and Postsecondary

Unified - Postsecondary Only

Title I only (*All Title II funds have been consolidated under Title I beginning FY11*)

Title I and Title II

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PART A: STATE PLAN NARRATIVE

The Iowa State Board of Education is the eligible agency that administers the use of Carl D. Perkins IV Career and Technical Act of 2006 grant funds. The State Board is appointed by the State's governor and has governance responsibilities for PK-12 local education agencies and community colleges. Career and technical education (CTE) is offered at both instructional levels in comprehensive settings. The State Board has assigned the responsibility for planning and administering the State's Perkins grant funds to the Iowa Department of Education (IDE), more specifically, the Bureau of Adult, Career, and Community College Education within the Division of Community Colleges. The administrator for the Division of Community Colleges serves as the lead administrator responsible for the development and implementation of the plan and its administration.

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

I.A. Statutory Requirements

I.A.1

Requirement:

The IDE must conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. [Sec. 122(a)(3)]

Response:

In response to the reauthorization of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, the Iowa State Board of Education was required to approve a new state plan following a federally-mandated process to address four significant changes that would impact state and local recipients of Perkins funds: Career and Technical Education (CTE) Programs of Study, Accountability, Tech Prep, and Competitiveness. The Iowa State Board of Education met on Wednesday, February 6, 2008, and approved the draft state plan for release for notice of public hearing. The draft plan was made accessible at the following website: <http://www.iowaperkinsstateplan.org>. Notice of the public hearing was e-mailed to stakeholders and constituent groups across the State.

The public hearing was held on Thursday, February 28, 2008, 7:00 – 9:00 p.m. Fifteen Iowa Communication Network (ICN) sites were provided and staffed by DE Consultants in regions around the State with the Presentation by the DE originating out of Des Moines. In addition to taking verbal comments, written comments were accepted. Comments and concerns from the Public Hearing were addressed by the DE in the presentation of the final plan to the State Board of Education.

I.A.2

Requirement:

Include a summary of the above recommendations and the eligible agency's response to such recommendations in the State plan. [Sec. 122(a)(3)]

Response:

Public Hearings

As required by law, the State of Iowa held a public hearing to obtain comments on the Iowa State Plan for Implementation of the Carl D. Perkins Career and Technical Act of 2006 on February 28, 2008. The two hour hearing was held over the Iowa Communications Network (ICN), an interactive audio-visual system available across the State of Iowa. Staff of the Iowa Department of Education, with local assistance, facilitated meetings in the fifteen education regions of the State at 16 sites. More than 30 individuals attended the hearing. Three individuals gave testimony and eight had submitted written comments in advance of the hearing.

Appropriate notice of the hearing, including date, time, and locations of the hearing sites, were provided to the public through e-mailed correspondence.

The purpose of the hearing was to gain input from the public and interested organizations and groups regarding the Perkins Plan. A draft copy of the plan was made available on the Department's Web Page. E-mail was utilized to forward a draft of the plan to individuals who requested the information prior to the hearing. Draft copies of the plan were also made available at each of the 16 public hearing sites.

Public Hearing Recommendations and State Responses

Summaries of the comments from the public hearing and the written correspondence regarding the State Plan are included in Appendix M. Following are the key concerns and the State's response to those concerns. Written correspondence was received from eight individuals. Correspondents included agencies, teachers, and secondary and postsecondary administrators.

Administration (Allocation of Funds)

Concern: The formula for determining how the funds are divided between secondary and post-secondary institutions should take into consideration two additional factors: the number of students who enroll in CTE programs; research that shows students who take CTE in secondary programs are more likely to enroll in CTE programs at the post-secondary level.

Response: The committee was committed to a determination of the split that is data-driven. The committee recommended using the same formula as developed and utilized in the determination of the split in the Perkins III plan. It has long been recognized that comparison of secondary and postsecondary headcount enrollments is not a fair measure due to the nature of the program structures at each sector; three sequential units in secondary and up to 86 college credit hours in post-secondary.

Concern: By giving more of the "split" to the postsecondary institutions, high school CTE programs will have even less monies from one of the few funding options which the schools have.

Response: There are three factors influencing the allocations to secondary schools: 1) the steady decline in the federal allocation of Perkins funds to Iowa; 2) the shift in the split between secondary and postsecondary due to the trends in programming, enrollments, and expenditures; and 3) the federal method for determining allocations to local education agencies.

Concern: With the focus on math, reading and expanded “rigorous” courses, the message appears to be that CTE is pretty far down the list of instructional priorities.

Response: A critical component of career and technical programs is the integration of math and reading in rigorous CTE courses. This emphasis is complementary to the improvement of career and technical students’ learning in both the academic and technical areas.

Concern: Consider the option to write a one-year plan or a five-year plan for the grant application.

Response: The basic grant application will allow recipients to submit either a one or a five-year application. The tech prep grant application will also allow recipients to submit either a one or five-year application. Within the tech prep five year application, recipients will submit a five-year plan for implementation of programs. ***NOTE: As part of Iowa’s consolidation of Title II funds beginning in FY11, eligible recipient will no longer be required to submit a separate Tech Prep application.***

Concern: How was the allocation split between secondary and postsecondary determined?

Response: The split determination was a data-driven decision based on the formula utilized for Perkins III. Though other options were explored, the decision was made to continue use of the formula. The formula for the funds received through Perkins IV was based on input from a taskforce composed of administrators of secondary school districts and community colleges. Three factors were utilized to determine the distribution of funds received through Section 112 (1)(a) to the two sectors. The factors gave consideration to 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 Career and Technical Education Assistance to the States. These factors were selected because together they provided a means to give full consideration to the comprehensive nature of career and technical educational programs and the needed investment of additional resources in both sectors to enable the achievement of the state's vision for its Career and Technical Education system.

The distribution of funds between the two sectors was based on the following formula using State Fiscal Year 2006 data:

- One-third (1/3) of the funds to be distributed based upon the proportional share of the total contact hours generated by the career and technical education programs in each sector.
- One-third (1/3) of the funds to be distributed based upon the proportional share of the total operation costs incurred by each sector to conduct career and technical education programs.
- One-third (1/3) of the funds to be 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 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, 50.6 percent of the funds received in Section 112(1)(a) has been distributed to the secondary sector and 49.4 percent of the funds has been distributed to the postsecondary sector.

Concern: The proposal to allocate 50.6% of Perkins to postsecondary and 49.4% to secondary calculates to about a 6% decrease for the high schools. There are already insufficient funds in the secondary programs to prepare CTE students adequately. Students will not be prepared to enter the CTE program s waiting for them at the college level.

Response: The formula for the split factored where contracts are written and dollars are spent for career and technical education. The change in the split indicates postsecondary institutions providing more career and technical education than secondary institutions. Additionally, each community college will designate up to 5.4% of its annual allocation to linked secondary-postsecondary CTE programs.

Concern: Tech Prep Coordinators would like to be part of the conversation in deciding the use of the State Perkins Reserve Funds.

Response: Input will be sought from the Tech Prep Coordinators in order that they may provide advice regarding the use of the State Perkins Reserve Funds. **NOTE: Due to consolidation of Title II funds, this will no longer applicable.**

Accountability

Concern: Community colleges may be asked to develop assessments for high schools and minimally shall approve the assessments to be utilized by the high school for which they have articulated programs. This will be a heavy burden for the community colleges.

Response: Based on the input received through the public hearing, we modified the measurement approach for Secondary Technical Skill Attainment (2S1) so that secondary recipients will only have to gain approval of the technical skills to be assessed, the instrument utilized to assess those skills, and proficiently level to be attained for secondary career and technical education programs when they are linked with a post-secondary program through a “program of study.” This issue will be one of the items addressed when the secondary and post-secondary jointly develop “programs of study” per the requirements of Perkins Act. This approach will reduce the burden for community colleges in that they will be able to address the issue while they are developing “programs of study” with their secondary partners and limit the requirement to only those programs where they have jointly developed a “program of study.”

Concern: In addition to the ITED (Iowa Tests of Educational Development) evaluation, support the use of Work Keys in reading and math for the workplace or the COMPASS (course level placement test) exam being used by the community colleges.

Response: The guidance provided by the U.S. Department of Education’s Office of Vocational and Adult Education requires the states to utilize the state assessment approach that it utilizes to address the requirements of Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act. Iowa elected to utilize the Iowa Test of Educational Development assessment instruments to evaluate high school students’ proficiency in the areas of math and reading, thus it is required to utilize these same assessment instruments to evaluate career and technical education concentrators’ attainment in math and reading.

Concern: 1p1 How are “technical skills” and “employability skills” defined? How can the baseline year be FY07 if we have not disaggregated these two types of “Skills” for analysis and reporting purposes prior to this point in time?

Response: Each recipient is required to assess its students’ attainment of challenging career and technical skill proficiencies that are aligned with industry-recognized standards, if available and appropriate. The skills to be assessed, the technical assessment instrument to be utilized to assess those skills, and the proficiently level to be attained must be approved by a third party. The third party may be a nationally or state recognized industry organization, a provider of reliable and valid third party assessment instruments, or a regional or local advisory committee for the career and technical education program. The skills to be assessed should include both technical and general employability skills. Recipients will not be required to disaggregate the data between the two types of skills.

Concern: Define “certificate” more precisely. How many “credits” will a certificate need to contain to qualify as an “industry recognized credential?”

Response: Per Chapter 281-21.2(10) of Iowa Administrative Code a certificate may issued by a community college to certify that a student has satisfactorily completed a course of instruction other than what is required to complete a program of study that leads to a diploma, an associate degree in general studies, an associate degree in applied arts or applied sciences, or an associate degree in arts or sciences. Community college credit certificate programs may be a part of a “ladder” CTE diploma or degree program that is approved by the Director, or a standalone credit certificate program approved by the Director. The requirements to qualify for an “industry-recognized credential” are established by the “industry-based” organization offering the credential.

Concern: 2P1 Retention vs. Transfer. Please define. 5P1, 5P2 Nontraditional participation and completion. Small programs have a difficult time meeting performance indicators due to the small number of nontraditional students available. 6P1, 6P2. Same concern as in 5P1 & 5P2.

Response: The performance level targets are negotiated by the eligible recipient at the recipient level rather than individual program level. Thus performance data is collected from each career and technical education program offered by the recipient or all members of a consortium, then aggregated to determine the performance level of the recipient or consortium for each of performance indicators.

Program Development

Concern: If a small district only has 3 programs – then in effect 100% of its programs must meet the linked programs criteria to meet the 75% benchmark. We’re not all Des Moines and Cedar Rapids and Davenport sized districts out here.

Response: Per Chapter 256.11(h) of the Iowa Code, an accredited high school in the State of Iowa must offer and teach a minimum of four career and technical education programs. Therefore, Iowa’s smallest schools would be required to have three of their four programs within programs of study.

Concern: Instead of establishing **local education agency (LEA)** advisory councils, encourage the LEA to be involved with the community college advisory councils.

Response: Programs of study require representation from both the high school CTE program and the community college CTE program. Regional CTE program advisory committees have been developed and, where appropriate, are fostered.

Special Populations

No specific concerns expressed at public hearing and no written communications received for this area.

Leadership

Concern: Professional Development. Have the postsecondary institutions use the same professional development model (Iowa Professional Development Model) as the secondary schools utilize.

Response: The issue was addressed by adding that the professional development model utilized by the postsecondary institutions would need to be research based.

Concern: Provide technical assistance for the third party assessment. The field needs a process and guidance for the Advisory Groups to follow in approving the third party assessments.

Response: The IDE consultants will provide technical assistance as the field explores the third party assessments to be utilized.

I.A.3

Requirement:

The IDE must develop the State plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. The IDE also must consult the Governor of the Iowa with respect to development of the State plan. [Sec. 122(b)(1)(A)-(B)]

Response:

Iowa Carl D. Perkins Five-Year State Plan Development Process

The Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education developed and utilized a process for gathering input from the field as it created the FY 2009-2013 State Plan for the Administration of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). This process involved a Stakeholders' Group consisting of representatives of the numerous entities with a stake in career and technical education in Iowa (i.e. parents and students; institutions of higher education; the State tech prep coordinators and representatives of tech prep consortia; entities participating in activities described in section 111 of Public Law 105-220; interested community members; representatives of special populations; representatives of business and industry; and representatives of labor organizations in the State). **NOTE: *Beginning with FY11, the State Tech Prep Coordinators and representatives of tech prep consortia was disbanded and no longer assumed this responsibility.*** The Stakeholders' Group made recommendations regarding the State Plan to the Iowa Department of Education. Five work teams were established to make recommendations to the Stakeholders' Group regarding specific sections of the State Plan including: Program Administration, Accountability and Assessment, Program Development and Improvement, Special Populations/Non-traditional Prep, and Statewide Leadership. These work teams completed their work and the Department presented an initial draft to the Stakeholders' Group on January 11, 2008. The Department then presented the preliminary state plan recommendations to the State Board of Education on February 6, followed by a public hearing on February 28, 2008. The final Stakeholder's meeting was held on Friday, March 13, 2008. The Five-Year State Plan was shared the Governor's Office for

comment (see Appendix). The State Board of Education reviewed the finalized plan recommended by the Department on April 3-4, 2008.

I.A.4

Requirement:

The IDE must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State plan. [Sec. 122(b)(2)]

Response:

In addition to the Statewide Stakeholders group, five subgroups with the following responsibilities were involved and contained a cross-section of membership from the required groups from across the State. The work teams had three full day meetings and a final meeting with the Statewide Stakeholders group to present their recommendations.

Program Accountability & Evaluation

This work team developed recommendations to be presented to the Stakeholders Planning Committee addressing issues related to implementation of accountability and evaluations per the requirements of the Carl D. Perkins Career and Technical Education Act of 2006. Issues included the development of performance measurement definitions and approaches for the core indicators, establishment of a state adjusted level of performance for each core indicator, developed process for reaching agreement with local recipients on local adjusted levels of performance and the development of a process for reporting data relating to the performance of students who participate in career and technical education programs.

Administration

This work team developed recommendations to be presented to the Stakeholders Planning Committee addressing administrative issues related to the implementation of the Carl D. Perkins Career and Technical Education Act in the State of Iowa. Issues included distribution of funds between eligible recipients, alternative funding formulas, formation of consortiums, application process, criteria for approval of eligible recipients, monitoring, coordination with related workforce development initiatives including support of one-stop career delivery system, set-aside for tech prep programs and special initiatives via reserve fund, and procedures for planning for program improvement and sanctions. **NOTE: As of FY11 the State no longer provides a set-aside for tech prep programs.**

Program Development and Improvement

This work team developed recommendations for the Stakeholders Planning Committee addressing issues related to development of programs of study and the improvement of career and technical education programs. Issues included the defining of the components of career and technical education programs of study including the development and implementation of articulation agreements between secondary and post-secondary institutions, the availability of information about programs of study provided by local recipients, the improvement of the transition from post-secondary career and technical education programs into baccalaureate degree programs, and tech prep program implementation and improvement issues. **NOTE: This statement is not applicable beginning with FY 12 due to consolidation of Title I and II funds.**

Special Populations/Nontraditional

This work team developed recommendations presented to the Stakeholders Planning Committee addressing issues related to the recruitment and retention of students who are members of special populations and/or of an underrepresented gender in a career field into career and technical education programs that prepare individuals for further education and for high-skill, high-wage, or high-demand occupations. Issues included the development of strategies for students enrolled in alternative education programs and special populations so that they are provided equal access to career and technical education programs, and are provided with supportive supplemental services to enable their success in those programs. The team was also required to determine how funds received through the grant would be utilized to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. The team also had to determine how to serve students in correctional and other state institutions.

Statewide Leadership

This work team developed recommendations presented to the Stakeholders Planning Committee addressing issues related to provision of technical assistance to local grant recipients, the professional development, and teacher recruitment and preparation activities for career and technical education teachers, faculty, administrators, and career guidance counselors. Issues included the promotion of the integration of coherent and rigorous academic content standards and career and technical education curricula, increase the knowledge and skills needed to work with and improve instruction for members of special populations, the increasing the understanding of the application of academic knowledge and industry-based skill standards, and the increased use of applied learning that contributes to students academic and technical knowledge and skill attainment.

I.A.5

Requirement:

The IDE must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State agency must file its objections with the IDE. The IDE must respond to any objections it receives in the State plan that it submits to the Secretary. [Sec. 122(e)(3)]

Response:

The IDE is the sole agency with responsibility for adult vocational and technical education, postsecondary vocational and technical education, tech prep education, and secondary vocational and technical education. It is also the sole agency with responsibility for supervision of community colleges.

II. PROGRAM ADMINISTRATION

II.A. Statutory Requirements

II.A.1

Requirement:

The IDE must prepare and submit to the United States Secretary of Education a Perkins IV State plan for a 6-year period; or it may prepare and submit a transition plan for the first year of operation of programs under the Act. [Sec. 122(a)(1)]

Response:

The IDE submitted its Perkins IV One-Year Transition State Plan to the United States Secretary of Education in May 2007. The IDE will submit the Perkins IV Five-Year State Plan by the date required.

II.A.2.a

Requirement:

The IDE must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

- (a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—
 - i. Incorporate secondary education and postsecondary education elements;
 - ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
 - iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
 - iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;

Response:

The Iowa State Plan for Career and Technical Education is designed to assist local recipients of Perkins funds to implement activities that support and result in meeting or exceeding the State of Iowa adjusted levels of performance. The plan is also designed to allow local career and technical education programs at the secondary and postsecondary levels to respond to locally identified needs to improve respective programs.

Programs of study in Iowa must be consistent with requirements contained in Iowa Code and Iowa Administrative Code (i.e., rules), including the following:

- Iowa Code 256.11 (Educational Standards); 258 (Vocational Education); 260C (Community Colleges); and 261E (Senior Year Plus Program)
- Iowa Administrative Code 281 Chapter 12 (General Education Standards); Chapter 21 (Community Colleges); Chapter 22 (Senior Year Plus); Chapter 24 (Community College Accreditation); Chapter 46 (Vocational Education Programs); and Chapter 47 (Career Academies).
 - Career and technical programs of study will consist of coherent and rigorous curriculum that:
 - Includes academic and technical content,
 - Is a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education, and
 - Adequately prepares students to succeed in postsecondary education leading to an industry recognized certificate or credential, including the Bureau of Apprenticeship and Training, credit certificate, diploma, Associate of Applied Science (AAS) or Associate of Science (AS) with a career option in a specific career field.
- All secondary students in Iowa must meet, at a minimum, the high school graduation requirements stipulated in Iowa Code 256.7(26).
- The secondary career and technical education programs of study may include joint enrollment opportunities for postsecondary credit, including concurrent enrollment. As part of the needs assessment process, local school districts and community colleges shall evaluate opportunities for joint enrollment.
- Career and technical education programs of study must include a sequence of at least three units of CTE coursework offered at the secondary level and aligned with postsecondary education leading to an industry-recognized certificate or credential, including the Office of Apprenticeship, credit certificate, diploma, Associate of Applied Science (AAS) or Associate of Science (AS) with a career option in a specific career field.
- The career and technical education programs of study at the secondary level will include competency based, applied learning that contributes to academic knowledge, higher-order thinking skills, reasoning and problem-solving skills, work attitudes, general employability skills, leadership, and knowledge of all aspects of the industry, including entrepreneurship.
- Career and technical education programs must have an advisory council/committee, including membership required per Iowa Code 258.9. Local advisory councils may be organized according to program area, school, community, or region.
- Career and technical programs will be evaluated through an annual review of the Perkins performance requirements for academic and technical attainment, placement and retention data, degree attainment data, and nontraditional career data for secondary and postsecondary programs. In addition, Iowa Code 258.4(7) requires a more in-depth review of 20 percent of all CTE programs annually.

II.A.2.b

Requirement:

The IDE must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

- (b) How the IDE, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;

Response:

The IDE, in consultation with community college chief academic officers, Area Education Agencies, community college career and technical directors, local school administrators, Iowa Association for Supervision and Curriculum Development, and the Tech Prep network will facilitate the planning and development of model templates that outline required elements for programs of study and provide technical assistance and monitoring of programs of study. The planning and development of programs of study will be responsibility of the eligible recipient. Stakeholders shall explore ways to foster growth and innovation in the development of programs of study. The development and design of programs of study will utilize either the current Iowa Tech Prep model or Career Academy model that integrates career, technical and academic requirements with federal requirements. **NOTE: *Beginning with FY11, the work of the Tech Prep network was assimilated into the Title I plan.***

Stakeholder groups assessed the current career and technical education structure in Iowa. In addition, an external, third party assessment has developed recommendations for consideration. The goal of both processes is to align service areas, career clusters, and career pathways within a new framework for career and technical education.

Career and technical programs of study adopted by local educational agencies should offer coursework for career and technical content areas that—

- Incorporate secondary education and postsecondary education elements;
- Include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to assist in preparing students to succeed in postsecondary education;
- May include the opportunity for secondary education students to earn postsecondary education credit through joint enrollment, such as participation in concurrent enrollment programs; and
- Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Career and technical programs of study will also:

- Integrate general studies (academics) within their scope and sequence;
- Expand use of Career Clusters™;
- Consider emerging technologies;

- Utilize common statewide criteria, which will address the standard elements required for a program of study; and
- Utilize written agreements between educational entities, which will define curriculum, operational policies and procedures, and credit provisions. All secondary and postsecondary courses, both core academic and technical, will include outcomes or competencies (technical skills).

During the transition year, eligible recipients developed or implemented a minimum of one program of study. Eligible recipients will continue to develop and implement programs of study within their respective districts to benefit students and stakeholders, with a goal of having a minimum of 75% of their CTE programs aligned with the Iowa program of study criteria. Eligible recipients will describe their plans to meet this goal within the initial application for funding. Eligible recipients will demonstrate incremental progress toward this goal throughout the implementation of the Carl D. Perkins Act of 2006.

The IDE will develop the process for program of study monitoring. This process will include guidance which outlines the criteria for a program of study and the method the IDE will utilize to monitor recipients' progress toward the goal of having a minimum of 75% of secondary CTE programs aligned with a program of study. Eligible recipients shall provide relevant information regarding programs of study through the state data collection system, PlusCTE, and/or through the Title I monitoring process.

II.A.2.c

Requirement:

The IDE must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

- (c) How the IDE will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;

Response:

Throughout implementation of the Carl D. Perkins Acts of 1990 and 1998, Iowa placed significant emphasis on the linkage and articulation between secondary and postsecondary education. State legislation regarding vocational (career and technical) education passed in 1989 required articulation for CTE programs. State staff continues to assist with the establishment of articulation agreements between secondary and post-secondary programs and coordinate the development of statewide articulation agreements. During statewide secondary school improvement visits and community college accreditation visits, IDE staff has responsibility for reviewing documentation to ensure that requisite articulation agreements are established for each program.

Tech Prep consortia in Iowa had a major role in promoting and implementing linkages and articulation between secondary and postsecondary levels. The state's 15 community colleges continue to deliver college level curricula to secondary career and technical students through jointly administered programs. *NOTE: Although the role of Tech Prep consortia changed due to consolidation of Title I and II funds, joint enrollment opportunities continue to be explored, developed, and implemented.*

State legislation also provides incentives to students, parents, and secondary schools for providing postsecondary enrollment opportunities to secondary students through legislative initiatives such as **Senior Year Plus (SYP)**.

Iowa will continue to require that eligible recipients develop and implement articulation agreements between secondary and postsecondary educational entities through multiple activities. These include professional development, in-service training, CTE programs of study, policy reviews, process improvement, and expansion of articulation avenues.

- i. In order to implement the new federal legislation effectively and to provide necessary technical assistance to Iowa's schools and colleges, additional professional development activities that address articulation between secondary and postsecondary levels will be designed and conducted for state staff.

Professional development will be designed to provide assistance for teachers, curriculum directors, counselors, and administrators in developing and strengthening linkages through articulation agreements and concurrent enrollment opportunities between secondary and postsecondary education; and continuing to align and articulate curricula between secondary and postsecondary levels, as well as postsecondary to postsecondary institutions to assist students in successful transition.

- ii. Efforts to improve and strengthen the transition from secondary to postsecondary education will include:

- Increased communication between all levels to ensure clear definitions and expectations about quality;
- Use of potential assessments; and
- Understanding of college policies and procedures.

- iii. Program **alignment** between secondary and postsecondary education is required within career and technical programs of study. Common competencies or outcomes (technical skills) between secondary and postsecondary CTE programs will be agreed upon jointly. The development of statewide curriculum planning and course articulation **agreements will build** upon existing models. For example, Iowa has developed statewide models in early childhood education **and** business courses.

- iv. The IDE **will continue** requiring articulation from secondary to two-year programs and **supporting efforts to increase opportunities for** transition from two-year AAS and AS degree programs to baccalaureate degree programs.

- v. State staff **will** engage stakeholders to identify methods to improve the preparation of students for college-**level courses**. Iowa requires that 8th grade students complete a graduation plan, the Student Core Curriculum Plan (SCCP). The 8th grade plans are developed for middle school students and outline high school course selection plans through graduation. Student Core Curriculum Plans

support the program of study concept. Such plans provide an educational map for students to initially focus on their future and to continue their formal education beyond high school. Potential high school – community college articulated courses, as well as joint enrollment courses, will be emphasized. Career and technical and academic faculty will collaborate in discussing requisite preparation for college-level courses.

In cooperation with the statewide Liaison Advisory Committee for Transfer Students (LACTS), statewide articulation agreements between community colleges and the Regents universities (Iowa State University, University of Iowa, and University of Northern Iowa) have been implemented.

II.A.2.d

Requirement:

The IDE must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

- (d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;

Response:

Information about programs of study at the secondary level will be disseminated using diverse methods, resources, and media. IDE career and technical education consultants provide technical assistance to eligible recipients concerning technical knowledge and skills, as well as infused academic and career skills and knowledge. Professional development opportunities are conducted periodically to provide information on effective practices for integrated career and technical education programs.

Examples of resources include IHaveAPlanIowa™ (Iowa’s designated career/educational information system), electronic bulletins and updates, student course handbooks, secondary school curriculum guides, community college handbooks, and publications such as Iowa’s Community College Program Guide and the Iowa Career Resource Guide.

Iowa legislation requires that all 8th grade students complete an educational plan identified as the Student Core Curriculum Plan (SCCP) for high school graduation with parental involvement and approval. This plan outlines high school course selection.

School counselors and teachers facilitate career development education in grades 7-12 through information about Career Clusters™, workplace skills, occupations, postsecondary opportunities, and educational opportunities with programs of study. Many community colleges host career planning and career experience days for secondary students and teachers to support this effort. Secondary school staff members are encouraged to utilize electronic and print resources to inform students about the opportunities available as students plan their coursework in high school and postsecondary college or training.

Section 118:

The IDE Division of Community Colleges is designated as the entity to meet compliance with Section 118 – Occupational and Employment Information. The IDE, in collaboration with guidance counselors, teachers, administrators, community college staff, and other stakeholders, developed

specifications for a statewide Career Information Delivery System (CIDS). Based upon their recommendations, the IDE has currently designated IHaveAPlanIowa™ as the Iowa statewide CIDS. The IDE shall continue to designate the statewide CIDS. IHaveAPlanIowa™ meets the following requirements for Section 118:

- Assisting students in identifying high-skill, high-wage, high-demand occupations or emerging professions.
- Assisting students to have access to regional occupational information for preparation for careers that exist in their area and provide a family-sustaining wage.
- Promoting a vast array of career options for all students, including nontraditional career areas.
- Encouraging students to take higher-level academics for preparation of a career goal.
- Preparing students for a successful post-secondary transition.
- Facilitating parental involvement.

The IDE will encourage **use of** the state-designated career information delivery system products for middle and high school students, youth correctional facilities, community colleges and public/private postsecondary institutions, and the Iowa Workforce Development Centers.

Career information resources are a critical component for the professional development of counselors, administrators, and career and technical instructors. These resources are used to facilitate and support quality guidance and academic counseling through school counselors, CTE instructors, transition coordinators, advisor/advisee programs, and academic core teachers at the secondary and postsecondary levels. Such references provide career development tools for curriculum and instructional strategies. Potential activities that can assist with valid information dissemination and decision-making include:

- Developing of a common marketing process.
- Utilizing local parent associations to share career information or distribute references.
- Offering career planning seminars for parent and student stakeholders.
- Collaborating with business and industry and local workforce development centers to discuss regional career opportunities.
- Using of public access media channels.
- Developing of an interactive website.
- Increasing technical capacity for the IDE.

Initial plans submitted by eligible secondary **recipients described** how career guidance and academic counseling will be provided to career and technical students. Information about how students can transition to postsecondary education **was** delineated.

II.A.2.e

Requirement:

The IDE must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

- (e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by the IDE, to develop, improve, and expand access to appropriate technology in career and technical education programs;

Response:

Technology in career and technical programs is incorporated into the delivery of program content. Such technology includes relevant equipment as well as information technology. The IDE will develop technical assistance designed to expand the use of technology in program delivery and professional development. Distance learning systems such as on-line delivery and the Iowa Communications Network, used for professional development and **joint** enrollment coursework, increase access for students and staff. Industry-related technology will be encouraged in skill certification for career and technical programs.

When applicable, joint professional development for secondary and postsecondary instructors will be delivered. Local recipients will be encouraged to partner with business and industry to facilitate increased access to appropriate technology in career and technical education programs. Local CTE advisory committees **also** assist recipients with the evaluation and selection of appropriate technology.

Use of technology for professional development will be promoted. Professional development will be designed to include sharing of technology and effective practices.

II.A.2.f

Requirement:

The IDE must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

- (f) The criteria that the IDE will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—
 - i. Promote continuous improvement in academic achievement;
 - ii. Promote continuous improvement of technical skill attainment; and
 - iii. Identify and address current or emerging occupational opportunities;

Response:

The **initial** local application included **items** requiring that eligible recipients describe how they are addressing (1) Promoting continuous improvement in academic achievement, (2) Promoting continuous improvement of technical skill attainment, and (3) Identifying and addressing current or emerging occupational opportunities, in addition to other requirements as specified by the Act. DE staff will **utilized** a criterion-based rubric (see Appendix A) to guide the review process of applications submitted by eligible recipient to determine compliance with the required criteria.

The current Perkins IV Plan was developed with the intention to align, as closely as possible, with the state's accountability provisions under Chapter 12 **of Iowa** Administrative Code (281—IAC 12). Additionally, the accountability provisions of the No Child Left Behind Act of 2001 support the development of an “action plan” for agencies to implement in order to ameliorate deficiencies. **Iowa's Perkins IV Plan** requires **eligible recipients** that do not meet **their** targets to develop an “approvable” plan. Upon approval by the Iowa DE, Perkins funds will be released to the **recipient**.

The evaluation and accountability of Perkins IV is described below:

2008-2009 school year: Spring 2009 is the end of data collection for the 2008-2009 school year. In January of 2009, data reports from the 2007-2008 school year will become available. By June 2009, agencies will need to develop plans to address deficiencies from the transition plan for 2007-2008.

2009-2010 school year: Spring 2010 is the end of data collection for the 2009-2010 school year. In January of 2010, data reports from the 2008-2009 school year will become available. The 2009-2010 school year is the first year of implementation monitoring for the plan revisions conducted during the Summer of 2009. Based on data, the plan developed in 2009 should be re-examined to address deficiencies. This plan should include capacity building and professional development for staff, recruitment of staff, and program modifications.

2010-2011 school year: Spring 2011 is the end of data collection for the 2010-2011 school year. In January of 2011, data reports from the 2009-2010 school year will become available. The 2011 school year is the first year of implementation monitoring for the plan revisions conducted during the Summer of 2010. The revised plan based on 2009-2009 and 2009-2010 data is implemented during the 2010-2011 school year. Implementation is directed at faculty/staff, primarily to build capacity.

2011-2012 school year: Spring 2012 is the end of data collection for the 2011-2012 school year. In January of 2012, data reports from the 2010-2011 school year will become available. During the 2011-2012 school year, the plan implementation, resulting from capacity building with staff, as well as program modifications, is implemented with students for the first time.

2012-2013 school year: Spring 2013 is the end of data collection for the 2012-2013 school year. In January of 2013, data reports from the 2011-2012 school year will become **available. If** negotiated targets for the 2011-2012 school year are met, the agency is granted continuance of its current plan. If negotiated targets are not met, the agency must revise its plan for faculty/staff and/or students to address deficiencies and targets not met. The revised plan must be approved by the IDE.

2013-2014 school year and each additional year of Perkins IV under continuing resolution: Spring data collection will occur regarding the immediately completed the school year. By January, data reports for the given school year will become available. If negotiated targets for the most recently

completed school year are met, the agency is granted continuance of its current plan. If negotiated targets are not met, the agency must revise its plan for faculty/staff and/or students to address deficiencies and targets not met. The revised plan must be approved by the IDE.

Transition Plan

2007-2008 School Year	January 2009	2008-2009 School Year
Spring 2008 – end of data collection – 3 achievement targets – Reading, Math, Graduation Rate	Data Reporting	Begin implementation of plan
	If Miss Targets June 2009 – plan to address deficiencies, to include capacity building, recruitment, professional development, and program modifications.	

Six-Year Plan: Data reporting during the six-year duration

2008-2009 School Year	2009-2010 School Year	2010-2011 School Year	2011-2012 School Year	2012-2013 School Year	2013-2014 School Year
Spring 2009 – end of data collection for 2008-2009 year.	Spring 2010 – end of data collection for 2009-2010 year.	Spring 2011 – end of data collection for 2010-2011 year.	Spring 2012 – end of data collection of 2011-2012 year.	Spring 2013 – end of data collection for 2012-2013 year	Spring 2014 – end of data collection for 2013-2014 year
	June 2009 Plan based on 2007-2008 data to address faculty, staff, and program needs is implemented during 2009-2010 school year.	Revised plan based on 2008-2009 data is implemented during 2010-2011 school year.	Development work conducted during 2010-2011 is implemented with Students	Revised plan based on 2010-2011 data is implemented during 2012-2013 school year.	Revised plan based on 2011-2012 data is implemented during 2013-2014 school year.

	January 2010	January 2011	January 2012	January 2013	January 2014
	Data Reporting for 2008-2009 year	Data Reporting for 2009-2010 year	Data Reporting for 2010-2011 year	Data Reporting for 2011-2012 year	Data Reporting for 2012-2013 year
	June 2010 – re-examine plan to address deficiencies, to include capacity building, recruitment, professional development, and program modifications.	Perkins Plan Implementation monitoring	Perkins Plan Implementation monitoring	If targets are met, agency granted continuance of current plan. If targets are not met, agency must revise plan for faculty/staff and/or students to ameliorate deficiencies. Plan must be	If targets are met, agency granted continuance of current plan. If targets are not met, agency must revise plan for faculty/staff and/or students to ameliorate deficiencies. Plan must be

				approved by DE.	approved by DE.
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What happens to agencies not meeting performance targets?

Based on the timing of when data are available for program accountability and improvement planning, agencies will use prior year data to develop and submit an approvable plan as part of its annual application, which, upon approval, will be enacted during the subsequent academic year. Since eligible recipients must develop approvable plans to ameliorate deficiencies regarding performance targets on an annual basis, those that miss certain target(s) in one year and different target(s) in later years is not seen as a barrier to plan implementation. The performance targets a recipient fails to meet in a given year will be addressed in the improvement plan integrated in the recipient's application for the next year.

Example: Data from 2011-2012 are available in January of 2013. For goals not met, the agency must revise and resubmit an approvable plan (in the Spring or Summer of 2013) to ameliorate deficiencies. This plan may include actions to address student needs, staff needs, or both. Upon IDE approval, the agency will implement the plan for the 2013-2014 academic year. In simpler terms, agencies will use last year's data to write an improvement plan this year that will be implemented next year.

II.A.2.g

Requirement:

The IDE must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

- (g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

Response:

All career and technical education secondary programs in Iowa are part of comprehensive high schools. Graduation requirements and diplomas are the same for all high school students, including special population students.

The application for the Carl D. Perkins Career and Technical Education Act of 2006 will require information from school districts and consortia regarding measures taken to encourage high school completion during the grant application and implementation process. General studies students and special population student demographic data will be disaggregated. Local districts will be encouraged to utilize these data in conducting local needs assessments and when developing strategies to increase the number of students who graduate with a diploma.

II.A.2.h

Requirement:

The IDE must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

- (h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry

into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

Response:

Throughout the implementation of Perkins III, Iowa developed and implemented programs that provide a seamless pathway for students leading to an industry-recognized certificate or credential, including the Office of Apprenticeship, credit certificate, diploma, Associate of Applied Science (AAS), or Associate of Science (AS) with a career option concentration in a specific career field. These programs provide direct opportunities to access postsecondary education and prepare students to enter into high-skill, high-wage, or high-demand occupations. In addition, Iowa requires secondary schools seeking approval of a CTE program to receive secondary vocational reimbursement funds to show the demand for skilled employees in occupations related to the program area.

Multiple factors will be considered as eligible recipients develop and offer programs that lead to high-wage, high-skill, or high-demand occupations. The state will collaborate with Iowa Workforce Development (Department of Labor) to provide assistance to the eligible recipients regarding regional determination of high-wage, high-skills, or high demand occupations. Iowa Workforce Development (IWD) determines high-demand on a statewide level as an industry with an annual growth rate of 1.2 percent (1.2%). High-wage is determined on a regional level as being above the mean annual wage for employment. IWD can also provide high-skill information on a regional level. IWD routinely surveys regional industries to determine skills needed for workforce enhancement and development. Such data are used by educational stakeholders to project new, or revise existing, career and technical programs of study.

The Iowa Economic Development Authority (IEDA) also provides incentives to develop career and technical programs of study through Accelerated Career Education (ACE) initiatives to promote current or emerging high-skill, high-wage, or high-demand occupations. Examples include the health care and emerging alternative fuel industries. IDE staff and other state and local entities assist with the program development and approval processes.

Industry skill certifications are garnering increased attention in many career areas. In the fall of 2005, Iowa conducted surveys to gather baseline information about the skill credentials community college and high school students earn. Included in the data collected was information concerning which programs were aligned with industry certifications, who issues the credentials, whether aligned instructional programs are certified or accredited by that entity, whether the entity has credential requirements for the instructors, whether the test is voluntary, whether students take the exam while enrolled or after graduation, and exam pass rates (if available/provided to the school or college.) Educational entities reported a diverse array of certifications in a variety of career clusters. The state will continue to research potential opportunities for industry certification, establish targets to expand industry skill credentials, and promote best practices regarding skill credentialing.

As career and technical programs of study are implemented, the IDE will promote, where possible and appropriate, the utilization of industry-recognized skills standards so that students have access to industry skill credentials. Iowa programs of study will identify academic and technical courses that prepare students for success in higher education and the workforce.

II.A.2.i

Requirement:

The IDE must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

- (i) How funds will be used to improve or develop new career and technical education courses—
 - i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;
 - ii. At the postsecondary level that are relevant and challenging; and
 - iii. That lead to employment in high-skill, high-wage, or high-demand occupations;

Response:

Local application guidelines will provide information regarding use of funds to improve or develop new career and technical education courses within programs of study. Programs of study will integrate rigorous and challenging academic and career and technical instruction **leading to** an industry-recognized certificate or credential, including the Bureau of Apprenticeship and Training, credit certificate, diploma, Associate of Applied Science (AAS), or Associate of Science (AS) with a career option in a specific career field. The programs of study will be designed to prepare career and technical students for high-skill, high-wage, or high-demand occupations in current and emerging professions and link secondary and postsecondary education. Eligible recipients may choose to use funds to improve or develop new career and technical programs of study if their local application identifies and documents the need and ensures that the career and technical programs of study will result in skills that are valued by the **workforce**.

School districts and consortia will be encouraged to develop new career and technical education courses to expand or to establish new programs of study as consortia-wide initiatives. During the transition year, all eligible recipients were required to have a minimum of one program of study within their district or consortium. Eligible recipients will also develop and implement programs of study within their respective districts to benefit students and stakeholders, with a goal of having a minimum of 75% of their CTE programs aligned with the Iowa program of study criteria. Eligible recipients will describe plans to meet this goal in their initial application for funding **and report** progress toward this goal throughout the implementation of the Carl D Perkins Act of 2006. The state will continue to provide technical assistance to support the development of new career and technical programs of study.

II.A.2.j

Requirement:

The IDE must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

- (j) How the IDE will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve

program quality and student achievement. (Please note this item is required only for States not consolidating all of their Tech Prep funds);

Response:

NOTE: The information included in this response is no longer applicable due to the consolidation of Title I and II funds, beginning with FY11.

Multiple and diverse communication systems are in place among CTE consultants, Perkins recipients, Area Education Agencies, and CTE instructors to disseminate and communicate essential information to improve career and technical programs (including Tech Prep) and student achievement. Electronic and print media as well as state-wide meetings and conferences facilitate communications and afford the avenue to share effective practices. Activities to support program improvement include the following:

Professional Development

The Iowa Professional Development Model guides delivery of data-driven, sustainable professional development for secondary school staff. Similarly, professional development standard from postsecondary professional organizations provide guidelines for planning and implementing of professional development for post secondary staff.

Professional development will include guidance and support for teachers, curriculum directors, counselors, and administrators in developing and strengthening linkages through articulation agreements and concurrent enrollment opportunities between secondary and postsecondary education; how to improve data quality and accountability systems; and how to enhance the academic core in support of career and technical education.

Within budget limitations, the IDE will coordinate technical assistance designed to expand the use of technology in program delivery and professional development. The IDE will develop a professional development process to deliver instructional methods utilizing technical skill applications. Program management committees have been established in each career and technical service area within the current Iowa CTE framework. Based on data, the committees' recommendations shall assist in identifying the professional development needs of their respective career and technical instructors and assist in planning for the delivery and evaluation of the professional development services. The program management committees' recommendations will be considered in planning statewide professional development priorities and activities coordinated by the Department of Education.

State and regional workshops and conferences, as a part of a sustainable professional development efforts, are supported by the IDE utilizing national presenters, national resources, and professional associations. The IDE will explore the reintroduction of a Perkins Administrators' Conference as a focused vehicle to deliver technical assistance and effective practices supporting the priority initiatives during the five-year cycle of the state's plan.

Electronic Communications

State career and technical education consultants and Tech Prep coordinators communicate on a regular basis with instructors and administrative staff within their respective service areas through the

consultants' electronic distribution list. Communication focuses upon federal and state policies, staff development, data requirements, and other issues relative to career and technical program improvement and student achievement initiatives. The Iowa Communications Network (ICN) also provides an interactive forum to share information and dialogue issues.

Monitoring and Accreditation Process

State program consultants are responsible for monitoring the Perkins grants and conducting on-site visits a minimum of once every three years. The intent of the visit is to directly observe evidence that the Perkins grant management components and background information are used appropriately and provide technical assistance based on identified needs. In addition, CTE consultants participate in comprehensive school improvement visits and provide opportunities to share promising practices. CTE consultants also participate in accreditation site visits to review CTE practices and provide input for program improvement. Technical assistance is provided to schools and colleges based on identified needs.

Perkins Application for Funds

State career and technical education consultants shall review and evaluate each component of the local application to ensure alignment with Perkins grant guidelines. Issues regarding the successful completion of the application are communicated to the recipient for corrections or additions.

II.A.2.k

Requirement:

The IDE must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

- (k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and

Response:

Iowa provided for the linkage of academic and career and technical education under Perkins III and continues to use this framework. Each eligible recipient is asked to ensure CTE students are taught to the same challenging academic proficiencies as are taught to other students. The grant recipient confirms this in the Assurances/Agreement Section of the local plan. In addition, each program eligible to receive Perkins IV assistance is required to report its status relative to the performance measures. The Perkins IV performance measure for the core indicator on secondary academic skills uses the state level database that reports the academic achievement of 11th grade students in reading and mathematics using the Iowa Assessments™. Data are accessible for use at the local level to assure that additional emphasis can be placed upon academic skills within career and technical programs.

Tech Prep programs helped students meet high academic standards by integrating academic competencies into the career and technical curricula, providing learning experiences that challenge students to high levels of attainment, and using assessments to document student learning progress and attainment.

Professional development provided to teachers, curriculum directors, and administrators will include:

- Development of strategies to assure students meet high levels of achievement in academic and technical proficiencies, and
- Integration of career and technical education including contextual learning.

Inherent in Perkins IV is the specific focus on both academic and technical standards linked with high-skill, high-wage, or high-demand occupations in current or emerging professions. The state will support eligible recipients to improve this linkage and increase student academic and career and technical achievement in the following ways:

- Examine collaboration between career and technical education and the employment community. The specific academic and technical skills needed to support a regional workforce will be identified. The results will help determine how well career and technical education is preparing participants for high-skill, high-wage, or high-demand jobs.
- Monitor and review data on the performance of CTE students compared to their non-CTE peers.
- Design professional development for pre-service and practicing teacher and faculty education programs.

II.A.2.1

Requirement:

The IDE must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

- (1) How the IDE will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]

Response:

The IDE will continue to align its implementation of Perkins IV with its efforts to implement NCLB legislation. During Perkins III, both programs defined a student as being academically proficient in the areas of math and reading if the student scored at the 41st percentile (national norms) or higher on the mathematics and reading assessment components of the Iowa Tests of Educational Development (ITEDs). This alignment has continued with the implementation of Perkins IV; however, beginning with the 2011-12 academic year, the assessment changed to the Iowa Assessments™. To be considered proficient, a student must obtain a standard score of 259-263 on the reading and mathematics assessments (there is a slight difference depending when the test is administered). The IDE has the capability to tailor reporting to identify student attainment in an individual program of study, as well as reporting at the consortium and Career Cluster™ levels. The outcomes of student academic attainment measures are evaluated at the state and recipient levels.

II.A.3.a

Requirement:

The IDE must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—

- (a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;

Response:

Iowa’s delivery of professional development activities for career and technical teachers, as well as academic teachers and guidance and administrative personnel, will be a multi-pronged approach. State, regional and local levels will all be involved in delivering professional development activities.

State Level

The IDE will provide focused and comprehensive professional development programs including pre-service orientation for CTE teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels that support activities described in the State plan. The professional development will be high quality, sustained, research-based, intensive, and classroom focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom. **To the extent possible,** at the secondary level, the Iowa Professional Development Model (**IPDM**) currently used in the LEAs will be utilized. At the **postsecondary** level, community colleges could use a research-based model such as the Standards for Staff Development, Revised (2001), as adopted by the National Council for Staff, Program, and Organizational Development (NCSPOD), to meet this requirement.

Program Management Committees

Program management committees will be used at the state level to assist in identifying minimum competencies and core curricula content in each CTE program area. **Membership of program management committees will include appropriate stakeholders.** **Work of the committees** will include assisting in identifying professional development needs of the Iowa CTE system.

Professional development activities may include:

- Improving the academic and technical skills of career and technical education.
- Ensuring all **CTE** students achieve the same academic proficiencies as the general student population.
- Developing, improving, or expanding use of technology in career and technical education.
- Using proven and evolving instructional strategies, including using contextual and applied curricula and instruction, to deliver quality **education.**
- **Assessing** the needs, expectations, and methods required by business and “all aspects of an industry,” including addressing high-wage, high-skill, or high-demand occupations.

- Ensuring appropriate instruction and services for special populations to assist schools in meeting the state adjusted levels of performance.
- Designing instruction and services that increase enrollment in, and completion of, CTE programs by nontraditional students.
- Improving parental and community/stakeholder involvement through the use of active advisory committees.
- Implementing tech prep and Iowa's defined career academy programs. **NOTE: Implementation of tech prep is not applicable as of FY 12.**
- Integrating career and technical student organizations as a significant part of the CTE curriculum.
- Improving career guidance services to assist students in accessing postsecondary education.

Regional and Local Staff Development

Because most of Iowa's eligible secondary recipients will continue to be members of consortia, significant professional development occurs at a regional level. In addition, because Tech Prep allocations are awarded to each of the 15 community college areas of the state, staff development activities are delivered in each of those regions. **NOTE: Since FY11, Tech Prep allocations have not been awarded due to consolidation of Title I and Title II funds. Applicants for Perkins Basic Grant funds must address professional development in the required uses of funds.**

Professional Development for IDE Staff

In order provide necessary technical assistance to Iowa's schools and colleges, professional development activities will be provided for IDE staff. Issues that may be addressed include:

- Core indicators and their measurement.
- Technology updates.
- Adoption and implementation of industry skill standards.
- Linkage between career and technical education, the state-adopted Iowa Core, and the Common Career Technical Core (CCTC).
- Financial and audit related requirements.
- Services to special populations.
- Promotion of nontraditional occupations and gender equity.

State leadership and professional development will be provided to CTE programs to assist in the development, adoption, and integration of rigorous academic content standards into CTE program curricula.

II.A.3.b

Requirement:

The IDE must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—

(b) Increases the percentage of teachers that meet teacher certification or licensing requirements;

Response:

Iowa's endorsement system meets the Federal requirement of "highly qualified teachers" as per No Child Left Behind (NCLB). The IDE is concerned about the teacher shortage in CTE areas. At the local level, schools and community colleges have the option of using federal funds to support teacher preparation based on local need. "Market Factor" funds have been made available from the Iowa Legislature to allow school districts to add a "market factor" to teacher salaries paid by the school district. The market factor salary incentives may include improving salaries due to geographic differences and subject area shortages. *Note: Iowa Code 284.11 ("Market Factor" funds) was repealed in 2008).*

The State of Iowa requires secondary school CTE teachers to meet qualifications as outlined in Chapter 272 of Iowa Administrative Code, and requires community college CTE instructors to meet the minimum requirements as outlined in Iowa Code, section 260C.48, Subsection 1.

Iowa teacher shortage areas are designated annually by the IDE. Data used to calculate the shortages include the numbers of Class C and Class B teaching licenses issued, the number and frequency of job postings on *Teach Iowa* (the IDE statewide teacher recruitment web site), and the number of projected university graduates in each teaching discipline. New graduates in identified teacher shortage areas may be eligible for teacher loan repayment or college student forgivable loans through both state and federal programs.

The IDE provides a licensure program for individuals coming from industry and planning to teach in a secondary CTE program. The primary requirement for licensure in a program is 6,000 hours of hands-on work experience in the occupation in which the endorsement is being sought. Specifics for the licensure are outlined in the requirements for Provisional Career and Technical Licenses, available through the Iowa Board of Educational Examiners (BOEE).

The IDE will partner with secondary and post-secondary institutions to encourage student participation in Career and Technical Student Organizations (CTSOs). Participation in CTSOs provides CTE students with opportunities to gain leadership skills and to explore and consider the possibility of

teaching in a CTE area. A portion of Perkins state leadership funds will be allocated for support of the state's CTSOs, consistent with federal guidelines.

Each community college is required to develop a Quality Faculty Plan (Iowa Code Section 260C.36), which is reviewed by the IDE during the accreditation process (Iowa Code Section 260C.48). Community college CTE instructors employed half time or more must develop a professional development plan which meets the requirements of the college's Quality Faculty Plan as outlined in Iowa Administrative Code (Section 281, Chapter 24).

Professional development is a required State Leadership activity and an established priority for the use of Perkins IV State Leadership and Title I, Part C funds. Professional development coordinated and/or conducted by the IDE will be data-driven and sustainable.

Major initiatives include:

- i. Recruitment: Supporting efforts to recruit and prepare new CTE teachers, mentor beginning CTE teachers, and address the continuing and advanced degree needs of experienced teachers.
- ii. Retention: The IDE will provide guidance to ensure that new CTE teachers:
 - Are knowledgeable of current industry standards and are able to teach to the standards.
 - Are able to provide their students with an understanding of “all aspects of the industry.”
 - Understand the importance of, and are capable of developing, coherent sequences of courses which prepare students for further education and employment.
 - Are using current curriculum, information, and instructional methodologies—including contextual and work-based learning.
 - Understand the importance of developing student leadership skills through CTSOs.
 - Are aligning their courses and programs to core curriculum standards and framework.
 - Are utilizing and teaching current technology.
 - Are effectively integrating academics.
 - Understand the needs of, and are recruiting and effectively serving, students who are members of special populations in their courses and programs.

The IDE will continue to involve secondary career guidance counselors, postsecondary student services counselors/advisers, and site- and district-level administrators in pertinent professional development activities to apprise them of evolving CTE trends, career opportunities, successes in career and advanced education preparation, and discipline-specific best practices.

II.A.3.c

Requirement:

The IDE must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—

- (c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;

Response:

Local recipients will help career and technical teachers, faculty, administrators, and career guidance and academic counselors to build knowledge and understanding of career clusters and industry standards through workshops and activities delivered and coordinated with technical assistance and participation from IDE, AEAs, community colleges, business and industry representatives, and other stakeholders. The IDE will require initial local applications to include a description of their plan, following state guidelines established by the Iowa Professional Development Model and other accepted standards, such as those established by the National Council for Staff, Program, and Organizational Development (NCSPOD), an affiliate council of the American Association of Community Colleges (AACC). Professional development plans will address Career Clusters™, industry standards, and “all aspects of an industry.”

All Aspects of an Industry.

Professional development will be provided to ensure CTE instructors are aware of Career Cluster™ information, including foundation knowledge and skills:

- Planning
- Management
- Finance
- Technical Skills
- Principles of Technology
- Labor Issues
- Community Issues
- Health and Safety
- Personal Work Habits

See II.A.3.a

II.A.3.d

Requirement:

The IDE must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—

- (d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;

Response:

Perkins IV requires rigorous academic integration into CTE programs. Data reviews will be done to identify existing initiatives that focus on integrating language arts/reading and science into CTE curriculum.

The IDE will strongly encourage secondary and post-secondary institutions to support CTSOs and provide students the opportunity to apply what they are learning in a real world setting. Schools will be encouraged to extend incentives for teachers to become advisers of these beneficial student leadership organizations.

The IDE will continue to encourage AEAs, LEAs, and postsecondary institutions to provide educational opportunities for their teachers/instructors to learn more about current research-based initiatives in applied learning. Program management committees at the state level and advisory committees at the local level will be utilized to obtain input from CTE stakeholders.

II.A.3.e

Requirement:

The IDE must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—

- (e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and

Response:

An IDE consultant is **assigned to** work specifically with special populations concerns and initiatives **of secondary** and postsecondary recipients. Additionally, it is the responsibility of all Division of Community Colleges consultants to support enhancement of services to serve special populations. Technical assistance provided by the IDE will include:

- **Assuring** equal access of special populations/non-traditional/at-risk **students to CTE programs,** and promoting nontraditional training and employment;

- Providing professional development to teachers, administrators, counselors, and curriculum staff at LEAs and community colleges to address program access and achievement of special population students; and
- Emphasizing articulation between secondary and postsecondary programs and the importance of assisting special population students to transition from secondary to postsecondary education.

II.A.3.f

Requirement:

The IDE must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—

- (f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]

Response:

Professional development activities for career and technical secondary teachers, faculty, administrators, and career guidance and academic counselors will follow the requirements stated in Iowa Administrative Code, Section 281, Chapter 83.

Community colleges will follow the Quality Faculty Plan requirements stated in Iowa Administrative Code, Chapter 24, and guidelines from the Higher Learning Commission of the North Central Association of Colleges and Schools.

II.A.4.a

Requirement:

The IDE must describe efforts that the agency and eligible recipients will make to improve—

- (a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

Response:

Strategies will continue to be developed to form partnerships with communities; business, industry and labor; teacher training institutions; and professional organizations to recruit career and technical education teachers, faculty and career guidance and academic counselors. LEAs and community colleges will be encouraged to recruit individuals from special populations by targeting industry-related publications and publications designed for the diverse populations for outreach and advertising of available positions.

II.A.4.b

Requirement:

The IDE must describe efforts that the agency and eligible recipients will make to improve—

(b) the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]

Response:

The Iowa Board of Educational Examiners (BOEE) provides a licensure program for individuals coming from industry and planning to teach in a secondary CTE program. The primary requirement for licensure in a program is 6,000 hours of hands-on work experience in the occupation in which the endorsement is being sought. Specifics for the licensure are outlined in the Requirements for Provisional Career and Technical Licenses provided through the BOEE. There is also an alternative certification process (Teacher Intern License), approved by the IDE and BOEE.

The IDE will continue to encourage Iowa's four-year colleges to offer programs for individuals seeking to complete requirements for alternative licensure for employment as secondary career and technical instructors.

The IDE will encourage the state's community colleges to provide training for CTE instructors, including those making the transition from business and industry to teaching, to strengthen their knowledge in teaching methods, skills, technology, student organizations, and other areas.

II.A.5

Requirement:

The IDE must describe efforts that the agency and eligible recipients will make to improve the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]

Response:

The Liaison Advisory Committee on Transfer Students (LACTS) within Iowa plays an active role in facilitating transfer efforts between public institutions of higher education. Membership includes representatives from the Iowa Regents institutions (Iowa State University, the University of Iowa, and the University of Northern Iowa) and community colleges. LACTS meetings, which also involve stakeholders and IDE staff, are held annually to discuss transition and articulation issues and submit recommendations for improvement. The IDE will continue to support the University of Iowa's Bachelor of Applied Studies (BAS) degree program (a capstone to the Associate of Applied Arts degree) with the state's Regent universities.

The LACTS group completed initial recommendations on the Associate of Science transfer agreement. The committee will continue to explore the potential for expanding statewide agreements, which could expand the avenues for community college CTE students to transition to baccalaureate degree programs.

Many community college CTE programs in Iowa also have articulation or transfer agreements with specific baccalaureate degree programs offered at public and private institutions of higher education. Such agreements vary by community college and region within the state. These agreements are developed on a program-by-program basis and are routinely reviewed and updated.

In order to understand the scope and diversity of the above-mentioned agreements, the IDE will facilitate the following:

- Collection of data regarding the number of CTE students who transition between community college and baccalaureate programs through the National Student Clearinghouse.
- Collaboration with Iowa Regent institutions to identify transfer and transition issues.

Based upon this feedback, the IDE will develop strategies to assist future CTE students who desire to transition to baccalaureate degree programs. Additionally, the IDE has supported the pre-engineering program developed by Project Lead the Way (PLTW).

The Curriculum for Agricultural Science Education (CASE) Team is using a multifaceted approach in creating an agriculture science curriculum that includes two foundation level courses integrating science, math, and technology in the context of Agriculture, Food and Natural Resources (AFNR). The CASE team, which includes representatives from approximately 30 states, utilizes assistance from the national PLTW curriculum staff. The established coursework will articulate into baccalaureate programs.

II.A.6

Requirement:

The IDE must describe how it will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in Iowa. [Sec. 122(c)(5)]

Response:

At the K-12 level, significant input from parents, local businesses, educators, and labor is pursued within the state's school improvement initiatives. The comprehensive school improvement (CSI) process (281—IAC 12.8) includes an examination of the overall curricula including secondary CTE programs. Recipients of Perkins funds at both the secondary and postsecondary levels are required to meet with program advisory committees to seek input for program design and/or improvement at the local level. The IDE provides professional development activities and resources to strengthen the role and effectiveness of these groups.

Stakeholders representing various constituencies provide relevant input to frame the planning, development, implementation, and evaluation of CTE programs at multiple levels within Iowa. At the state level, the Iowa Director of Education must approve all postsecondary CTE programs, as well as secondary programs seeking state vocational (CTE) reimbursement provided per Iowa Code 258.5. The approval processes require input at the local level analyzing labor market needs and support, potential student interest and projected enrollments, projected salaries, and related requisite data framing probable program success.

Career and technical programs employ a variety of strategies to develop and maintain the relevant scope and sequence of a program of study. Such strategies include curriculum resources, the use of

Developing a Curriculum (DACUM) workgroups, and competency or outcome surveys completed by local businesses and labor representatives.

As part of state accreditation guidelines, a minimum of 20% of CTE programs must be evaluated in-depth annually within the parameters of the program review and evaluation process. Annual reviews of select data elements are also conducted. Program improvement plans may be developed if such reviews recommend this phase. Such plans necessitate a greater engagement by local stakeholders, including students and local employers. These processes help ensure program vitality, relevance, and student success.

II.A.7.a

Requirement:

The IDE must describe efforts that the agency and eligible recipients will make to—

- (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in--
 - i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and
 - ii. Career and technical education subjects;

Response:

State and local recipients continue to emphasize improvements in the performance of Iowa's CTE students in both academic and technical skill disciplines.

During Summer 2008, the IDE provided professional development to support the Math-in-CTE initiative, a model that was researched, developed, and studied by the National Research Center for Career and Technical Education (NRCCTE). Representatives from area education agencies, community colleges, and mathematics and CTE faculty from secondary and postsecondary institutions assisted with implementation.

At the secondary level, local funds may be targeted to identify and address processes to integrate academic and career and technical education to improve student performance. As noted earlier, all secondary CTE programs in Iowa are part of comprehensive high schools; CTE students are expected to meet the same academic core requirements for graduation as general studies students. The Perkins performance measure for the secondary core indicator of academic skill attainment will use the state level database that reports the academic achievement of 11th grade students in reading/language arts and mathematics, derived from nationally-normed assessments. The Perkins performance measure for the secondary core indicator of technical skills attainment will use data derived from local assessments and reported through the state CTE data collection system. Where deficiencies exist, local plans will identify specific strategies designed to improve student performance in that arena.

The Perkins IV Plan was developed with the intention to align, as closely as possible, with the state's accountability provisions under Chapter 12 of the Iowa Administrative Code (281—IAC 12). Additionally, as the accountability provisions of the No Child Left Behind Act of 2001 support the development of an “action plan” for agencies to implement in order to ameliorate deficiencies, Iowa's Perkins IV Plan requires agencies that do not meet targets to develop an “approvable” plan, which, upon approval by the IDE, funds will be released to the fiscal agents.

The evaluation and accountability of Perkins IV is described in Section II.A.2.f of this plan and is based on a continuous improvement model.

At the **postsecondary** level, career and technical programs of study evaluate academic and technical skill achievement levels within the parameters of locally-developed outcomes/competency-based assessment plans. Career and technical programs of study leading to a state-approved Associate of Applied Science, Associate of Science/Career Option/college parallel programs, diploma, or certificate award must include general education academic course requirements as well as technical course requirements. **These are** outlined within the IDE's general education core requirements, **which are described in IDE's** *Program Approval: Guidelines for Iowa Community Colleges* **document**.

Local performance on technical skill and credential, certificate, or degree attainment at the postsecondary level will be reported. Local program administrators will work with academic and **CTE** faculty to identify deficiencies in performance and plan strategies to improve integration and subsequent student performance in deficit areas. Strategies will also target general continuous improvement in academic and technical performance in accordance with state adjusted targets.

II.A.7.b

Requirement:

The IDE must describe efforts that the agency and eligible recipients will make to—

(b) Provide students with strong experience in, and understanding of, all aspects of an industry; and

Response:

The IDE will continue to provide resources and professional development activities to local districts that are designed to increase student understanding of all aspects of an industry. Appropriate **statewide** professional development activities and technical assistance will continue to be designed and delivered to support local efforts. Evaluative feedback **will** provide input to improve and/or expand activities and suggest new or emerging topics for future professional development and/or technical assistance.

Each eligible recipient will be required to **explain the** efforts and resources it expends to provide students with a comprehensive understanding and experience in all aspects of an industry. Local plans at the secondary and **postsecondary** levels will be required to describe resources to be used and provided, assessments to be conducted, data to be evaluated, and measures to be used to evaluate students' understanding of all aspects of an industry. Local schools will assess the effectiveness of their efforts, and will plan and adopt new strategies as necessary.

II.A.7.c

Requirement:

The IDE must describe efforts that it and eligible recipients will make to—

- (c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]

Response:

Each eligible secondary and **postsecondary** recipient is asked to ensure that all **CTE** students are held accountable to the same challenging academic proficiencies as are taught to other students. A statement to this effect is included in the Assurances/Agreement **s**ection of the local plan that each eligible recipient must sign.

Career and technical programs at the secondary level are part of comprehensive high schools; **CTE** students have the same core academic graduation requirements as general studies students. CTE students at the **postsecondary** level enroll in the same general education courses designed for general studies students and must complete general education requirements in order to graduate with a credit certificate, diploma, or associate degree.

In conjunction with this requirement, each secondary program receiving Perkins assistance will be required to report its status relative to academic attainment. At the **postsecondary** level, programs receiving Perkins assistance will be required to report **their** status relative to certificate, diploma or degree attainment.

II.A.8

Requirement:

The IDE must describe how it will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]

Response:

The Division of Community Colleges has responsibility for providing technical assistance to recipients of federal funds for CTE. As designated by the State Board of Education and the director, the **division** will administer the Perkins grant, monitor its requirements, assist in policy development, **and provide** leadership and technical assistance to promote development **of rigorous** and challenging academic and career and technical instruction, and **linkage of** secondary and postsecondary education **for CTE** students.

In administering the Perkins IV grant, **division** consultants are assigned to specific regions, and work with all secondary schools, consortia, and community college recipients **with**in those regions. Consultants routinely provide technical assistance for the implementation of the grant.

In providing technical assistance under Perkins IV, the **division** will:

- i. Assist local districts in aligning CTE with the state core indicators under the school improvement initiative.
- ii. Assist eligible recipients in implementing and reporting on the requirements of Perkins IV.

- iii. Work to develop and implement an up-to-date data and management information system to assure accurate aggregate data and analysis.
- iv. Support school improvement activities linked to CTE.
- v. Provide leadership and technical assistance to support integration of academics into CTE programs.
- vi. Assess, plan, implement, and evaluate division-supported professional development.
- vii. Establish partnerships with local education agencies (LEAs), institutions of higher education, adult education providers, and other entities such as employers, labor organizations, intermediaries, and parents.
- viii. Provide support for leadership, initial teacher preparation, and professional development focused on improving the quality of CTE personnel.
- ix. Identify areas of economic development, emerging and targeted industries, and those that support these industries that relate to the development of new CTE programs
- x. Analyze CTE program data on how the needs of special populations are being met. This analysis will be used to monitor and inform state-adjusted levels of performance. The analysis will track special populations regarding further education, further training, or placement in high skill, high wage, or high demand occupations.
- xi. Continue to provide support and incentives for technology enhancement and training in CTE programs.
- xii. Continue to provide technical assistance for serving individuals in state institutions, such as correctional institutions and institutions that serve individuals with disabilities.

II.A.9

Requirement:

The IDE must describe how career and technical education in Iowa relates to state and regional occupational opportunities. [Sec. 122(c)(16)]

Response:

The emerging trends of new technologies, global competitiveness, economic development needs, and the emergence of new occupational opportunities are resulting in increased emphasis on assuring that CTE in Iowa relates to high-skill, high-wage, or high-demand occupations. The state has identified three targeted industries: advanced manufacturing, biosciences, and financial services. The IDE-sponsored Battelle studies, legislative Skilled Worker Shortage Study Committee, and the Governor's Workforce Summit all highlighted the skills gap of the existing and projected Iowa workforce and the criticality of implementing CTE programs matched to the economic and workforce needs of the state and nation. The continual examination of emerging careers and their necessary skill sets will be a focus of program improvement teams.

Iowa Workforce Development (IWD) is the state's principal data source for determining occupational needs. Regionally, employer surveys and environmental scanning techniques are used to supplement state data sources. The principal sources of state and regional occupations opportunities are:

- Occupational Employment Statistics (OES). This program conducts a semi-annual survey designed to produce estimates of employment and wages for specific occupations. The OES program collects data on wage and salary workers in non-farm establishments in order to produce employment and wage estimates for about 800 occupations. Estimates are produced by geographic area and by industry. Estimates are created for the state, Metropolitan Statistical Areas, and four areas of the state. An overview of the program can be found at http://www.bls.gov/oes/oes_emp.htm.
- Iowa Wage Survey. These estimates are created using data collected from the Occupational Employment Statistics Survey and aged to a more recent time period using the employment cost index. Estimates for additional geographic areas are created for employment and wages for occupations where sufficient data are available. Iowa creates estimates for the state, Metropolitan Statistical Areas, IWD regions, two digit industries, and counties. Additional information for the Iowa Wage Survey can be found at <http://iwin.iwd.state.ia.us/iowa/OlmisZine?zineid=00000012>.
- Occupational projections. Long-term occupational projections are produced every two years for a ten-year period. The two major inputs are industry employment projections and OES data. The industry employment projections provide information on non-farm employment, self-employed, agriculture, railroads, and students. The OES data provide staffing patterns for the industries. The inputs are then processed using a software system and the outcome produces detailed occupational data such as employment levels, annual growth, and annual openings for the State of Iowa and 15 IWD regions. The information retrieved from the occupational programs assists individuals in making informed career decisions. The Iowa Occupational Projections for 2010-2020 are available at <http://iwin.iwd.state.ia.us/iowa/ArticleReader?itemid=00003928>.

II.A.10

Requirement:

The IDE must describe the methods it proposes for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]

Response:

Wherever possible, the State Plan and local plans will address the needs of students served under the various federal education programs. The IDE submits a Consolidated Plan for the Elementary and Secondary Education Act as authorized by Title I of the No Child Left Behind Act (NCLB). While the plan does not specifically address CTE, initial development of the plan included participation of the Bureau of Adult, Career, and Community College Education. Part of the planning process included identifying the purposes of each piece of federal education legislation, developing a matrix showing the common areas of emphasis, and identifying how funds could be used to support common goals.

Planning and coordination between federal career and technical education and programs funded under NCLB occurs regularly. In the development of the State Plan for Perkins IV, staff members working with other federal education programs, including special education and homeless education, provided input.

IWD and the IDE have signed an interagency memorandum of understanding (MOU) regarding cross agency access and the development of a linked data system of educational training and retraining program participants and the state's unemployment insurance records for purposes of program evaluation and accountability. IWD is committed to seeking agreements with neighboring states. Additionally, the IDE is securing an MOU for records matching with the Federal Employee Data Exchange System (FEDES) so that job placement and retention may be more completely and accurately measured.

II.A.11

Requirement:

The IDE must describe the procedures it will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]

Response:

The State of Iowa has a long history of collaboration among state agencies regarding workforce development issues. This dates back to 1987 when then Governor Terry Branstad established a Welfare Reform Council for the purposes of eliminating unnecessary duplication of services in the employment and training programs serving welfare recipients. Ultimately this initiative expanded to identify how all workforce development and related programs could best be coordinated.

Coordination across state agencies continued during the Governorships of Tom Vilsack, with the State Enterprise Planning Initiative, Chet Culver, and current Governor, Terry Branstad. The state agencies engage in total enterprise planning, with initiatives driven by a common set of goals.

During Perkins III, IWD and the IDE utilized an outcomes matrix, which identified common program outcomes. During the 2006 Iowa legislative session, state funding was appropriated to IWD to develop an educational outcomes system linking IDE and IWD data sources. It is anticipated that as WIA is reauthorized, the state agencies will work toward a common set of outcomes where appropriate.

II.B Other Department Requirements

II.B.1

Requirement:

The IDE must submit a copy of the State's local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.

Response:

Refer to Appendix B for the local application and instructions. *Note: Since 2011, secondary and postsecondary continuation grants have been submitted online via the IowaGrants system.*

II.B.2

Requirement:

The IDE must provide a description of the State's governance structure for career and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.

Response:

The State Board of Education, established by Iowa Code 256.1 and appointed by the Governor, has the responsibility in the State of Iowa to establish policy and adopt accreditation rules for the operation of Iowa schools, area education agencies, and community colleges. In this role, the State Board of Education has responsibility for K-12 school districts, area education agencies, and community colleges serving students in credit courses and adult and continuing education students in noncredit courses. Additionally the Iowa State Board of Education constitutes the state board for career and technical education (Iowa Code 285.2)

The IDE is charged with carrying out the policies of the State by administering the education laws passed by the Iowa General Assembly and Congress. Another role of the IDE is to provide leadership to local school districts, area education agencies, and community colleges that goes beyond the regulatory function of compliance with state or federal statutes or rules. That leadership is focused on the State Board of Education's stated goals for education in Iowa:

- All children will enter school ready to learn.
- All PK-12 students will achieve at a high level.
- Individuals will pursue postsecondary education in order to drive economic success.

The state is divided into education regions. In each region, area education agencies (AEAs) provide a basic core of services to K-12 districts, with some variations depending on the needs of the schools and students each serves. Funds for AEAs come from a combination of direct state aid, local property taxes, and various grants. The AEAs provide special education, media, and educational services. The board members are elected by and represent local district school boards of education. This system maintains the Iowa philosophy of local control through a structure that closely parallels that of local schools.

Boundaries of the AEAs were established in 1974 to be coterminous with the boundaries of the merged area schools. Today, several AEAs have consolidated while the community college boundaries have remained reasonably stable since their creation. The community colleges of Iowa operate numerous campuses and instructional centers. These public postsecondary two-year institutions are organized as comprehensive community colleges. Each community college has a locally-elected board of directors and serves a multi-county merged area, which may vary in size from four to twelve counties. All Iowans of postsecondary school age are eligible to attend any of the community colleges.

The Division of Community Colleges is responsible for coordinating statewide efforts to fulfill the community colleges of Iowa's commitment to access, quality, and responsiveness. The Division does this through numerous partnerships among the community colleges, high schools, public and private

four-year colleges, business, and labor. The Division is also responsible for adult education programs, coordinates secondary and postsecondary CTE, and supervises veterans' and military education for postsecondary institutions.

One of the major responsibilities of the Division is career and technical education. Programs and services provided by this Division include assistance with effective practices, program approval, technical assistance, funding, and CTSOs. Educational consultants have responsibilities for state-identified CTE service areas, as well as entrepreneurship, academics, articulation, cooperative education, corrections, gender equity, guidance and counseling, labor market materials, program evaluation, regional planning, and special populations.

Active career and technical student organizations in Iowa include Business Professionals of America (BPA); DECA; Future Business Leaders of America (FBLA); Family, Career, and Community Leaders of America (FCCLA); Iowa Association of FFA; HOSA-Future Health Professionals; Phi Beta Lambda (PBL); Postsecondary Agriculture Students (PAS); Iowa Association of SkillsUSA; and Technology Student Association (TSA).

Within the IDE, linkages have been built between academic and career education through the development of a career pathways framework organized around six broad service (career) areas. This serves as a model or tool for local school improvement and ensures all students have the opportunity to explore careers. In preparation for the development of the Perkins IV State Plan, a third party assessment of the structure of Iowa CTE, Iowa Code and Administrative Code requirements, policies, and practices was conducted by Hans Meeder, Consulting: *Reengineering CTE in Iowa—Aligning Career and Technical Education with Education Reform, Workforce Development and Economic Development*. The recommendations were received as the Perkins IV stakeholders group was convened; however, the recommendations will continue to be reviewed for system and program improvement during the duration of Perkins IV.

The development of the Perkins IV State Plan is a responsibility of the IDE, Division of Community Colleges.

The current number of recipients is 32 LEAs, 49 consortia of LEAs, and 15 community colleges.

II.B.3

Requirement:

The IDE must provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.

Response:

Iowa's community colleges are the core of Iowa's workforce development delivery system in all regions of the state. The U.S. Government Accountability Office (GAO) visited Iowa in the summer of 2007 to study the strong role community colleges play in the state's one-stop workforce development delivery system.

Most of the state's workforce development regions are aligned with community college service delivery areas which enhance the coordination of education, job training, and workforce development programs within regions.

Several community colleges are the administrative entities for Iowa's federal Workforce Investment Act and Promise Jobs programs. All 15 community colleges are core partners in regional workforce development delivery systems.

Adult basic education and skill training are essential in moving the state's unemployed, underemployed, and displaced workers up the career ladder to higher skilled and higher paying jobs. Community colleges are the primary gateway for those Iowans; they will be essential in helping meet the skilled worker shortage.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

III.A.1.a

Requirement:

The IDE must describe the State's program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—

(a) Will be provided with equal access to activities assisted under the Act.

Response:

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:

- Continue assignment of an IDE consultant to work with both secondary and postsecondary recipients regarding equal access of special populations/non-traditional/at-risk **students** and on promotion of nontraditional training and employment.
- Continue the Special **Populations/Non-traditional/At-risk** Leadership Team that includes representatives from community colleges across the state, 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 nontraditional employment, training, and programs.
- Continue to collect data to evaluate access and achievement of the special population students.
- Continue to provide technical assistance and professional development to teachers, administrators, counselors, and curriculum staff at LEAs and community colleges to address access and achievement of special population students.
- Continue to convene community college equity and special population coordinators on a regular basis 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 to transition from secondary and postsecondary education.
- Continue the Community College Diversity **Conference** to promote professional development efforts focusing on nontraditional training, equal access, **and** inclusiveness strategies for male and female students in nontraditional careers, and of special population students to employment.
- Continue to support and promote the content of the *Diversity Iowa* web site, a resource for Iowa educators from kindergarten to postsecondary school 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 nontraditional 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 nontraditional occupations and strategies to promote them with students and parents at the local level, including media promotion of nontraditional employment. Maintain an inclusive learning environment by demonstrating effective strategies to remove barriers to equity in non-traditional careers.
- Continue to provide \$100,000 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.

III.A.1.b

Requirement:

The IDE must describe the State’s program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—

- (b) Will not be discriminated against on the basis of their status as members of special populations; and

Response:

The IDE and the recipients will not discriminate against special population students on the basis of their status as members of special populations/non-traditional/at-risk groups.

- 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. Technical assistance will be provided to assist in promoting nondiscrimination.
- Professional development initiatives 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 IV monitoring visits provide monitoring of discriminatory practices and resolution.
- A complaint review process is in place to address concerns related to discrimination.

III.A.1.c

Requirement:

The IDE must describe the State’s program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—

(c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how the IDE will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]

Response:

The recipients will provide programs designed to enable the special population students to meet or exceed state adjusted levels of performance and to prepare special populations/non-traditional/at-risk for further learning and for high-skill, high-wage, or high-demand occupations. [Section 122(c)(9)(A)-(C)]

- Funding may be provided for community colleges to develop strategies for special populations that persist to graduation and lead to high skill, high wage, or high demand occupations. Program development will incorporate existing effective practices such as career development workshops, mentoring and tutoring services, engineering camps, and industry tours. Partnerships with local LEAs will include detailed metrics to measure program impact and outcomes. Matched local funding may be required.
- Recipients will clarify, in the initial local application, how they will be accountable for the performance of special population students. The application will require recipients to describe how programs will be designed to assist special populations to meet or exceed the performance levels. IDE staff may assist in the design of data driven, ongoing, and sustainable professional development related to assisting special population students in order to provide technical assistance to eligible recipients. Eligible recipients must develop an improvement plan if they fail to meet the adjusted state levels of performance.
- Eligible recipients will be required to describe within their application the promotion of nontraditional occupations.

III.A.2

Requirement:

The IDE must describe how it will adequately address the needs of students in alternative education programs, if Iowa has such programs. [Sec. 122(c)(14)]

Response:

The local application guidelines will include information regarding the manner in which students in alternative education schools/programs may be served. Alternative education schools/programs include programs developed by secondary districts, consortia of schools, or in conjunction with community colleges designed to meet the needs of students not participating in the traditional education delivery system.

Eligible recipients will address the needs of students in alternative education schools/programs, including the provision of career and technical education programs, guidance and counseling, and support services.

III.A.3

Requirement:

The IDE must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]

Response:

Within the initial application, local recipients will describe how funds may be utilized to promote preparation for high-skill, high-wage or high-demand occupations and nontraditional fields for special population students.

To assist local recipients, the IDE will:

- Disseminate information on best practices and resources for recruiting, enrolling, retaining, and graduating all students in career areas nontraditional for their gender, students from underrepresented racial/ethnic groups and students with disabilities.
- Provide ongoing equity-related technical assistance to community colleges and IDE staff to encourage the systemic integration of strategies in the recruitment, retention, and preparation of students in high wage, high demand occupations in nontraditional fields.
- Collaborate with state agencies, workforce development, educational institutions, and business and industry to promote programs that provide a seamless pathway for students entering nontraditional careers, including Iowa's targeted industries (currently advanced manufacturing, biosciences, and financial services).
- Provide professional development workshops on skill assessments, educational delivery, training, and career counseling in high growth and nontraditional careers.

III.A.4

Requirement:

The IDE must describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]

Response:

The IDE will allocate dollars from the State Leadership Fund, as stipulated in Sec. 112(2)(a), to serve individuals in state correctional facilities, both those serving youth and those serving adults. The funds will be utilized to provide services to individuals who choose to enroll in career and technical programs as described in Section 2 of the Perkins Act. The funding amount will be determined yearly.

State correctional institutions seeking the use of funds will submit an application responding to the requirements of the Perkins Act. Allocation of the available funds among the applicants will be based on each eligible correctional institution's relative portion of contact hours for students in career and technical programs.

III.A.5

Requirement:

The IDE must describe how it will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation

in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended.

Response:

Recipients will develop an action plan to ensure equitable access, to promote participation, and to remove barriers to special needs participants.

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

IV.A.1

Requirement:

The IDE must describe procedures it will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]

Response:

The IDE convened a work team of the Perkins IV Stakeholders Committee to address the proposed measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels. The work team was composed of career and technical education practitioners and data reporting officers from eligible recipients at both the secondary and postsecondary levels, staff from the Division of Community Colleges and Workforce Preparation, and IDE personnel with assignments addressing performance indicators in other federal programs. The IDE will maintain an internal data quality work team to monitor and improve data reporting quality, validity, and reliability.

Iowa Code requires CTE programs be competency-based and that minimum competencies be identified at the state level. The process for developing competencies is established by Iowa Administrative Code (281—IAC 46.7 (1)). School districts and community colleges may elect to develop competencies in lieu of the state minimum competencies through a structured group interview process, involving a technical committee composed of incumbent workers within an occupational cluster of a service area. The law further requires the competencies be revalidated periodically. Iowa Code, Chapter 258.4(8) also requires the program sequence address the following: new and emerging technologies; job-seeking, job-keeping, and other employment skills including self-employment and entrepreneurial skills that reflect current industry standards, leadership skills, entrepreneurial, and labor-market needs; and the strengthening of basic academic skills. Perkins also requires programs eligible for federal funds include competency-based instruction, applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupational-specific skills of an individual. District school improvement processes focus upon district-identified and adopted standards and benchmarks. The state accreditation process for community colleges is utilized in the review of CTE programs, as well as a program approval process for all newly proposed community college CTE programs.

IV.A.2

Requirement:

The IDE must describe the procedures it will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]

Response:

Data regarding the core indicators of performance will be collected from the eligible recipients by the state, for the secondary and postsecondary levels, through current electronic data collection systems. Performance levels for the indicators tied with ESEA performance (i.e., 1S1, 1S2 and 4S1) are available through the state's secondary data collection system, Student Reporting in Iowa (SRI, formerly EASIER). For the purposes of the adjusted levels of performance, the state will use the most recent aggregated recipient data to determine state baselines and project improvement.

The IDE's SRI and PlusCTE systems involve the transfer of individual student records, which include data on CTE programs. The mission of the projects is to reduce data burden, encourage better decision-making by establishing and maintaining a cost effective method of accessing and transferring accurate and timely educational information.

The IDE's Management Information System (MIS) for community colleges is utilized to collect postsecondary student enrollment and demographic information, program completion, award attainment, and technical skill proficiency (beginning in FY13).

IV.A.3

Requirement:

The IDE must identify, on the forms in Part C of this guide, the valid and reliable measurement definitions and approaches that it will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. The IDE must describe how the proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]

Section 113(b) of the Act describes the measures that Iowa must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1). Based on its non-regulatory guidance, the USDE has pre-populated the measurement definitions on the Final Agreed Upon Performance Levels (FAUPL) form. The IDE does not need to describe how these definitions and measures are valid and reliable in the State plan narrative. If Iowa chooses to propose other student definitions and measurement approaches in its new State plan, it would have to describe how its proposed definitions and measures would be valid and reliable. (The U.S. Secretary of Education is considering whether to issue regulations requiring states to agree to use the student definitions and measurement approaches for the core indicators of performance for academic attainment in reading/language arts and mathematics and graduation rates as contained in the guidance document. If the Secretary decides to regulate on these issues and adopts final rules, states may be required to amend their State plans).

Response:

See Part C: Accountability Forms

Iowa will use units as a valid and reliable measure at the secondary level to compare programs, consistent with the statewide definition in Iowa Administrative Code (281—IAC 12.5(14)):

“Unit. A unit is a course which meets one of the following criteria: it is taught for at least 200 minutes per week for 36 weeks; it is taught for the equivalent of 120 hours of instruction; or it is an equated requirement as a part of an innovative program filed as prescribed in rule 12.9(256). A fractional unit shall be calculated in a manner consistent with this subrule. Multiple–section courses taught at the same time in a single classroom situation by one teacher do not meet this unit definition for the assignment of a unit of credit. However, the third and fourth years of a foreign language may be taught at the same time by one teacher in a single classroom situation each yielding a unit of credit.”

Iowa will use credit **hours** as a valid and reliable measure at the community college level to compare programs; a statewide definition is **found** in Iowa Administrative Code (281—**IAC** 21.2(13)).

IV.A.4

Requirement:

The IDE must describe how, in the course of developing core indicators of performance and additional indicators of performance, it will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act’s accountability requirements. [Sec. 113(b)(2)(F)]

Response:

Since the Office of Vocational and Adult Education (OVAE) opted to continue to utilize the Consolidated Annual Report (CAR) format to collect student attainment data from each state, Iowa will continue to align its implementation of Perkins IV with its efforts to implement ESEA legislation. Throughout the life of Perkins III, both programs defined a student as being academically proficient in the areas of math and reading if they scored at the 41st percentile (national norms) or higher on the **mathematics** and reading assessment components of the Iowa Tests of Educational Development. This alignment continued into the implementation of Perkins IV, through the 2010-2011 academic year (FY11). Beginning with the 2011-2012 academic year, academic proficiency of Iowa students has been measured using the Iowa Assessments™. Iowa has the capability of tailoring its reporting to identify the student attainment in an individual program of study, as well as reporting on the consortium and **Career Cluster™** levels. The outcome of the student academic attainment measures will be evaluated on the state and recipient levels.

Per the description in item #1 the **IDE** convened a subcommittee of the Perkins IV Stakeholders Committee to address the proposed measurement definitions and approaches for the core indicators of performance for **CTE** students at the secondary and postsecondary levels.

The subcommittee was composed of **CTE** practitioners from eligible recipients at the secondary and postsecondary levels, as well as IDE and personnel that had assignments addressing performance indicators in other federal programs. This work team was given the charge of aligning performance indicators of other state and federal programs to the greatest extent possible.

IV.A.5

Requirement:

On the forms provided in Part C of this guide, the IDE must provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for

each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(II)]

Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State plan, and to reach agreement with the Department on "adjusted performance levels" for each of the core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.

- a. Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students' attainment of "challenging academic content standards" and "student academic achievement standards" that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State's academic assessments (i.e. the State's reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students' attainment of these State standards. Thus, a State's core indicators must include career and technical education students' proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State's assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.

To measure attainment of these standards, a State must develop and reach agreement with the Department on "adjusted performance levels," which constitute the State's performance targets for a program year. Permissible targets (i.e. "adjusted performance levels") would be a State's "annual measurable objectives" (AMOs) from its State's ESEA accountability workbook. (To ensure that a State's schools are making "adequate yearly progress" (AYP) as required under section 1111(b)(2)(A) of the ESEA, section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the State's academic assessments each year.) Under the Perkins Act, a State may propose different performance levels (targets) instead of its AMOs as discussed below.

- b. Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level "student graduation rates (as described in section 1111 (b)(2)(C)(vi) of the [ESEA])." Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State's schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide targets for graduation rates under section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year.

The Department strongly encourages Iowa to reach agreement on “adjusted performance levels” required under section 113 of the Perkins Act for the core indicators discussed in (a) and (b) above that are the same as Iowa’s AMOs or targets that Iowa adopted to ensure that Iowa’s schools are making AYP as required under section 1111(b)(2) of the ESEA. However, as noted above, Iowa may not have established targets for graduation rates under the ESEA, or Iowa may wish to propose performance levels for these core indicators that are different from Iowa’s targets. If so, Iowa must provide baseline data using Iowa’s most recent year’s achievement data or graduation rate under the ESEA, propose performance levels, and reach agreement with the U.S. Department of Education on “adjusted performance levels.” (The Secretary is considering whether to issue regulations requiring states to agree to “adjusted performance levels” under the Perkins Act that are the same as the State’s AMOs or targets for graduation rate under the ESEA. If the Secretary decides to regulate on this issue and adopts final rules, states may be required to amend their State plans.)

Response:

See Part C: Accountability Forms

IV.A.6

Requirement:

The IDE must describe its process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(4)(A)(i)(II); sec. 122(c)(10)(B)]

Response:

Upon approval of the performance indicators by the U.S. Department of Education, the IDE will, to the greatest extent possible, provide each eligible recipient with baseline data. These data will be used to reach an agreement regarding the eligible recipients’ adjusted levels of performance. The Perkins Act provides the eligible recipient the opportunity to accept the state agreed levels of performance. When this option is accepted, the eligible recipient will be held accountable to the state agreed levels of performance.

The IDE will provide each eligible recipient with the most recent data that was reported to the state on their behalf. These data will be used in the negotiation process to reach an agreement on the recipient’s targeted level of performance for each indicator. If a recipient elects to negotiate a local performance target, it must propose a target level that demonstrates progress toward meeting the state’s negotiated performance level for that indicator, and include supporting rationale.

IV.A.7

Requirement:

The IDE must describe the objective criteria and methods it will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]

Response:

If significant unanticipated circumstances arise, an eligible recipient will have the opportunity to request a review of their agreed levels of performance. This request will be made during the application process. Upon a request for review of their local agreed levels of performance, the following steps will be followed (each of these has been incorporated into the online grant submission system).

- The eligible recipient will provide a written rationale to why and to what extent the local agreed levels of performance should be adjusted.
- The eligible recipient will provide data that supports the request to adjust their local levels of performance.
- The IDE will review the request and negotiate with the eligible recipient to make any adjustment to their proposed levels of performance.

IV.A.8

Requirement:

The IDE must describe how it will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how it will ensure that the data reported to it from local educational agencies and eligible institutions, and the data that it reports to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].

Response:

Data will be collected electronically by the State for both the secondary and postsecondary levels.

The IDE's Community College MIS is used to obtain data from eligible recipients at the postsecondary level. The purpose of the MIS is "...to collect data electronically from the community colleges to provide summative information about credit and non-credit students, credit student awards, programs and courses, human resources, and community college finances, and improvement and accountability of the system." The IDE conducts a multi-step process to ensure accuracy and reliability. An annual data dictionary and reporting manual are issued to ensure statewide reporting standards and definitions. Once data are submitted internal edits are conducted to identify reporting errors with the file layout or data elements. A summary report of the data submission is created and sent to the eligible recipient's administration for confirmation. Once confirmed by the eligible recipient, IDE staff further reviews the data to compare with previous years and identify possible issues to be resolved.

The Community College MIS is a point in time data reporting system, not a unit student record system. The IDE is exploring the development of a long range plan for improvement of the Community College MIS.

The IDE's SRI and PlusCTE systems involve transfer of K-12 individual student records, which include data on CTE programs. The IDE SRI staff conducts a multi-step process to ensure accuracy and reliability. An annual reporting manual is issued to ensure statewide reporting standards and definitions. Electronic data submission allows for the file to be filtered for errors and rejected if errors are detected. A summary report of the data submission is created for the districts' administration to

certify. Once certified, SRI staff further reviews the data for gross inaccuracies and potential accreditation issues.

Underlying principles of the projects include a commitment toward reduction of paper-based state reporting, building on existing technologies available to schools, a commitment toward the elimination of paper-based college transcripts, the adoption of a common basis for facilitating meaningful information exchange, and greater security of confidential student information.

IV.A.9

Requirement:

The IDE must describe how it plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

Response:

As part of the annual Perkins IV grant process, each eligible recipient, including consortia, will be provided baseline data for each indicator described in section 113(b) and 203(e) of the Act. These data will be populated into the online grant form by the recipient and used to negotiate agreed upon performance levels with the state for the current program year.

IV.A.10

Requirement:

The IDE must describe how it will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how it is coordinating those programs with other Federal programs to ensure non-duplication. [Sec. 122(c)(8)]

Response:

Iowa Code 258.4(7) requires the state to annually review of at least 20% of the approved CTE programs. At the secondary and postsecondary levels, the IDE meets this requirement through the LEA and community college accreditation and review processes, which include review of data for program improvement purposes.

The Director of the IDE meets on a regular basis with directors of other state departments to coordinate interagency activities and cooperative initiatives. Additionally, the administrator of the Division of Community Colleges serves as IDE's liaison to IWD and attends the IWD Board's regularly scheduled meetings. The IDE and IWD have jointly developed and disseminated career information resources and instructional tools to the state's schools. The IDE and IWD maintain a signed MOU to enable data matching between the Community College MIS and the state's unemployment insurance (UI) records. Additionally, IWD and IDE have collaborated on the Workforce Investment Act (WIA) incentive award to establish family literacy centers through the community colleges.

The Division of Community Colleges also coordinates the Adult Basic Education and Family Literacy Grant, strengthening the linkage between CTE and basic education and high school equivalency programs.

B. Other Department Requirements

IV.B.1.a-c

Requirement:

The IDE must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:

- (a) The student definitions that the IDE will use for the secondary core indicators of performance and the postsecondary/adult core indicators of performance;
- (b) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year, except that, for the indicators for which Iowa must use for its standards, assessment, and graduation rates adopted under Title I of the ESEA, if Iowa chooses to use its AMOs and targets under the ESEA, it will not need to submit baseline data; and
- (c) Proposed performance levels as discussed above, except that, for the indicators for which Iowa must use its standards, assessments, and graduation rates adopted under Title I of the ESEA, if Iowa chooses to use its AMOs and targets under the ESEA, it will only have to confirm this information with its Regional Accountability Specialist. Upon request of the IDE, the Regional Accountability Specialist will pre-populate the forms in Part C with Iowa's AMOs and targets for the 2007-08 and 2008-09 program years and send the forms for IDE to finish completing.

Response:

See Part C: Accountability Forms

IV.B.2

Requirement:

The IDE must identify the program areas for which Iowa has technical skill assessments, the estimated percentage of CTE students who take technical skill assessments, and the Iowa's plan for increasing the coverage of programs and students reported in future program years.

Response:

Due to statutory limitations, Iowa has not adopted statewide technical skill assessments for any program area. In 2006, the IDE conducted a survey of high schools and community colleges to gather baseline data on the utilization of industry skill assessments and credentials; however the number of CTE students who take such assessments remains indeterminable. IDE is **continuing to** explore ways to increase the number CTE students pursuing and completing industry skills credentials. As a part of this process, IDE personnel participate in a variety of activities, including the Next Steps Work Group, Data Quality Institutes, and other efforts.

Although statewide assessments are not adopted, the technical skills assessed, the instrument utilized to assess those skills, and proficiency level to be attained to pass the assessment must be approved by a third party. The third party may be a nationally or state recognized industry organization, a provider of reliable and valid third party assessment instruments, or a regional or local advisory committee for the career and technical education program being assessed. **Secondary recipients self-report students'**

performance on these assessments through the PlusCTE system, while postsecondary reporting is completed through the Community College MIS (beginning in FY13).

V. TECH PREP PROGRAMS

Note: Due to consolidation of Title I and Title II funds beginning in FY 12, this section is no longer applicable.

A. Statutory Requirements

V.A.1

Requirement:

The IDE must describe the competitive basis or formula it will use to award grants to tech-prep consortia. [Sec. 203(a)(1)]

Response:

Each of the 15 area consortia of the state will receive a basic allocation of \$50,000. The balance awarded to each consortium will be 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.

V.A.2

Requirement:

The IDE must describe how it will give special consideration to applications that address the areas identified in section 204(d) of the Act. [Sec. 204(d)(1)-(6)]

Response:

Because funding of consortia is awarded through an allocation process rather than a competitive grant, the IDE will ask all consortia to address each of the six items in Sec. 204(d) in their local application. As noted earlier, a consortium must be formed for each community college merged area and must include the AEA, community college, and must invite and encourage all LEAs in the area to be members of the Tech Prep consortium.

The application will also require consortia to provide the following information:

1. Describe how the consortium will provide effective activities that lead to employment placement or the transfer of students to baccalaureate or advanced degree programs. Perkins Act Title II, [(Sec. 204(d)(1)]
2. Describe the process utilized by the Consortium to consult with business, industry, institutions of higher education, and labor organizations within the region in developing the transitional

plan. Include the process that will be utilized in developing the five-year plan. Perkins Act Title II, [(Sec. 204(d)(2)]

3. Describe how the Consortium addresses the issues of school dropout prevention and reentry and the needs of special populations. Perkins Act Title II, [(Sec. 204(d)(3)]
4. Describe how the Consortium will provide education and training in area or skills, including emerging technology, that there are significant workforce shortages. Perkins Act Title II, [(Sec. 204 (d) (4)]
5. Describe how tech prep/career academy programs will help students meet high academic and employability competencies. Perkins Act Title II, [Sec. 203(c)(2)(D)], [Sec. 204(d)(5)]
6. Describe how the consortium coordinates activities that are conducted under Title II, Tech Prep with the activities conducted under the Title I, basic Perkins. Perkins Act Title II, [Sec. 203(c)(8)][Sec. 204(d)(6)]

V.A.3

Requirement:

The IDE must describe how it will ensure an equitable distribution of assistance between urban and rural consortium participants. [Sec. 204(f)]

Response:

Because of the method of allocation, all consortia are provided with equal opportunity to develop tech prep programs in their area. Within the consortia, funds are used to serve both rural and urban members in an equitable manner.

V.A.4.a

Requirement:

The IDE must describe how it will ensure that each funded tech prep program—

- (a) Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;

Response:

In order to receive tech prep funds, each eligible program must be part of a consortium agreement. The state of Iowa is divided into 15 merged educational regions, each served by a community college. Another entity, area education agencies (AEAs), provides support services to respective K-12 districts (local education agencies). The consortium agreement must include a respective area education agency, community college, and K-12 district.

A second requirement for tech prep funding is that all local education agencies (LEAs) within the area must be invited and encouraged to be a member of the Tech Prep consortium. An articulation agreement delineating the responsibilities of the consortium for establishing and operating tech prep programs must be signed by the superintendent of each participating secondary district. Official representatives of the area education agency and community college as well as regional board chair (if

applicable) also sign the agreement. If a secondary district elects not to participate in the consortium, an affidavit to that effect must be signed.

Tech Prep consortia will be encouraged to utilize the existing Regional Planning Board (Iowa Administrative Code 281-46.7(258)) or a regional advisory committee comprised of representatives from the following groups: the AEA, community college, K-12 districts, parents, business, industry, labor, workforce development, economic development, and chambers of commerce. Minutes of the regional advisory committee meetings will be made available to all consortia members. An annual report of the activities and outcomes of the Tech Prep plan shall be distributed to regional advisory committee members. If a regional advisory committee is utilized, the chairperson must also sign the annual tech prep grant application to ensure the committee is included in the process.

The regional advisory board has responsibility to review the development of the plan and provide assistance in the implementation of the regional tech prep activities. All program elements defined in the Tech Prep section of the Carl Perkins Act of 2006 are included in the work of the consortium.

V.A.4.b

Requirement:

The IDE must describe how it will ensure that each funded tech prep program—

(b) Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G) of the Act;

Response:

In accordance with requirements of the Perkins IV Act, tech prep programs developed and implemented by consortia will include a minimum of two years of secondary education and two or more years of post-secondary education in a non-duplicative, sequential program of study. Tech prep programs may also be designed in conjunction with registered apprenticeship programs. Such agreements must also include two years at the secondary level plus an apprenticeship experience encompassing a minimum of two years.

Tech prep programs must also meet the requirements for career and technical education (vocational education) stipulated in Iowa Code 256.11 and 258. Programs of study must include a minimum number of career and technical instructional units and include academic courses. In order to develop and implement 2 + 2 tech prep programs, consortia will seek input from secondary and post-secondary representatives, related labor organizations, business, and industry.

Tech prep programs of study will be competency-based and include technical and academic skills leading to an associate degree or two-year postsecondary credential. Sequential technical core elements will be included at both the secondary and post-secondary levels.

Core academic subjects within tech prep programs will include courses in mathematics, science, and/or communications and meet or exceed the requirements of the Elementary and Secondary Education Act.

To ensure that tech prep programs align with the needs of employers, advisory committees comprised of representatives from business and industry and labor will be established. Their role will be to assist with program curriculum development, identify competencies and skills standards, provide

opportunities for work-based or work-site learning, and collaborate with educators to ensure that programs of study are relevant and current.

In developing tech prep applications, consortia will identify and describe strategies and funds that support the promotion of participants in tech prep programs that are non-traditional for male and female students.

A major focus for career and technical programs at the secondary level in Iowa has been the design, development, and implementation of career academies. Iowa Code 281-47.1(260C) defines the program requirements. Career academies are intended to strengthen the academic and technical components of career and technical education to improve alignment with high-skill, high-wage, or high-demand occupations. Tech prep and career academy programs have comparable parameters. As Iowa implements Perkins IV, state staff will seek consistency in definition between the Iowa tech prep model and the career academy model. A career academy shall meet the following minimum requirements (Iowa Administrative Code 281-47.2(1):

- Articulate two years of secondary education with an associate degree program, which may include a diploma or certificate;
- Ensure that the secondary and postsecondary components of the career preparatory program are non-duplicative;
- Identify a sequential course of study;
- Delineate skill standards specific to the industry;
- Integrate academic and technical instruction;
- Utilize work-based learning;
- Utilize work-site learning where appropriate and available;
- Lead to an associate degree in a high-skill and rewarding career field;
- Provide for an individual career planning process, with parent or guardian involvement; and
- Include articulation of a community college associate degree or, if possible, a baccalaureate degree.

V.A.4.c

Requirement:

The IDE must describe how it will ensure that each funded tech prep program—

- (c) Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D) of the Act;

Response:

Tech prep and career academy programs will assist students in meeting high academic standards through the integration of academic skills into the scope and sequence of career and technical programs. Since tech prep and career academy programs in Iowa are part of the comprehensive high school structure, tech prep and career academy students must complete the same minimum general studies (academic) course requirements established for all secondary students for graduation.

Instructional modality and methodology will provide learning experiences that challenge students to high levels of academic attainment. Assessments used in accordance with NCLB legislation will document student learning progress and attainment. The Iowa Tests of Educational Development (ITEDs) are used within the state to measure student learning.

The development, design, and delivery of tech prep and career academy programs shall integrate programs of study and follow the Iowa Tech Prep Model which has the following components:

- Non-duplicative sequence of three or more units of CTE courses.
- Competency-based (skill standards) instruction.
- Articulation with postsecondary programs leading to an associate's degree or two-year certificate.
- Foster and include opportunities for secondary students to concurrently enroll in postsecondary courses.
- Academic courses in mathematics, science, and/or communications.
- Includes employability, leadership, and may include entrepreneurial components; may employ worksite learning experiences in conjunction with all aspects of an industry.

Educational technology and distance learning modalities will be encouraged and used where applicable and conducive to student learning styles. Career and academic courses are offered through distance learning/web-based delivery as well as the interactive Iowa Communications Network (ICN).

V.A.4.d**Requirement:**

The IDE must describe how it will ensure that each funded tech prep program—

- (d) Includes professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F) of the Act.

Response:

Professional development will be provided for administration, faculty and curriculum directors to support the successful planning, development and delivery of tech prep programs. Professional development shall include:

- Parameters for implementation of tech prep programs aligned with Perkins IV and Iowa’s Tech Prep and career academy models.
- Technical assistance on the use of technology appropriate for the program.
- Dissemination of resources and strategies to assist students in understanding employability needs, expectations and methods in business as well as all aspects of an industry.
- Integration between academic and career and technical education.
- Dissemination of effective practices.
- Concepts and practices in contextual and applied learning.
- Formative and summative assessment strategies.
- Use and analysis of student achievement data derived from knowledge and skill assessments.

Professional development will be available and delivered jointly to all stakeholders within the tech prep consortium.

V.A.4.e

Requirement:

The IDE must describe how it will ensure that each funded tech prep program—

- (e) Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the Act;

Response:

Counselors serve a paramount role in providing students with relevant career and postsecondary education information. This information is intended to assist students in making valid secondary and postsecondary decisions to guide their future careers. Professional development programs focusing on tech prep and career academies will include both secondary and postsecondary counselors, student services personnel, and AEA staff serving K-12 districts. Programs will be designed to assist participants to:

- Understand the parameters of tech prep and career academy programming and the Iowa Tech Prep and career academy models.
- Provide career guidance services and academic counseling to all students, including special populations.
- Provide information to students concerning the academic and career and technical course requirements of tech prep and career academy programs.

- Assist the educational progress of students in completing tech prep and career academy programs including meeting secondary graduation requirements, pursuing postsecondary articulation opportunities, and postsecondary degree completion planning.
- Provide relevant and reliable information concerning employment opportunities and career pathways for career and technical students.
- Assist students in appropriate job placement or transfer to further postsecondary education.
- Remain current with employability needs, expectations and methods of business as well as all aspects of an industry.

V.A.4.f

Requirement:

The IDE must describe how it will ensure that each funded tech prep program—

- (f) Provides equal access to the full range of technical preparation programs (including pre-apprenticeship programs) to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations [Sec. 203(c)(6)];

Response:

Tech prep and career academy programs in Iowa provide equal opportunities for success in career and technical education to all students. Supplemental services and recruitment activities will emphasize tech prep program avenues to special population students. Special populations include: individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency. (Within the parameters of tech prep programming, the last category includes school drop-outs and adjudicated youth.)

Stakeholders from diverse backgrounds and experiences will actively participate in the planning, design, implementation, and evaluation of tech prep and career academy programs. Consortia will be encouraged to plan, develop, and implement strategies promoting tech prep and career academy programs to special population students and their parents. Strategies may include marketing, communications, and experiential activities.

Tech prep consortia will also be encouraged to develop programs and resources that focus on special populations and access to tech prep and career academy programs. Activities may include effective practices, student success stories, mentoring, and/or career exploration activities. In addition, tech prep and career academy programs in non-traditional career fields will be promoted to members of underrepresented populations.

Tech prep consortia will collaborate with educational and service providers and other relevant partners such as workforce development, youth corrections, business, industry, labor, economic development, and community colleges to identify, communicate, and serve the diverse needs of special populations. The overarching goal is to enhance student enrollment and success throughout their educational and career pathway.

V.A.4.g

Requirement:

The IDE must describe how it will ensure that each funded tech prep program—

- (g) Provides for preparatory services that assist participants in tech-prep programs [Sec. 203(c)(7)];
and

Response:

To enhance enrollments and the success of participants in tech prep programs, consortia will provide a range of preparatory services. Students in 7-12th grade as well as those intending to transfer to aligned post-secondary programs will have access to such services.

Career exploration will be initiated in middle schools with the goal to provide general information, career awareness, and experiences in diverse career pathways. Currently, IHaveAPlanIowa™ is the State of Iowa's designated career/educational information system for schools. Students may access the IHaveAPlanIowa™ to engage in career assessments, labor market data, and research career information that explores the world of work. Local consortia tech prep programs, career academies, and programs of study will be emphasized. Iowa requires that 8th grade students complete a graduation plan, the Student Core Curriculum Plan (SCCP), outlining high school course selection and plans through graduation. Tech prep and career academy courses and programs of study, as well as linkages with post-secondary institutions, will provide a potential roadmap to higher education in addition to career entry.

School counselors and teachers assist students and their parents in the development of 8th grade Student Core Curriculum Plans and will continue to facilitate and assist student's individual career and educational planning as they progress through high school and consider options through the tech prep/ career academy and general studies sequence.

As secondary students complete high school tech prep or career academy programs and articulate or transition to post-secondary related programs of study, community college staff will provide college services such as course placement testing, advising, and enrollment assistance designed to enhance the transition to higher education. This 7 – 14th integrated process is intended to provide valid preparatory information to students as they pursue and complete each step of the tech prep program's educational ladder.

Tech prep consortia members will also be encouraged to develop relevant employment-related activities. Such services will assist tech prep and career academy program participants in understanding the expectations of the work-place, the value of work-based experiential learning, and the need for life-long learning in the evolving world of work. Participants will also develop an understanding of the time and money value of a career education plan, the need for career planning, and the emergence of new occupations evolving in various career fields.

V.A.4.h

Requirement:

The IDE must describe how it will ensure that each funded tech prep program—

(h) Coordinates with activities under Title I. [Sec. 203(c)(8)]

Response:

In Iowa, all secondary career and technical education programs of study as well as tech prep and career academy programs are offered through comprehensive high schools. An increasing number of secondary career and technical programs have aligned with Iowa's career academy model. Therefore, program activities planned, developed and implemented in support of Title I of the Perkins plan shall parallel or be available to career and technical students as well as tech prep and career academy students.

During the transition year, eligible recipients were required to develop or implement a minimum of one program of study within their district or consortium. Eligible recipients will develop and implement programs of study within their respective districts to benefit students and stakeholders, with a goal of having a minimum of 75% of their CTE programs aligned with the Iowa program of study criteria. Eligible recipients will describe their plans to meet this goal in their initial application for funding. Eligible recipients will demonstrate incremental progress toward this goal throughout the implementation of the Carl D. Perkins Act of 2006.

Consortia will be encouraged to monitor and minimize duplication of activities during the implementation and on-going initiatives relevant to the requirements of Title I and Tech Prep within the Carl D. Perkins Career and Technical Education Act of 2006. Continual coordination, collaboration, and communication between stakeholders will facilitate this and provide a common message to all career and technical students. This can help maximize the impact and intent of Perkins IV funding for the State of Iowa and its career and technical students.

V.A.5

Requirement:

The IDE must describe how it plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

Response:

Upon approval of the performance indicators by the U.S. Department of Education, the IDE will, to the greatest extent possible, provide each eligible recipient with baseline data. These data will be used to reach an agreement regarding the eligible recipients' adjusted levels of performance. The Perkins Act provides the eligible recipient the opportunity to accept the state agreed levels of performance. When this option is accepted, the eligible recipient will be held accountable to the state agreed levels of performance.

The IDE will provide each eligible recipient with the most recent data that was reported to the state on their behalf. These data will be used in the negotiation process to reach an agreement on the recipient's agreed to targeted level for performance on each indicator. If a recipient elects to negotiate a local performance target, it must propose a target level that demonstrates that the recipient will make progress toward meeting the State's negotiated performance level for that indicator and their supporting rationale.

B. Other Department Requirements

V.B.1

Requirement:

The IDE must submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.

Response:

Refer to Appendix D for the Tech Prep Application.

Refer to Appendix C for the Review Criteria to evaluate the Tech Prep application.

NOTE: The Tech Prep application will no longer be applicable beginning with FY11 and data for Title II will be reported in the current format for the FY11 report only. The State will adjust previous tech prep activities and requirements to address the needs of students. Most of the State system, which includes tech prep and tech prep accountability requirements, will be continued (where necessary and applicable), such as POS development, implementation, and evaluation.

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

VI.A.1

Requirement:

The IDE must describe how it will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that it chooses to consolidate under section 202(a) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]

Response:

The formula used to distribute funds between the two sectors was implemented by the state per the Perkins IV legislation. The formula for the funds received through Perkins IV was based on input from a taskforce composed of administrators of secondary school districts and community colleges. Three factors are utilized to determine the distribution of funds received through Section 112 (1)(a) to the two sectors. The factors gave consideration to the enrollments (contact hours) in CTE 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 Career and Technical Education 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 data:

- One-third (1/3) of the funds is 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 is distributed based upon the proportional share of the total operation costs incurred by each sector to conduct CTE programs.
- One-third (1/3) of the funds is 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 **postsecondary** sector.

Based on the formula described above, 50.6 percent of the funds received in Section 112(1)(a) will be distributed to the secondary sector and 49.4 percent of the funds will be distributed to the postsecondary sector. **Additionally,** 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 career and technical education.

VI.A.2

Requirement:

The IDE must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Sec. 131(g); Sec. 202(c)]

Response:

Funds received through this Section (131) will be allocated to local educational agencies within the state as follows:

Thirty percent (30%) will be allocated to such local educational agencies in the proportion to the number of individuals aged five through 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 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 agencies in proportion to the number of individuals aged 5 through 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.

VI.A.3

Requirement:

The IDE must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State. [Section 122(c)(6)(A); Sec. 202(c)]

Response:

Each community college 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.

VI.A.4

Requirement:

The IDE must describe how it will allocate any of those funds among any consortia that will be formed among secondary schools, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]

Response:

Allocation of funds to consortia will be based on individual member contribution, as determined through the formula described in VI.A.2. As required by the Perkins Act, funds awarded to a consortium may not be returned to individual members of the consortium based upon their contribution to the total consortium allocation; therefore the members' formula-derived contributions will be suppressed. Funds distributed to a consortium based must be used to benefit all members. Decisions regarding distribution of funds to members of the consortium will be made based upon a plan all members of the consortium develop.

Unless otherwise approved by the IDE, consortia membership will be fixed for the duration of Perkins IV. The IDE will mediate unresolved consortia membership issues.

VI.A.5

Requirement:

The IDE must describe how it will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocations. [Section 122(c)(6)(B); sec. 202(c)]

Response:

Iowa currently does not have any consortia at the postsecondary level. If the need arises to create consortia, allocation of funds will be based on individual member contribution, as determined through the formula described in VI.A.3. 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; therefore the members' formula-derived contributions will be suppressed. Funds distributed to a consortium

based must be used to benefit all members. Decisions regarding distribution of funds to members of the consortium will be made based upon a plan all members of the consortium develop.

If consortia are necessary, the membership will remain fixed for the duration of Perkins IV, unless otherwise approved by the IDE. The IDE will mediate unresolved consortia membership issues.

VI.A.6

Requirement:

The IDE must describe how it will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]

Response:

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

- i. When districts merge after population and enrollment data has been collected, the IDE 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 IDE will split the enrollment of the dissolving district between the receiving district(s) based on data obtained from the Bureau of Finance, Facilities, Operation and Transportation Services.

The IDE will obtain enrollment data from the Bureau of Information and Analysis Services for local educational agencies without geographical boundaries and include those figures when making allocations.

VI.A.7

Requirement:

The IDE must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, it must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also it must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.

Response:

No alternative allocation formula is proposed.

B. Other Department Requirements

VI.B.1

Requirement:

The IDE must submit a detailed project budget, using the forms provided in Part B of this guide.

Response:

A detailed budget is provided in Part B.

VI.B.2

Requirement:

The IDE must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.

Response:

Lists of the allocations are provided in Appendix I.

VI.B.3

Requirement:

The IDE must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.

Response:

a. Distribution of Funds to Secondary Education Programs (Section 131)

Funds received through this Section (131) will be allocated to local educational agencies within the state as follows:

Thirty percent (30%) will be allocated to such local educational agencies in the proportion to the number of individuals aged five through 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 data provided to the U.S. Secretary of Education 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 agencies in proportion to the number of individuals aged 5 through 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.

b. Distribution of Funds to Postsecondary Education Programs (Section 132)

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 base on the sum of the number of such recipients enrolled in such programs in the preceding fiscal year.

A consortium of community colleges will be required to operate joint projects that provide services to all postsecondary institutions participating in the consortium and mutually beneficial to all members of the consortium. Such funds will not be reallocated to individual members of the consortium for purposes of programs benefiting only one member of consortium. Consortia will also be required to describe in their application for funds the process they will utilize to allocate funds within the consortium.

VI.B.4

Requirement:

The IDE must describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.

Response:

Per section 112(a)(1), the reserve fund may not to exceed 8.5% of the state's annual allotment. The IDE will establish a reserve fund of \$150,000 for State Fiscal Year 2009. In subsequent fiscal years, the amount to be held in reserve will be determined by the administrator of the Division of Community Colleges.

The reserve fund will be used to implement activities tied to the state's CTE-related priorities and initiatives, as determined by the IDE. The primary focus will be to support activities impacting both the secondary and postsecondary levels. The IDE will seek opportunities to use the reserve fund as leverage to secure additional support of these activities.

The state's 15 community colleges will be eligible to serve as fiscal agents for the reserve fund allocations. Each year, the reserve funds will initially be made available on a formula basis, distributed through discretionary grant, with each of the merged area of the state eligible to receive 1/15th of the total available funds. Any uncommitted funds from initial allocations will be distributed, based upon state identified needs, by one of the of following methods: 1) equal distribution among the institutions awarded the initial discretionary grants; 2) through carry forward provisions; and/or 3) through a competitive grant process. If a competitive grant is established, the specific criteria will be delineated within the RFP and a scoring rubric will be provided.

VI.B.5

Requirement:

The IDE must describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.

Response:

Eligible recipients must meet one of the following three criteria to be awarded reserve funds: (i) in a rural area; (ii) in an area with a high percentage of CTE students; (iii) or in an area with a high number of CTE students.

For an eligible recipient to be considered "a rural area," the area's urban population must be lower than 50% of its total population. The IDE will utilize data from the Nation Center for Educational Statistics

and the U.S. Census Bureau’s Small Area Income and Poverty Estimates (SAIPE) to determine an area’s urban population. For an eligible recipient to be considered as having a “high percentage of CTE students,” its percentage of CTE students as compared to the total enrollment must be higher than the state average. For an eligible recipient to be considered as having a “high number of CTE students,” the recipient must have CTE enrollment above the state average.

VI.B.6

Requirement:

The IDE must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.

Response:

The IDE will utilize information from the National Center for Educational Statistics to define each secondary district as urban or rural. All districts with a “urban-centric locale” code larger than 23 will be considered a rural or sparsely populated secondary district. For a postsecondary eligible recipient to be considered “a rural or sparsely populated area,” the area’s urban population must be lower than 50% of its total population. The IDE will utilize data from the National Center for Educational Statistics and the U.S. Census Bureau’s Small Area Income and Poverty Estimates (SAIPE) to determine an area’s urban population.

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

VII.A.1

Requirement:

The IDE must provide a written and signed certification that—

- (a) The plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)]
[*Note: The term ‘eligible agency’ means a **State board** designated or created consistent with State law as the sole State agency responsible for the administration, or the supervision of the administration, of career and technical education in the State. See Sec. 3(12).*]
- (b) The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]
- (c) The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
- (d) All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]
- (e) A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)] [*Note: If a State wishes for the Department to continue sending the grant award documents directly to the State director, this individual’s title needs to be listed on this portion of the assurance.*]
- (f) The State officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]
- (g) The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]

The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]

Response:

As established by Iowa Code Sections 256.1 and 258.2, the State Board of Education has the authority to develop, submit the state plan, and carry out the functions of the state plan, and disburse funds.

A written and signed certification is provided in Appendix M.

VII.B.1

Requirement:

The IDE must submit a copy of the State plan to the State office responsible for the Intergovernmental Review Process if Iowa implements that review process under Executive Order 12372. [See 34 CFR Part 79]

Response:

The IDE will submit a copy of this Perkins IV State Plan to the state office responsible for the Intergovernmental Review Process if Iowa implements that review process under Executive Order 12372.

VII.B.2

Requirement:

The IDE must provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; [See 34 CFR Part 82. To download ED Form 80-0013, and the SF LLL Form (Disclosure of Lobbying Activities) referred therein, See: <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>]

Response:

Complete and signed assurances are provided in Appendix M.

VII.B.3

Requirement:

The IDE must provide a complete and signed Assurance for Non-Construction Programs Form. [See <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>]

Response:

Complete and signed assurances are provided in Appendix M.

VII.B.4

Requirement:

The IDE must provide a signed assurance that it will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]

Response:

Complete and signed assurances are provided in Appendix M.

VII.B.5

Requirement:

The IDE must provide a signed assurance that none of the funds expended under the 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. [Sec. 122(c)(12)]

Response:

Complete and signed assurances are provided in Appendix M.

VII.B.6

Requirement:

The IDE must provide a signed assurance that Iowa will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education

programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]

Response:

Complete and signed assurances are provided in Appendix M.

VII.B.7

Requirement:

The IDE must provide a signed assurance that Iowa will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]

Response:

Complete and signed assurances are provided in Appendix M.

VII.B.8

Requirement:

The IDE must provide a signed assurance that Iowa and eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]

Response:

Complete and signed assurances are provided in Appendix M.

VII.B.9

Requirement:

The IDE must provide a signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]

Response:

Complete and signed assurances are provided in Appendix M.

VII.B.10

Requirement:

The IDE must provide a signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the

meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

Response:

Complete and signed assurances are provided in Appendix M.

PART B: BUDGET FORMS

Requirement:

On the attached budget tables, the IDE must identify for 2008-2009:

I. Title I: Career and Technical Education Assistance to States

- Line I.A The amount of Title I funds available under section 112(a).
- Line I.B The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a) and (b).
- Line I.C The total amount of combined Title I and Title II funds.
- Line I.D The percent and amount, if any, slated for eligible recipients under section 112(a)(1).
 - Line I.D.1 The amount, if any, to be reserved under section 112(c).
 - Line I.D.1.a The percent and amount reserved for secondary recipients.
 - Line I.D.1.b The percent and amount reserved for postsecondary recipients.
 - Line I.D.2 The amount to be made available for eligible recipients for under section 112(a)(1) by the allocation formulas addressed in sections 131 and 132.
 - Line I.D.2.a The percent and amount slated for secondary recipients.
 - Line I.D.2.b The percent and amount slated for postsecondary recipients.
- Line I.E. The percent and amount to be made available for State leadership under section 112(a)(2).
 - Line I.E.1 The amount to be made available for services to prepare individuals for non-traditional fields under section 112(a)(2)(B).
 - Line I.E.2 The amount to be made available to serve individuals in State institutions, as described in section 112(a)(2)(A).
- Line I.F The percent and amount to be expended for State administration under section 112(a)(3).
- Line I.G The amount to be expended for matching of Federal expenditures for State administration under sections 112(b) and 323.

Response:

The IDE has identified the data required on Lines I.A. – I.G. for 2008-2009 on the attached budget tables.

II. Title II: Tech Prep Programs

- Line II.A The amount of funds available under section 201(a).
- Line II.B The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a).
- Line II.C The total amount of funds to be used for Title II tech-prep programs.
- Line II.D The amount of funds to be made available for tech-prep consortia under section 203.
- Line II.D.1 The percent of funds to be made available for tech-prep consortia under section 203.
- Line II.D.2 The number of tech-prep consortia to be funded.
- Line II.E The amount to be expended for State administration under Title II.
- Line II.E.1 The percent of funds to be expended for State administration under Title II.

Response:

The IDE has identified the data required on Lines I.A. – I.G. for 2008-2009 on the attached budget tables. *NOTE: Per guidance received May 27, 2011, beginning with FY11, remaining Title II funds will be adjusted to conform to the recommended process for consolidation of funds outlined in the memorandum dated May 17, 2007.*

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
 (For Federal Funds to Become Available Beginning on July 1, 2008)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	\$ <u>12,134,049</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ <u> 0</u>
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	\$ <u>12,134,049</u>
D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x 85%</i>)	\$ <u>10,313,943</u>
1. Reserve (<i>not more than 10% of Line D</i>)	\$ <u> 150,000</u>
a. Secondary Programs (<u> 0</u> % of <i>Line D</i>)	\$ <u> </u>
b. Postsecondary Programs (<u>100</u> % of <i>Line D</i>)	\$ <u> 150,000</u>
2. Available for formula allocations (<i>Line D minus Line D.1</i>)	\$ <u>10,163,943</u>
a. Secondary Programs (<u>50.6</u> % of <i>Line D.2</i>)	\$ <u> 5,142,955</u>
b. Postsecondary Programs (<u>49.4</u> % of <i>Line D.2</i>)	\$ <u> 5,020,988</u>
E. State Leadership (<i>not more than 10%</i>) (<i>Line C x 10%</i>)	\$ <u> 1,213,404</u>
1. Nontraditional Training and Employment	(\$ <u> 100,000</u>)
2. Corrections or Institutions	(\$ <u> 100,000</u>)
F. State Administration (<i>not more than 5%</i>) (<i>Line C x 5%</i>)	\$ <u> 606,702</u>
G. State Match (<i>from non-federal funds</i>) ¹	\$ <u> 606,702</u>

¹ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2008)

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State	\$ <u>1,244,304</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ <u>0</u>
C. Amount of Title II Funds to Be Made Available For Tech-Prep (<i>Line A less Line B</i>)	\$ <u>1,244,304</u>
D. Tech-Prep Funds Earmarked for Consortia	\$ <u>1,182,089</u>
1. Percent for Consortia (<i>Line D divided by Line C</i>) [<u>95%</u>]	
2. Number of Consortia <u>15</u>	
3. Method of Distribution (<i>check one</i>):	
a. <u>x</u> Formula	
b. <u> </u> Competitive	
E. Tech-Prep Administration	\$ <u>62,215</u>
1. Percent for Administration (<i>Line E divided by Line C</i>) [<u>5%</u>]	

PART C: ACCOUNTABILITY FORMS

I. Definitions of Student Populations

Requirement:

On page 43, the IDE must provide the career and technical education (CTE) student definitions that it will use for the secondary and postsecondary/adult core indicators of performance, e.g., “CTE participants” and “CTE concentrators.” These are the students on which it will report data annually to the U.S. Secretary of Education under section 113(c)(1)-(2) of the Act.

Response:

A. Secondary Level

<p>Career and Technical Education Participant – A secondary student who has earned one half (0.5) or more units in any career and technical education program area.</p>
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<p>Career and Technical Education Concentrator – A secondary student who has earned one and a half (1.5) or more units in a single career and technical education program area.</p>
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B. Postsecondary/Adult Level

<p>Career and Technical Education Participant – A post-secondary student who has earned one (1) or more credits in a career and technical education program.</p>

<p>Career and Technical Education Concentrator – A post-secondary student who: 1.) completes at least twelve (12) academic or technical credits within a single career and technical education program sequence that is comprised of 12 or more academic or technical credits that terminates in the award of an industry-recognized credential, a certificate, diploma, or a degree; or 2.) completes a short-term career and technical education program sequence of less than 12 credits that terminates with an award of an industry-recognized credential, or a certificate.</p>
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II. Identification of Measurement Definitions/Approaches

Requirement:

In Columns 2 and 3 of the Final Agreed Upon Performance Levels (FAUPL) forms on pages 44-48, the IDE must provide its valid and reliable measurement definitions and approaches, respectively, for each of the core indicators of performance required under section 113(b) of the Act. Each definition must contain a description of the numerator (the number of individuals achieving an outcome) and a denominator (the number of individuals seeking to achieve an outcome). As discussed above in Part A, Section IV, A.3, the U.S. Department of Education Office of Vocational and Adult Education (OVAE) pre-populated the FAUPL form with the measurement definitions and approaches for the core indicators to measure student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics under the Elementary and Secondary Education Act (ESEA) (1S1 and 1S2, respectively) and student graduation rates under the ESEA (4S1). Iowa may choose to propose other student definitions and measurement approaches, but

it would have to describe in its Perkins IV State Plan how its proposed definitions and measures would be valid and reliable.

Response:

See the column entitled “Measurement Approach” on Form C

III. Baseline Data

Requirement:

In Column 4 of the FAUPL forms, the IDE must provide baseline data, using data for the most recently completed program year (July 1, 2005 – June 30, 2006), on the performance of career and technical education students on each of the core indicators of performance, except that, for the indicators for which Iowa must use State standards, assessments, and graduation rates adopted under Title I of the ESEA, if the IDE chooses to use its annual measurable objectives (AMOs) and targets under the ESEA, it will not need to submit baseline data. The U.S. Department of Education Office of Vocational and Adult Education will use the IDE’s baseline data as a starting point for reaching agreement with it on the core indicators of performance for the first two program years under Perkins IV section 113(b)(3)(iii) of the Act.

Response:

See the column entitled “Baseline- 7/1/07 – 6-30-08 on Form C.

IV. Performance Levels

Requirement:

In Columns 5 and 6 of the FAUPL forms, the IDE must provide proposed levels of performance for each of the core indicators of performance for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) as required under section 113(b)(3)(ii) of the Perkins Act, except that, for the indicators for which Iowa must use its standards, assessments, and graduation rates adopted under Title I of the ESEA, if Iowa chooses to use its AMOs or targets under the ESEA it will only have to confirm this information with its OVAE Regional Accountability Specialist. At Iowa’s request, the Regional Accountability Specialist will pre-populate the forms in Part C with the Iowa’s AMOs or targets for the 2007-08 and 2008-09 program years before sending the forms to IDE to finish completing. .

Response:

See the column entitled “Year One - 7/1/08 – 6/30/09 on Form C.

V. State Confirmation of Final Agreed Upon Performance Levels

Requirement:

After IDE reaches agreement with the U.S. Department of Education Office of Vocational and Adult Education on Iowa’s final agreed upon adjusted performance levels for the first two program years, the IDE will be asked to confirm these levels via e-mail submission of Iowa’s FAUPL form. Iowa’s final agreed upon performance levels for the first two program years for the ESEA indicators will be incorporated into Iowa’s plan and its July 1, 2007 Perkins grant award. Iowa’s final agreed upon

performance levels for the first two program years for all other for all other indicators will be incorporated into its Perkins IV State Plan and its July 1, 2008 Perkins grant award.

Response:

The IDE will confirm after reaching agreement with the U.S. Department of Education Office of Vocational and Adult Education on Iowa's final agreed upon adjusted performance levels for the first two program years, by confirming these levels via email submission of the Iowa Final Agreed Upon Performance Levels (FAUPL) form.

II. Final Agreed Upon Performance Levels Form (FAUPL)

A. Secondary Career and Technical Education Performance Indicators and Targets:

Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06-6/30/07)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)</p>	<p>Numerator: The number of career and technical education concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: The number of career and technical education concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	<p>Iowa uses multiple assessment tests for Reading/Language Arts. The test includes Iowa Tests of Basic Skills (ITBS), Iowa Tests of Educational Development (ITED), English Language Development Assessment (ELDA) and Iowa Alternate Assessment (IAA).</p> <p>Iowa public schools are judged by performance and improvement on the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED). Iowa school districts and buildings must report assessment results for all students in reading and mathematics in grades 3 through 8 and in grade 11. In science, student results are reported in grades 8 and 11, until the 2007-2008 school year in which grade 5 students’ results will also be reported. Students identified as English language learners (ELL) are additionally assessed using the English Language Development Assessment (ELDA).</p> <p>Some students with disabilities are assessed using the Iowa Alternate Assessment.</p> <p>Students with disability such as sight impaired may take the Braille version of the ITBS reading comprehension test. Those scoring above the 40th percentile are counted as proficient for AYP purposes.</p>	<p>76.38%</p>	<p>74.20%</p>	<p>79.30%</p>

Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06-6/30/07)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p align="center">1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)</p>	<p>Numerator: The number of career and technical education concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: The number of career and technical education concentrators who took the ESEA assessment in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, have left secondary education.</p>	<p>Iowa uses the Iowa Tests of Basic Skills (ITBS,) for grades 1-8 and Iowa Tests of Educational Development (ITED) for high school students for annual statewide assessment. To meet the requirements of the legislation, Iowa school districts and buildings must report assessment results for all students in reading and mathematics (see explanation in 1S1).</p>	<p align="center">78.32%</p>	<p align="center">74.20%</p>	<p align="center">79.30%</p>
<p align="center">2S1 Technical Skill Attainment 113(b)(2)(A)(ii)</p>	<p>Numerator: The number of career and technical education concentrators who passed a technical skill assessment that is reliable and valid and was approved by a third party and the post-secondary institution that the program is linked with through a “program of study”, during the reporting year.</p> <p>Denominator: The number of career and technical education concentrators who took a technical skill assessment that is reliable and valid and was approved by a third party and the post-secondary institution that the program is linked with through a “program of study” during the reporting year.</p>	<p>The technical skills assessed, the instrument utilized to assess those skills, and proficiently level to be attained to pass the assessment must be approved by a third party and the post-secondary institution that the program is linked with through a “program of study”. The third party may be a nationally or state recognized industry organization, a provider of reliable and valid third party assessment instruments, or a regional or local advisory committee for the career and technical education program being assessed.</p>	<p align="center">56.65%</p>	<p align="center">Not Required</p>	<p align="center">56.70%</p>

Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06-6/30/07)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p align="center">3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)</p>	<p>Numerator: The number of career and technical education concentrators who earned a regular secondary school diploma, (including recognized alternative standards for individuals with disabilities) or earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma during the reporting year.</p> <p>Denominator: The number of career and technical education concentrators who left secondary education during the reporting year.</p>	<p>The state will utilize data collected via Project EASIER and Project EASIER Plus CTE to determine the rate at which career and technical education concentrators are completing high school.</p>	<p align="center">91.39%</p>	<p align="center">Not Required</p>	<p align="center">91.39%</p>
<p align="center">4S1 Student Graduation Rates 113(b)(2)(A)(iv)</p>	<p>Numerator: The number of career and technical education concentrators who received a high school diploma in the reporting year. (They were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA for the reporting year.)</p> <p>Denominator: The number of career and technical education concentrators who left school in the reporting year. (They were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA for the reporting year.)</p>	<p>The state will utilize data collected via Project EASIER and Project EASIER Plus CTE to determine the rate at which career and technical education concentrators are graduating from high school.</p>	<p align="center">91.27%</p>	<p align="center">90.3%</p>	<p align="center">90.3%</p>
<p align="center">5S1 Secondary Placement 113(b)(2)(A)(v)</p>	<p>Numerator: The number of career and technical education concentrators who left high school and reported that they intended to enroll in post-secondary education or advanced training, in the military service, or employment.</p> <p>Denominator: The number of career and technical education concentrators who left secondary education during the reporting year.</p>	<p>The state will utilize data collected via the graduate intent survey and reported via Project EASIER and Project EASIER Plus CTE to determine the number of career and technical education concentrators that left secondary education during the reporting year that intent to enroll in post-secondary education, enter military service, or seek full time employment upon graduation from high school.</p>	<p align="center">86.43%</p>	<p align="center">Not Required</p>	<p align="center">86.43%</p>

Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/06- 6/30/07	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p align="center">6S1 Nontraditional Participation 113(b)(2)(A)(vi)</p>	<p>Numerator: The number of CTE participants from the under-represented gender group who participated in career and technical education programs that lead to employment in non-traditional fields for their gender during the reporting year.</p> <p>Denominator: The number of CTE participants who participated in career and technical education programs that lead to employment in non-traditional fields for a gender during the reporting year.</p>	<p>The state will utilize data collected via Project EASIER and Project EASIER Plus CTE to determine the rate at which the under-represented gender is participating in career and technical education program that lead to employment in a non-traditional field for their gender.</p>	<p>Not Currently Available</p>	<p>Not Required</p>	<p>Not Currently Available</p>
<p align="center">6S2 Nontraditional Completion 113(b)(2)(A)(vi)</p>	<p>Numerator: The number of CTE concentrators from the under-represented gender group who completed a career and technical education program that leads to employment in non-traditional fields for their gender and left school during the reporting year.</p> <p>Denominator: The number of CTE concentrators from the under-represented gender group who concentrated in career and technical education programs that leads to employment in non-traditional fields for their gender and left school during the reporting year.</p>	<p>The state will utilize data collected via Project EASIER and Project EASIER Plus CTE to determine the rate at which the under-represented gender is completing career and technical education program that lead to employment in a non-traditional field for their gender.</p>	<p>30.37%</p>	<p>Not Required</p>	<p>30.37%</p>

B. Post-secondary Level Performance Indicators and Targets:

Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06-6/30/07)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>1P1 Technical Skill Attainment 113(b)(2)(B)(i)</p>	<p>Numerator: The number of career and technical education concentrators who passed a technical skill assessment that is reliable and valid and was approved by a third party during the reporting year.</p> <p>Denominator: The number of career and technical education concentrators who took a technical skill assessment that is reliable and valid and was approved by a third party during the reporting year.</p>	<p>The technical skills assessed, the instrument utilized to assess those skills, and proficiency level to be attained to pass the assessment must be approved by a third party. The third party may be a nationally or state recognized industry organization, a provider of reliable and valid third party assessment instruments, or a regional or local advisory committee for the career and technical education program being assessed.</p>	<p>82.06%</p>	<p>Not Required</p>	<p>82.11%</p>
<p>2P1 Credential, Certificate, Diploma or Degree 113(b)(2)(B)(ii)</p>	<p>Numerator: The number of career and technical education concentrators who received an industry-recognized credential, a certificate, diploma, or a degree during the reporting year.</p> <p>Denominator: The number of career and technical education concentrators who left post-secondary education during the reporting year.</p>	<p>The state will utilize data collected via the community college Management Information System to determine the rate at which career and technical education concentrators are awarded an industry-recognized credential, a certificate, diploma, or a degree.</p>	<p>44.02%</p>	<p>Not Required</p>	<p>44.03%</p>

Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/05-6/30/06)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>3P1 Student Retention or Transfer 113(b)(2)(B)(iii)</p>	<p>Numerator: The number of career and technical education concentrators who remained enrolled in their original post-secondary institution or transferred to another two or four year post-secondary institution during the reporting year and who were enrolled in post-secondary education the previous reporting year.</p> <p>Denominator: The number of career and technical education concentrators who were enrolled in post-secondary education in the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year; or did earn an award in the previous reporting year and remained enrolled in their original post-secondary institution or transferred to another two or four-year institution in the current reporting year.</p>	<p>The state will utilize data collected via the community college Management Information System and the National Student Clearing House to determine the rate at which career and technical education concentrators continue to participate in post-secondary education.</p>	<p>71.79%</p>	<p>Not Required</p>	<p>71.80%</p>

Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/05-6/30/06)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>4P1 Student Placement 113(b)(2)(B)(iv)</p>	<p>Numerator: The number of career and technical educators concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs, in the second quarter following the program year in which they left post-secondary education.</p> <p>Denominator: The number of career and technical education concentrators who left post-secondary education during the reporting year.</p>	<p>The state will utilize data available via the community college Management Information System and the Department of Workforce Development's Unemployment Insurance files to determine the percentage of career and technical education concentrators that are employed within the state of Iowa and its bordering states.</p> <p>The Iowa Department of Workforce Development is entering into reciprocal agreements with Iowa's bordering states for the exchange of employment-related data. However, agreements are not currently in place with all states nor is the Department of Education able to obtain the data on a student record level. This currently limits the availability of placement data for the majority of the post-secondary grant recipients.</p> <p>Until the Department of Workforce Development has agreements in place for all bordering states that yields employment placement on an individual unit basis, grant recipients will be allowed to utilize placement data collected via local program completer follow-up surveys rather than the state data source to demonstrate continuous improvement.</p>	<p>71.78%</p>	<p>Not Required</p>	<p>71.80%</p>

Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/06- 6/30/07	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p>5P1 Nontraditional Participation 113(b)(2)(B)(v)</p>	<p>Numerator: The number of CTE participants from the under-represented gender group who participated in career and technical education programs that lead to employment in a non-traditional field for their gender during the reporting year.</p> <p>Denominator: The number of CTE participants who participated in career and technical education programs that lead to employment in a non-traditional field for a gender during the reporting year.</p>	<p>The state will utilize data collected via community college Management Information System to determine the rate at which the under-represented gender is participating in career and technical education program that lead to employment in a non-traditional field for their gender.</p>	<p>21.76%</p>	<p>Not Required</p>	<p>21.77%</p>
<p>5P2 Nontraditional Completion 113(b)(2)(B)(v)</p>	<p>Numerator: The number of CTE concentrators from the under-represented gender group who completed a career and technical education program that leads to employment in a non-traditional field for their gender and left school during the reporting year.</p> <p>Denominator: The number of CTE concentrators from the under-represented gender group who concentrated in career and technical education programs that lead to employment in a non-traditional field for their gender and left school during the reporting year.</p>	<p>The state will utilize data collected via community college Management Information System to determine the rate at which the under-represented gender is completing career and technical education program that lead to employment in a non-traditional field for their gender.</p>	<p>39.76%</p>	<p>Not Required</p>	<p>39.77%</p>

III. Tech Prep Performance Indicators (*Note: These indicators will not be applicable beyond the FY11 State CAR*)

Additional Tech Prep Performance Indicators and Targets for Iowa Perkins Grant Recipients FY 2009-2013

In General: Tech Prep Regional Consortia will be required to negotiate performance targets for each of the performance indicators as required for section 113 of Perkins Act as well as for each of the additional indicators listed below from section 203. No State performance targets will be established for the additional tech prep performance indicators, however each consortium will be required to negotiate performance targets for each additional indicator and demonstrate continuous improvement. Each institutional member of the regional tech prep consortium will be required to report enrollment information and performance data to the Iowa Department of Education via Project EASIER Plus CTE and the community college Management Information System student for each of the tech prep programs being offered to their students.

Definitions:

Secondary Tech Prep Student: A secondary education student who has earned one and a half (1.5) or more units of credit in the secondary education component of a single career and technical education tech prep program.

Postsecondary Tech Prep Student: A student who has completed all of the courses in the secondary education component of a tech prep program; and has been accepted and enrolled in the postsecondary education component of a tech prep program at an institution of higher education.

Additional Indicators & Citations: Secondary & Post-secondary:	Measurement Definition	Measurement Approach	Baseline (7/1/07-6/30/08)	Year One 7/1/08-6/30/09
<p align="center">1TP1</p> <p align="center">Tech Prep Participation</p> <p>The number of secondary education students and post-secondary education students enrolled in tech prep programs. <i>PL 109-270, Section 203(e)(1)(A)</i></p>	<p>The number of secondary tech prep students (see definition above) who enrolled in one or more courses in the secondary portion of a tech program during the reporting year plus the number of post-secondary tech prep students (see definition above) who were enrolled in one or more technical courses in the post-secondary portion of a tech prep program during the reporting year.</p>	<p>Secondary enrollment data will be collected via Project EASIER Plus CTE. Post-secondary enrollment data will be collected through the Community College Management Information System</p>	<p>Not currently available</p>	<p>No target required</p>

Additional Indicators & Citations: Secondary	Measurement Definitions	Measurement Approach	Baseline (7/1/07-6/30/08)	Year One 7/1/08-6/30/09
<p align="center">2TP1</p> <p align="center">Post-secondary Participation</p> <p>The number and percent of secondary education tech prep students enrolled in the tech prep program who enroll in postsecondary education; <i>PL 109-270-Section 203(e)(1)(B)(i)</i></p>	<p>Numerator: The number of secondary tech prep students who graduated from a secondary school during the reporting year and intended to enroll in post-secondary education upon graduation from high school</p> <p>Denominator: The number of secondary tech prep students who graduated from a secondary school during the reporting year.</p>	<p>Data collected via the graduate intent survey and reported via Project EASIER and Project EASIER Plus CTE to determine the number of tech prep students who left secondary education during the reporting year that intent to enroll in post-secondary education upon graduation from high school will be utilized to calculate this performance indicator.</p>	<p>Not currently available</p>	<p>Consortia must demonstrate continuous improvement</p>
<p align="center">2TP2</p> <p align="center">Tech Prep Retention</p> <p>The number and percent of secondary education tech prep students enrolled in the tech prep program who enroll in postsecondary education in the same field or major as the secondary education tech prep students were enrolled at the secondary level; <i>PL 109-270-Section 203(e)(1)(B)(ii)</i></p>	<p>Numerator: The number of post-secondary tech prep students who were enrolled, during the reporting year, in the post-secondary portion of the same tech prep program or a program within the same cluster area as they were in high school the preceding year.</p> <p>Denominator: The number of secondary tech prep students who graduated from high school in the year preceding the reporting year.</p>	<p>Data collected through the Community College Management Information System and Project EASIER plus CTE will be utilized to calculate this performance indicator.</p>	<p>Not currently available</p>	<p>Consortia must demonstrate continuous improvement</p>
<p align="center">2TP3</p> <p align="center">Credential Attainment</p> <p>The number and percent of secondary education tech prep students enrolled in the tech prep program who complete a State or industry-recognized certification or licensure; <i>PL 109-270-Section 203(e)(1)(B)(iii)</i></p>	<p>Numerator: The number of secondary tech prep students who left secondary education during the reporting year who were awarded a State or industry recognized certification, or licensure</p> <p>Denominator: The number of secondary tech prep students who left secondary education during the reporting year.</p>	<p>Data collected via Project EASIER Plus CTE will be utilized to calculate this performance indicator.</p>	<p>Not currently available</p>	<p>Consortia must demonstrate continuous improvement</p>
<p align="center">Additional Indicators &</p>	<p align="center">Measurement Definitions</p>	<p align="center">Measurement</p>	<p align="center">Baseline</p>	<p align="center">Year One</p>

Citations: Secondary		Approach	7/1/07-6/30/08	7/1/08-6/30/09
<p align="center">2TP4 Post-secondary Credit</p> <p>The number and percent of secondary education tech prep students enrolled in the tech prep program who successfully complete, as a secondary school student, courses that award post-secondary credit at the secondary level; <i>PL 109-270-Section 203(e)(1)(B)(iv)</i></p>	<p>Numerator: The number secondary tech prep students who left secondary education during the reporting year who were awarded one or more post-secondary credits while they were enrolled in high school. Denominator: The number of secondary tech prep students who left secondary education during the reporting year.</p>	Data collected via Project EAIER and Project EASIER Plus CTE will be utilized to calculate this performance indicator.	Not currently available	Consortia must demonstrate continuous improvement
<p align="center">2TP5 Remedial Education</p> <p>The number and percent of secondary education tech prep students enrolled in the tech prep program that also enroll in remedial mathematics, writing, or reading courses upon entering post-secondary education. <i>PL 109-270-Section 203(e)(1)(B)(v)</i></p>	<p>Numerator: The number of post-secondary tech prep students, who completed the secondary portion of a tech prep program and graduated from high school the preceding reporting year, who were also enrolled in one or more remedial mathematics, writing, or reading courses during the reporting year. Denominator: The number of post-secondary tech prep students who completed the secondary portion of a tech prep program and graduated from high school during the preceding reporting year.</p>	Data collected through the Community College Management Information System will be utilized to calculate this performance indicator.	Not currently available	Consortia must demonstrate continuous improvement
<p align="center">3TP1 Placement</p> <p>The number and percent of post-secondary tech prep students who were placed in a related field of employment not later than twelve months after graduation from the tech prep program. <i>PL 109-270-Section 203(e)(1)(C)(i)</i></p>	<p>Numerator: The number of post-secondary tech prep students who graduated in the preceding reporting year and were placed in a related field in the second quarter following the program year in which they left post-secondary education. Denominator: The number of post-secondary tech prep students who graduated and left post-secondary education in the previous reporting year.</p>	Data that is collected via the community college Management Information System and the Department of Workforce Development's Unemployment Insurance files to determine the percentage of tech prep completers that are employed in a related field within the state of Iowa. Grant recipients may elect to supplement placement data collected via local program completer follow-up surveys to demonstrate continuous improvement.	Not currently available	Consortia must demonstrate continuous improvement

Additional Indicators & Citations: Secondary	Measurement Definitions	Measurement Approach	Baseline (7/1/07-6/30/08)	Year One 7/1/08-6/30/09
<p align="center">3TP2 Credential Attainment</p> <p>The number and percent of post-secondary tech prep students who were awarded a State or industry-recognized certification or licensure. <i>PL 109-270-Section 203(e)(1)(C)(ii)</i></p>	<p>Numerator: The number of post-secondary tech prep students who left postsecondary education during the reporting year who were awarded a State or industry recognized certification, or licensure.</p> <p>Denominator: The number of post-secondary tech prep students who left postsecondary education during the reporting year.</p>	<p>Data will be collected via the supplemental web-based career data collection system (Project EASIER plus CTE) and the community College Management Information System will utilized to calculate this performance indicator.</p>	<p>Not currently available</p>	<p>Consortia must demonstrate continuous improvement</p>
<p align="center">3TP3 On-time Completion</p> <p>The number and percent of post-secondary tech prep students who were awarded a two-year degree program within the normal time (one and a half times the length of the program) for completion of such program. <i>PL 109-270-Section 203(e)(1)(C)(iii)</i></p>	<p>Numerator: The number of post-secondary tech prep students who were awarded a two-year degree during the reporting year who entered the post-secondary portion of a tech prep program within the last three reporting years.</p> <p>Denominator: The number of post-secondary tech prep students who left post-secondary education during the last three reporting years.</p>	<p>Data collected via the Community College Management Information System will be utilized to calculate this performance indicator.</p>	<p>Not currently available</p>	<p>Consortia must demonstrate continuous improvement</p>
<p align="center">3TP4 BA Degree Attainment</p> <p>The number and percent of post-secondary tech prep students that completed a baccalaureate program within the normal time (one and a half times the length of the program) for completion of such program. <i>PL 109-270-Section 203(e)(1)(C)(iv)</i></p>	<p>Numerator: The number of post-secondary tech prep students who entered a post-secondary program during the last six reporting years and were awarded a baccalaureate degree.</p> <p>Denominator: The number of post-secondary tech prep students who left postsecondary education during the last six reporting years.</p>	<p>Data collected via the Community College Management Information System and the National Student Data Clearing House will be utilized to calculate this performance indicator.</p>	<p>Not currently available</p>	<p>Consortia must demonstrate continuous improvement</p>