

WORKFORCE TRAINING AND ECONOMIC DEVELOPMENT FUND

GUIDELINES FOR IOWA COMMUNITY COLLEGES

ISSUED MARCH 2014



COMMUNITY COLLEGES

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This document is a living document subject to change.



An Overview of the Workforce Training and Economic Development Fund

The Workforce Training and Economic Development (WTED) Fund was established in 2003 as part of the Grow Iowa Values Fund. This fund has become an important source of financing for community college new program innovation, development, and capacity building, particularly for career and technical education.

The funding is allocated annually using the community college state general aid distribution formula as provided for in [Section 260C.18A of the Iowa Code](#).

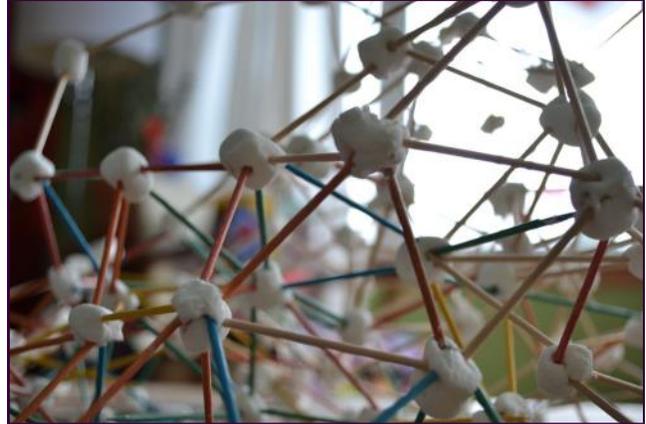
The monies in the Workforce Training and Economic Development Fund may be used to support the following community college activities:

- Career academies
- Career and technical education (CTE) Programs
- Entrepreneurship education and small business assistance
- General training, retraining, and educational initiatives for targeted industries

There are also other programs with separate funding sources which can be supplemented through WTED, they are:

- Accelerated Career Education (ACE) Infrastructure (260G)
- GAP Tuition Assistance Program (260I)
- Iowa Jobs Training (260F)
- National Career Readiness Certification (NCRC)
- National Advanced Manufacturing Certification (NAM)
- Pathways for Academic Career & Employment (PACE) (260H)

The WTED fund requires application of 70 percent of appropriated funds be used to support projects, programs, and initiatives that fall within



Iowa's targeted industry clusters defined in statute as advanced manufacturing, information technology and insurance, alternative and renewable energy, and life sciences which include the areas of biotechnology, health care, and nursing technology.

Each community college is required to provide the Iowa Department of Education the opportunity to review and comment on proposed use of the funds and to provide an ongoing accountability process. Each year an annual progress report and plan for the next year, outlining the proposed use of the moneys appropriated, are to be submitted to the department by September 30th. Carryover must be noted in the annual progress report and annual plan's appropriate sections with a documented reason for the carryover.

The colleges have the flexibility to modify their plans as needed during the year without approval. Unexpended funds may be carried over to the next fiscal year.

The pages within this guide explain in more detail the specifics of each fund, provide guidance for usage, define progress report requirements and expectations as specified in the administrative rules for the fund.

Reporting Tools and Requirements for WTED Fund

Annually each community college is required to provide the Iowa Department of Education the following information:

- An annual progress report on each program's expenditures and participants.
- An updated Workforce Training and Economic Development Fund plan outlining the community college's proposed use of the appropriated funds.
- A plan for unexpended funds (obligated or unobligated carryover). Unexpended funds may be carried over to the next fiscal year, however, the plan must also reflect why the funds are to be carried over.

Community colleges are provided the flexibility to modify these plans throughout the year without department review or board approval; however any changes must be noted in the annual progress report.

An Excel-based reporting instrument has been developed to collect data pertaining to expenditures and participants for the annual progress report and plan. Annually, an e-mail will be sent to the designated community college representative containing instructions and the attachments. One of the attachments will include the spreadsheet for current/completed fiscal year progress data. The second will be for the planned expenditures and participant data for the next fiscal year.

Plan for Next Fiscal Year

The plan reporting for the next fiscal year will take approximately 15 minutes to complete. It includes:

- Total projected budget dollars for each program by targeted industry cluster
- Number of projected participants in each program
 - ◆ Businesses
 - ◆ Students/employees
- Plan for carryover funds, if applicable

Current Fiscal Year (Progress Report)

Data are collected annually by program (e.g., career academies, CTE, retraining, etc.) for the annual progress report. A spreadsheet containing program specific tabs will be used for the collection of data associated with the WTED Fund. The following pages contain instructions for completing the spreadsheets.

The following information will be collected for the annual progress report:

- Total actual dollars expended by Targeted Industry Cluster. If carryover funds were used, there is a separate section on the first tab which you will use to enter this information.
 - ◆ Breakdown of expenses by program
 - ◇ Salaries
 - ◇ Contract training
 - ◇ Curriculum development
 - ◇ Tuition assistance
 - ◇ Marketing
 - ◇ Instructional materials/supplies
 - ◇ Equipment
 - ◇ Travel
 - ◇ Other (must specify)
- Number of participants in each program
 - ◆ Businesses
 - ◆ Students/employees
- Number of completers in each program (students/employees only).

This spreadsheet should take approximately 40 minutes to complete if multiple programs were utilized. Each spreadsheet will be clearly identified in order to limit confusion.

Once the data are collected, they will be analyzed and reports will be completed for each program in aggregate and each community college separately. In addition, annual plans for each of the programs and community colleges will be included to give an overall picture of the upcoming fiscal year.

Annual Progress Report—Instructions

Each total and percentage cell will automatically populate as data is entered. There are separate totals and percentages for targeted areas, non-targeted areas, and an overall total for the program.

Participant and Completer Reporting

Figure 2, on the previous page, also contains both participant and completer information. Due to the variation of each program within the WTED Fund, it may be necessary to report on businesses, students/employees, or a combination, depending upon the program. Therefore, they are listed independently in so each group that has benefited from the fund can be documented.

The number of program participants and completers will be reported separately. Participants are defined as those who entered the program initially and completers are defined as anyone who successfully

completed the training provided through the WTED Fund supported activity (e.g., program, course, etc.). Businesses are excluded from this section.

Figure 3. Total WTED

This page is set up for autofill - Do Not Enter Data Here

College Name:	0
First & Last Name:	0
E-mail Address:	0
Phone Number:	0
Contact Type (ED, Business Officer):	0

Targeted Industry Cluster Categories	Total Expenditures	Percent of Total Allocation Spent on Each Targeted Industry Cluster
Advanced Manufacturing	\$ -	#DIV/0!
Information Technology	\$ -	#DIV/0!
Biotechnology	\$ -	#DIV/0!
Nursing	\$ -	#DIV/0!
Renewable Energy	\$ -	#DIV/0!
Combination of Multiple Targeted Areas	\$ -	#DIV/0!
Total Target	\$ -	#DIV/0!
Non Targeted Areas	\$ -	#DIV/0!
Total	\$ -	#DIV/0!

Program	Total Expenditures by Program	Percent of Total Allocation Spent on Each Program	Percent Spent on Targeted Industry Clusters per Program
Career Academies	\$ -	#DIV/0!	#DIV/0!
Career & Technical Education (CTE)	\$ -	#DIV/0!	#DIV/0!
General Training/Retraining	\$ -	#DIV/0!	#DIV/0!
ACE (260G)	\$ -	#DIV/0!	#DIV/0!
Entrepreneurial/Small Business	\$ -	#DIV/0!	#DIV/0!
GAP Tuition	\$ -	#DIV/0!	#DIV/0!
Iowa Job Training (260F)	\$ -	#DIV/0!	#DIV/0!
NCRC/NAM	\$ -	#DIV/0!	#DIV/0!
PACE	\$ -	#DIV/0!	#DIV/0!
Total	\$ -	#DIV/0!	#DIV/0!

Program	Participants (Students/Employees)	Completers (Students/Employees)
Career Academies	0	0
Career & Technical Ed (CTE)	0	0
General Training/Retraining	0	0
ACE (260G)	0	0
Entrepreneurial/Small Bus	0	0
GAP Tuition	0	0
Iowa Job Training (260F)	0	0
NCRC/NAM	0	0
PACE	0	0
Total	0	0

FY 2014 Carryover	\$ -
FY 2015 Allocation	\$ -
Total WTED Fund FY 2015	\$ -
Total Expenditures FY 2015	\$ -
Carryover FY 2015	\$ -
Obligated Carryover FY 2015	\$ -
Unobligated Carryover FY 2015	\$ -

The number of both participants and completers should represent only those supported with WTED funds. Examples:

- If 25 percent of Career Academy courses were funded through WTED funds, than 25 percent of the participants and completers should be reported.
- If a piece of equipment is purchased with WTED funds, all of the students who used that equipment should be reported and counted as participants.

Finally, all of the data entered into the progress report will automatically populate the “Total WTED” tab (see Figure 3), which is the last tab on the spreadsheet. This aggregate information is designed to provide the ability visualize all of the data in aggregate, at a glance, contained in the annual progress report.

Should the need arise, there are brief program explanations located in the later pages of this guide for reference.

Annual Plan – Instructions

Annually, each community college designee will be asked to complete a plan for the upcoming fiscal year’s WTED Fund expenses (estimates).

Similar to the annual progress report, there is an Excel spreadsheet will be used to submit required information. The preparer must enter their contact information and plan for carryover funds on the initial tab (see Figure 4).

The next tab contains a table similar to the annual progress report. This tab includes estimated expenditures for the upcoming fiscal year by program and by targeted or non-targeted industry cluster (see Figure 5).

Figure 4. Preparer Contact and Carryover Plan

Preparer Contact Information		
College Name:		<i>Enter College Name</i>
First & Last Name:		<i>Enter Preparer Name</i>
E-mail Address:		<i>Enter E-mail</i>
Phone Number:		<i>Enter Contact Phone</i>
Contact Type (ED, Business Officer):		<i>Enter Contact Type</i>

WTED Fund Pan FY 2016		
FY 2016 Allocation	\$ -	<i>Populated After Allocation Released</i>
Total FY 2015 Carryover Available	\$ -	<i>Populated from WTED 2014 Progress Report</i>
Total FY 2016 WTED Fund for Planning	\$ -	

Obligated Carryover FY 2016	\$ -	<i>Enter Obligated Carryover</i>
Unobligated Carryover FY 2016	\$ -	<i>Enter Unobligated Carryover</i>

Please document plans for "Obligated Carryover" below:

Enter Explanation for Obligated Carryover

Instructions:
Please enter information where noted in "red"
All percentages and totals are set up to autofill based on the numbers you are entering within the white areas.

Figure 5. Fiscal Year Plan by Program and Targeted Industry Cluster

Workforce Training & Economic Development Fund Annual Plan									
Fiscal Year 2015 Plan (July 1, 2014 - June 30, 2015)	Advanced Manufacturing	Information Technology	Biotech	Nursing	Renewable Energy	Combination of Target Areas	Total Target Areas	Non-Target Areas	
Planned 2016 Expenditures by Targeted Industry Cluster									
Career Academies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Career & Technical Education	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Entrepreneurship/Small Business	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
General Training/Retraining	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ACE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
GAP Tuition Assistance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Iowa Jobs Training (260F)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
NCRC/NAM Certification	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Pathways for Academic Career & Employment (PACE)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Planned Expenses per Targeted Industry Cluster	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Percentage of Total Plan	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Enter expenditure totals by program and targeted industry above

Figure 6. Participant Estimates by Program

Please Enter the Estimated Number of Participants by Program for FY 2016

	Students/ Employees	Businesses	Total
Career Academies	0	0	0
CTE	0	0	0
Entrepreneurship/Small Bus	0	0	0
General Training/ Retraining	0	0	0
ACE	0	0	0
GAP	0	0	0
Iowa Job Training (260F)	0	0	0
NCRC/NAM	0	0	0
PACE	0	0	0
Total Estimated Participants	0	0	0

Enter Estimated participant number by program for FY 2016 above

The final tab is for submission of estimated participation by program (see Figure 6). Students and employees will be estimated in aggregate and businesses (if applicable) are listed separately, in recognition that some programs do not apply to both groups. Enter only WTED funded participant data. The annual plan is an estimate for the WTED Fund allocation and can be modified by the college as appropriate throughout the year.

Education Outcomes Reporting and Research

The Iowa Department of Education, Division of Community Colleges provides workforce preparation program outcome reporting services in partnership with Iowa Workforce Development's Regional Research and Analysis Bureau. The goal is to demonstrate the results of state investments in workforce preparation activities supported by the Workforce Training and Economic Development (WTED) Fund.

One way to determine the impact that the WTED Fund has had on the participants is through education outcomes reporting and research. This effort measures the success of the completers and participants longitudinally through education and employment records. It will enable us to effectively identify programs and services that make a difference to the citizens of Iowa.

Annually, the Iowa Department of Education will be working in partnership with community colleges and Iowa Workforce Development to collect, match, and report on outcomes relating to programs funded through WTED Fund. This process requires the identification of individuals in each college impacted by the programs laid out in this guidance document.



To prepare for WTED Fund supported participant data collection, it is essential for colleges to ascertain and document the following information:

- Name (First and Last)
- Social Security Number (Unique Identifier)
- Program Name
- Enrolled—Yes/No (student/employee)
- Completed—Yes/No (student/employee)

Reports will be generated based on consistent statewide data collection and analysis conducted by the state agencies using a shared education and workforce dataset which contains wage records, industry and education records.

Student/employee records are sent to Iowa Workforce Development to be matched with the state Unemployment Insurance (UI) wage records for Iowa as well as the national Wage Record Interchange System (WRIS), allowing us to match records from outside the state of Iowa which is crucial for identifying those that may have moved out of state or simply working across the border of Iowa. Quarterly earnings are acquired and the final dataset is then analyzed to report the following by program:

- Employment Status of Participants
- Quarterly Wages
- Industry
- Employment Retention Rates
- Out-of-State Migration

This analysis will create a clear picture of the impact WTED Fund has had on education to employment outcomes.

Proposed Program Metrics

The metrics listed in this section of the report are proposed measures for the WTED Fund as well as individual programs supported by the fund. WTED Fund metrics apply to all supported programs, supplemented by metrics specific to individual programs. The following is a complete list of proposed metrics.

WTED Fund Metrics:

- Number Enrolled (Participants - Employees/Students)
- Number of Completers
- Number Continuing Post-secondary Education
- Number/Percent Employed
- Employment by Industry
- Median Wages by Industry
- Expenditures by Program & Targeted/Non-Targeted Industry Cluster

Metrics for Individual Programs

Career Academies:

- Number enrolled (Participants)
- Number of completers
- Number transferred to post-secondary education after graduation

Career & Technical Education (CTE):

- Number Enrolled (Participants)
- Number of Completers
- Number/Percent Employed
- Employment by Industry
- Median Wages by Targeted Industry Cluster

General Training, Retraining & Educational Initiatives for Targeted Industries:

- Number Enrolled (Participants)
- Number of Completers
- Number/Percent Employed
- Employment by Industry
- Median Wages by Targeted Industry Cluster

Entrepreneurship Education & Small Business Assistance:

- Number of Students
- Number of Businesses

ACE (260G) Projects:

- Number Enrolled (Participants)
- Number of Completers
- Number of Businesses
- Number of Job Placements with Participating Businesses

Gap Tuition Assistance:

- Number Enrolled (Participants)
- Number of Completers
- Number Continuing Post-secondary Education
- Number/Percent Employed
- Employment by Industry
- Median Wages by Targeted Industry Cluster

Iowa Jobs Training (260F):

- Number Enrolled (Employees)
- Number of Businesses

Pathways for Academic Career & Employment (PACE):

- Number of Participants
- Number of Completers
- Number Continuing Post-secondary Education
- Number/Percent Employed
- Employment by Industry
- Median Wages by Targeted Industry Cluster

NCRC & NAM Certification:

- Number of Certificates Issued
- Number/Percent Employed

Iowa Code Section 260C.18A (WTED Fund)

1. *a.* A workforce training and economic development fund is created for each community college. Moneys shall be deposited and expended from a fund as provided under [this section](#).
- b.* Moneys in the funds shall consist of any moneys appropriated by the general assembly and any other moneys available to and obtained or accepted by the department from federal sources or private sources for placement in the funds. Notwithstanding [section 8.33](#), moneys in the funds at the end of each fiscal year shall not revert to any other fund but shall remain in the funds for expenditure in subsequent fiscal years.
2. Moneys deposited in the funds and disbursed to community colleges for a fiscal year shall be expended for the following purposes, provided seventy percent of the moneys shall be used on projects in the areas of advanced manufacturing, information technology and insurance, alternative and renewable energy including the alternative and renewable energy sectors listed in [section 476.42, subsection 1](#), paragraph “a”, subparagraph (1), and life sciences which include the areas of biotechnology, health care technology, and nursing care technology:
 - a.* Projects in which an agreement between a community college and an employer located within the community college’s merged area meet all of the requirements of the accelerated career education program under [chapter 260G](#).
 - b.* Projects in which an agreement between a community college and a business meet all the requirements of the Iowa jobs training Act under [chapter 260F](#). However, projects funded by moneys provided by a local workforce training and economic development fund of a community college are not subject to the maximum advance or award limitations contained in [section 260F.6, subsection 2](#), or the allocation limitations contained in [section 260F.8, subsection 1](#).
 - c.* For the development and implementation of career academies designed to provide new career preparation opportunities for high school students that are formally linked with postsecondary career and technical education programs. For purposes of [this section](#), “*career academy*” means a program of study that combines a minimum of two years of secondary education with an associate degree, or the equivalent, career preparatory program in a nonduplicative, sequential course of study that is standards based, integrates academic and technical instruction, utilizes work-based and worksite learning where appropriate and available, utilizes an individual career planning process with parent involvement, and leads to an associate degree or postsecondary diploma or certificate in a career field that prepares an individual for entry and advancement in a high-skill and reward career field and further education. The state board, in conjunction with the division of community colleges and workforce preparation of the department of education, shall adopt administrative rules for the development and implementation of such career academies pursuant to [section 256.11, subsection 5](#), paragraph “h”, [section 260C.1](#), and Tit. II of Pub. L. No. 105-332, Carl D. Perkins Vocational and Technical Education Act of 1998.
 - d.* Programs and courses that provide vocational and technical training, and programs for in-service training and retraining under [section 260C.1, subsections 2 and 3](#).
 - e.* Development and implementation of pathways for academic career and employment programs under [chapter 260H](#).
 - f.* Development and implementation of programs for the gap tuition assistance program under [chapter 260I](#).
 - g.* Entrepreneurial education, small business assistance, and business incubators.
 - h.* Development and implementation of the national career readiness certificate and the skills certification system endorsed by the national association of manufacturers.
3. The department shall allocate the moneys appropriated pursuant to [this section](#) to the community college workforce training and economic development funds utilizing the same distribution formula used for the allocation of state general aid to the community colleges.
4. Each community college shall do all of the following:
 - a.* Adopt a two-year workforce training and economic development fund plan outlining the community college’s proposed use of moneys appropriated under [subsection 2](#).
 - b.* Update the two-year plan annually.
 - c.* Prepare an annual progress report on the two-year plan’s implementation.
 - d.* Annually submit the two-year plan and progress report to the department in a manner prescribed by rules adopted by the department pursuant to [chapter 17A](#).

Administrative Rules

Workforce Training and Economic Development Fund [281—IAC 27 \(260C\)](#)

Note: Proposed performance metrics are located in the “Program Metrics” section of this document.

CHAPTER 27: WORKFORCE TRAINING AND ECONOMIC DEVELOPMENT FUNDS

281--27.1 (260C) Purpose. The purpose of the workforce training and economic development funds is to provide revenue for each community college to address the workforce development needs of the state with the primary focus of providing training and retraining of Iowa workers to develop the skills of employees employed in targeted areas or to address a workforce development need of a targeted areas. Moneys are appropriated for each community college from the Iowa skilled worker and job creation fund to the workforce training and economic development funds.

281—27.2 (260C) Definitions.

“Community college” or “college” means a community college established under Iowa Code chapter 260C.
 “Department” means the Iowa department of education.
 “Fund” or “funds” means the workforce training and economic development funds created by Iowa Code section 260C.18A and allocated to each community college.
 “Project” means a training or educational activity funded by a workforce training and economic development fund.
 “State board” or “board” means the Iowa state board of education.
 “Targeted areas” means the areas of advanced manufacturing; information technology and insurance; alternative and renewable energy including the alternative and renewable energy sectors listed in Iowa Code section 476.42, subsection 1, paragraph “a”; and life sciences, which include the areas of biotechnology, health care technology, and nursing care technology.

281—27.3 (260C) Funds allocation. The department shall allocate moneys, appropriated by the general assembly or other moneys accepted by the department, for the workforce training and economic development fund established for each community college by utilizing the most current distribution formula that is used for the allocation of state general aid to the community colleges available on July 1 of the fiscal year

for which funds are being allocated. Each community college shall establish a workforce training and economic development fund account within its college accounting system into which the department shall make deposits of the allocated moneys. The deposits shall be made quarterly or on a more frequent basis. Moneys that are not used and that remain in a community college’s fund at the end of a fiscal year shall remain available to that community college for expenditure in subsequent fiscal years.

281—27.4 (260C) Community college workforce and economic development fund plans and progress reports. For the fiscal year beginning July 1, 2013, and each fiscal year thereafter, each community college, to receive its allocation for the forthcoming fiscal year, shall prepare and submit to the department for state board consideration the following items for the fiscal year:

27.4(1) Workforce training and economic development fund plan. Each community college shall adopt a workforce training and economic development fund plan for the upcoming year that outlines the community college’s proposed use of moneys appropriated to its workforce training and economic development fund. Plans shall be based on fiscal years and must be submitted to the department, in a manner prescribed by the department, by September 30 for the current fiscal year allocation. Plans shall describe how the community college proposes to allocate funds to support individual allowable uses pursuant to 281—27.5 and the planned amount to be used to support targeted areas.

27.4(2) Progress reports. Each college that receives an allocation of moneys pursuant to 281—27.4 shall prepare an annual progress report on the plan’s implementation. The report shall be submitted to the department by September 30 of each year in a manner and form as prescribed by department. The report shall provide information regarding projects supported by the college’s fund including, but not limited to, the number of participants enrolled in each program, the number of completers of each program, the dollars spent on each allowable use pursuant to 281-27.5, the dollars spent in targeted areas, and other data necessary to report state program performance metrics.

WTED Administrative Rules (cont'd)

281--27.5 (260C) Use of funds. Moneys deposited into each community college fund may be expended for the following permissive uses, provided that 70 percent of the moneys be used on projects in targeted areas and projects are operated in compliance with state and federal law:

27.5(1) Projects in which an agreement between a community college and an employer located within the community college's merged area meets all of the requirements of the accelerated career education program pursuant to Iowa Code chapter 260G and 261—Chapter 20 and are approved by the Iowa Economic Development Authority, when applicable.

27.5(2) Projects in which an agreement between a community college and a business meets all the requirements of the Iowa Jobs Training Act under Iowa Code chapter 260F and 261—Chapter 7.

27.5(3) For the development and implementation of career academies meeting all of the requirements of rule 281—47.1(260C).

27.5(4) Programs and courses that provide vocational and technical training and programs for in-service training and retraining under Iowa Code section 260C.1, subsections 2 and 3. As it pertains to Iowa Code section 260C.1, subsection 2, vocational and technical training shall mean new or expanded career and technical education coursework that has department approval and results in the conferring of a diploma, degree, or certificate. The enhancement of academic core courses within career and technical programs is also eligible. As it pertains to Iowa Code section 260C.1, subsection 3, eligible activities shall be short-term noncredit training and retraining projects.

27.5(5) Development and implementation of the pathways for career and employment program meeting all of the requirements of Iowa Code chapter 260H and 281—Chapter 25.

27.5(6) Development and implementation of the GAP tuition assistance program meeting all of the requirements of Iowa Code 260I and 281—Chapter 25.

27.5(7) Programs for entrepreneurship education, small business assistance, and business incubators.

27.5(8) Development and implementation of the national career readiness certificate and the skills certification system endorsed by the national association of manufacturers.

281—27.6 (260C) Prior approval. Any individual project using over \$1 million of moneys from a workforce training and economic development fund shall require prior approval from the state board of education.

281—27.9 (260C) Annual plan and progress report approval.

27.9(1) The state board of education shall review and consider approval of reports and plans submitted pursuant to 281—27.4.

27.9(2) The state board of education may reject a plan or progress report for the following reasons, including but not limited to:

- a. Incomplete information or data;
- b. Seventy percent of fund expenditures not utilized for projects in the areas of advanced manufacturing; information technology and insurance; alternative and renewable energy including the alternative and renewable energy sectors listed in Iowa Code section 476.42, subsection 1, paragraph "a"; and life sciences which include the areas of biotechnology, health care technology, and nursing care technology;
- c. Project not operated in compliance with state or federal law;

281—27.10 (260C) Options upon default or noncompliance.

27.10(1) Should the state board not accept a community college's annual progress report, the college shall be subject to the following actions as prescribed by the board based upon the severity of the noncompliance or default, including but not limited to:

- a. Withholding of a portion of new fiscal year moneys based upon amounts awarded deemed to be ineligible;
- b. Tighter oversight and control of the community college's fund by the department;
- c. Loss of funds for one year;
- d. Other action deemed appropriate by the board.

ITEM 2. This rule is intended to implement Iowa Code Section 260C.18A.

Targeted Industry Clusters

Targeted Industry Clusters are defined as groups of specific industries which are targeted for growth based on the potential to diversify, strengthen or otherwise enhance Iowa's economy. The targeted industry clusters for the Workforce Training and Economic Development Fund are advanced manufacturing, information technology and Insurance, alternative and renewable energy and life sciences including biotechnology, health care and nursing technology.

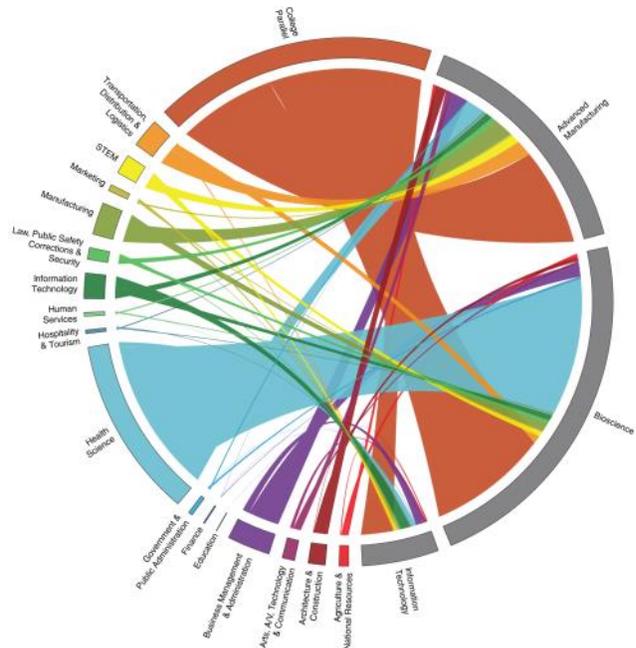
Advanced manufacturing includes manufacturing industries that increasingly integrate innovative technologies in their production process and/or within the end product itself. Advanced manufacturers assess, investigate, and invest in technology areas across a wide spectrum of scientific, engineering and information technology fields. These technological advances, once embedded in the manufacturing operation (either in the form of new processes or products) enable manufacturers to raise productivity, to compete in global markets, and provide enhanced value to the customer through their products.

Information technology is defined as the study, design, development, application, implementation, support or management of computer-based information systems. Therefore the industries which are included in this particular cluster are quite broad but contain network administration, software development, installation and the planning and management of an organizations technology (hardware and software).

Biotechnology or biosciences is a diverse group of industries and activities with a common link - they apply knowledge of the way in which plants, animals, and humans function. The sector spans different markets and includes manufacturing, services, and research activities. By definition the biosciences is a unique industry cluster, constantly changing to incorporate the latest research and scientific discoveries.

Nursing is an occupation most often related to the health care and social assistance industry sector. It is the protection, promotion and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through diagnosis and treatment of human response and advocacy in the care of individuals and families.

College Major to Targeted Cluster



Source: *The Annual Condition of Iowa's Community Colleges Report*

Alternative and renewable energy is defined as energy that comes from resources which can be replenished such as solar, wind, water, or geothermal. Renewable energy replaces conventional fuels in the areas of electricity, hot water/space heating, motor fuels and rural energy services. Training in this arena includes many specific courses which are distinct and energy source specific.

Career Academies

Career academies are programs of study offered to high school students through an agreement or contract between their high school and a community college. They bridge high school and community college CTE programs.

Iowa defines career academies differently than national models which often involve small learning communities. In Iowa, career academies are programs of study that combine a minimum of two years of secondary education with an associate degree in a career preparatory program. The career academy is a program of study that is non-duplicative, sequential, and ensures that the course of study is skill standards-based, integrates academic and technical instruction, utilizes work based and work site learning where appropriate and available, utilizes an individual career planning process with parent involvement, and prepares an individual for entry and advancement in a high-skill and rewarding career field.

The secondary portion of a career academy may consist of courses for high school credit only or may include contracted college credit courses. A career academy could include concurrent enrollment courses or courses used to meet CTE accreditation standards. The postsecondary portion consists of courses within a community college credit CTE program.

Career Academy Funding ([281—IAC 47.2\(2\)](#))

Community colleges may expend Workforce Training and Economic Development Fund moneys on the development and implementation of career academies provided appropriate requirements are met (*proposed* [281—IAC 48.5\(3\)](#)).

The individual courses offered by a community college in a career academy may additionally be funded through a variety of state and federal sources ([281—IAC 47.2\(2\)](#)). Courses within a career academy may be concurrent enrollment courses, provided appropriate requirements are met. Career academies may also qualify for use of federal Carl D. Perkins funds.

For more detailed information about the program or related programs visit:

<https://www.educateiowa.gov/adult-career-community-college/senior-year-plus-syp>



Career academy course offerings vary by community college location. Sample offerings include:

- Advanced Manufacturing
- Agriculture
- Architecture and Construction
- Criminal Justice
- Culinary
- Emergency Medical Technician
- Graphics and Media Communication
- Graphics and Media Communication
- Industrial Maintenance/Energy
- Information Technology
- Patient Care
- Pharmacy Technician
- Project Lead the Way
- Software Specialist
- Transportation/Automotive Technology and Auto Body

Note: The Secondary Career and Technical Education Taskforce is in the process of reviewing the definition of career academy and will be making recommendations. This section is subject to change.

Career & Technical Education Programs (CTE)

[Career and technical education \(CTE\)](#) in Iowa includes organized educational programs offering a sequence of courses which are directly related to the preparation of individuals for employment in current or emerging occupations. These programs include competency-based, applied learning which contributes to an individual's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, and occupational-specific skills.

CTE programs at the postsecondary (community college) level are organized by the National Career Clusters framework. Each career cluster® represents a distinct grouping of occupations and industries based on the knowledge and skills they require. Sixteen career clusters® and related career pathways provide an important organizing tool for schools to develop more effective programs of study (POS) and curriculum. Programs within each career cluster® qualify for WTED fund support:

Agriculture, Food & Natural Resources

The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources.

Architecture & Construction

Careers in designing, planning, managing, building and maintaining the built environment.

Arts, A/V Technology & Communications

Designing, producing, exhibiting, performing, writing, and publishing multimedia content.

Business, Management & Administration

Careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.

Education & Training

Planning, managing and providing education and training services, and related learning support services.

Finance

Planning and related services for financial and investment planning, banking, insurance, and business financial management.

Government & Public Administration

Planning and executing government functions at the local, state and federal levels.

Health Science

Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Hospitality & Tourism

Preparing individuals for employment related to restaurant and food/beverage services, lodging, travel and tourism, recreation, amusement and attractions.

Human Services

Preparing individuals for employment that relates to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.

Information Technology

Building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.

Law, Public Safety, Corrections & Security

Planning, managing, and providing legal, public safety, protective services and homeland security.

Marketing

Planning, managing, and performing marketing activities to reach organizational objectives such as brand management, professional sales, merchandising, marketing communications and market research.

Manufacturing

Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities.

Science, Technology, Engineering & Mathematics

Planning, managing, and providing scientific research and professional and technical services including laboratory and testing services, and research and development services.

Transportation, Distribution & Logistics

The planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

General Training, Retraining, Educational Initiatives for Targeted Industries

General training, retraining, or educational initiatives are primarily non-credit career and technical education and job training programs, while operational expenses for vocational technical-training can be credit or non-credit career and technical educational programs. Program investments may include:

- Development and implementation of new training or workforce development programs resulting in new student capacity
- Investments in existing programs to increase student capacity
- Investments in existing programs to increase enrollments or improve instructional quality not resulting in increased student capacity.



Accelerated Career Education (ACE) Infrastructure (260G)

The purpose of the Accelerated Career Education Program (ACE) Infrastructure Fund is to support Iowa community college infrastructure projects tied to ACE programs. There is an established fund for this program, however, the Workforce Training and Economic Development Fund may be used to supplement the program to achieve desired outcomes.

The Iowa Department of Education defines an “ACE program” as a program established pursuant to 260G.3 — an agreement between a community college and an employer located within the community college’s merged area meeting all of the requirements of the [ACE program under chapter 260G.3](#). Capital infrastructure dollars allocated by the Iowa Department of Education can be used to support ACE programs as defined in Iowa Code section 8.57 subsection 5 for vertical infrastructure* and do not require matching funds.

For the purposes of infrastructure funds, the agreement needs to be documented by the community college, approved by the college’s board of trustees, and a copy of the agreement kept at the community college for monitoring and auditing purposes. Any program by which the community college has already instituted an agreement with an employer would be eligible. There may be different requirements for the job credit portion of the ACE program, as determined by the Iowa Economic Development Authority (IEDA), as they administer this portion of the program.

**Note: Vertical infrastructure is defined as projects which include land acquisition and construction; major renovation and major repair of buildings; all appurtenant structures; utilities; site development, recreational trails; and debt service payments on academic revenue bonds. Vertical infrastructure does not include routine, recurring maintenance or operational expenses or leasing of a building, appurtenant structure, or utility without a lease-purchase agreement.*

Entrepreneurship Education/Small Business Assistance

Entrepreneurship Education and Small Business Assistance provides students with an understanding of the many facets of entrepreneurship. Students learn the process of identifying a business opportunity and developing an organization to establish a new venture. The curriculum provides students with the proper tools to evaluate the feasibility of a new venture and to identify the available resources for assisting an entrepreneur during the start-up phase of the business. The WTED fund may supplement costs associated with assisting aspiring business starters flushing out their idea, writing a business plan, writing a marketing plan or receiving counseling services.

Gap Tuition Assistance Program (260I)

The Gap Tuition Assistance Program was established to provide funding to community colleges for a need-based tuition assistance to eligible applicants to enable completion of continuing education certificate training programs for in-demand occupations.

The department allocates funding directly for this program, however, the Workforce Training and Economic Development Fund may be used to supplement this and other funding streams to achieve desired outcomes.

[Iowa Code subsection 260I.5](#) defines eligible costs for the Gap Tuition Assistance Program to be costs of a certificate program which include tuition, direct training costs, required books and equipment, industry testing services and background testing services.

Eligible certificate programs through the Gap Tuition Assistance Program must meet the following criteria:

1. The program is not offered for credit, but is aligned with a certificate, diploma, or degree for credit and does any of the following:
 - a. Offers a state, national, or locally recognized certificate
 - b. Offers preparation for a professional examination or licensure
 - c. Provides endorsement for an existing credential or license
 - d. Represents recognized skill standards define by an industry sector
 - e. Offers a similar credential or training.
2. The program offers training or a credential in an in-demand occupation. An “in-demand” occupation includes occupations in the following industries:
 - a. Information technology
 - b. Health care
 - c. Advanced manufacturing
 - d. Transportation and logistics
 - e. Any other industry designated as in-demand by a regional advisory board established pursuant to section 84A.4.

For more specifics relating to the GAP Tuition Assistance Program, please refer to:

<https://www.legis.iowa.gov/docs/ico/code/260I.pdf>



Iowa Jobs Training (260F)

The Iowa Jobs Training fund is an established fund for the community colleges within the Iowa Economic Development Authority's (IEDA) Workforce Development Fund.

Although there is an established fund for this program, the Workforce Training and Economic Development fund may be used to supplement the program, if necessary, to achieve desired outcomes.

The Iowa Jobs Training Program (260F) provides job training services to existing employees of eligible businesses located in Iowa. Job training services are defined as any training needed to enhance the performance of a business' employees.

Individual business sites are eligible for maximum awards of \$50,000 per training project. A business site is eligible for a maximum of \$100,000 in program assistance during a three-year period. Training projects costing \$5,000 or more require a minimum of 25 percent cash match from the business. Training projects costing less than \$5,000 do not require a business cash match.

The 260F Program is administered by Iowa's fifteen community colleges. A community college representative works with eligible businesses to assess training needs, determine fund availability, and provide training. The program funds are distributed to the community colleges using the state general aid distribution formula.

The Iowa Job Training Fund (260F) consists of moneys appropriated through interest and principal repaid by businesses that had previously received advances associated with program costs, plus the repayments of loans made from that retraining in the Job Training Fund.

The Iowa Jobs Training Program can be used for a variety of training needs, including:

- Basic adult education
- Outreach to employers for customized training
- Skills assessment
- Training services of a community college, or another educational institution
- Testing and evaluation of employees

- Development of training project and program plans
- Business development activities
- Monitor performance of training agreements and accountability measures
- Support apprenticeship programs



Specifics for the Iowa Jobs Training Act may be found at:

<https://www.legis.iowa.gov/docs/ico/chapter/2014/260F.pdf>

National Programs (NCRC & NAM)

The National Career Readiness Certificate (NCRC) and training related to the National Association of Manufacturer's (NAM) skill certification system are national efforts that have separate funding sources but may be supported with WTED funds.

The NCRC is a portable, industry-recognized, evidence-based credential developed by ACT. This credential assesses essential skills needed for workplace success. It is used across all sectors of the economy and verifies the following cognitive skills:

- Problem solving
- Critical thinking
- Reading and using work-related text
- Applying information from workplace documents to solve problems
- Applying mathematical reasoning to work-related problems
- Setting up and performing work-related mathematical calculations
- Locating, synthesizing, and applying information that is presented graphically
- Comparing, summarizing, and analyzing information presented in multiple related graphics.

An NCRC can be earned by taking the assessments below and scoring higher than three (3) on each:

- Applied Mathematics
- Locating Information
- Reading for Information

Through the Skilled Iowa Initiative, the State of Iowa provides all Iowans the opportunity to assess their skills and obtain the credential at no cost at multiple locations. For testing sites and more information please go to: <http://portal.iowaworkforce.org/SkilledIowaLinks/NCRCTestingSites.pdf>



The National Association of Manufacturers (NAM) endorses multiple skills certifications (see link below for NAM endorsed certifications). The community colleges support NAM credentialing through their I-AM (Iowa Advanced Manufacturing) initiative, a consortium of Iowa's community colleges in partnership with the Iowa Association of Business and Industry.

The priorities of I-AM are:

- Build stacked and latticed curriculum and career pathways in signature programs
- Build a steady pipeline of skilled workers for Iowa's in-demand advanced manufacturing occupations
- Improve the collaboration and alignment between community college programs, the workforce system, and targeted industry employers to keep and create high quality jobs in Iowa.

For more information on the NAM skill certification system, please visit: <http://www.themanufacturinginstitute.org/Skills-Certification/Skills-Certification-System.aspx> For more information on the I-AM consortia, visit the Elevate Advanced Manufacturing website: <http://www.elevateiowa.com/>



Pathways for Academic Career & Employment (PACE) (260H)

The Pathways for Academic Career and Employment (PACE) Program ([Iowa Code chapter 260H](#)) was established to provide funding to community colleges for the development of projects in coordination with state agencies and community partners to implement a simplified, streamlined, and comprehensive process for eligible participants to obtain effective academic and employment training to secure gainful, quality employment in Iowa.

The program has its own appropriation which may be supplemented by the Workforce Training and Economic Development Fund.

Projects eligible for the PACE program shall be projects that further the ability of members of target populations to secure employment. Target population includes:

- Persons deemed low skilled for the purposes of attaining gainful, quality in-state employment
- Persons earning incomes at or below two hundred fifty percent (250%) of the federal poverty level as defined by the most recent revised poverty income guidelines published by the United States Department of Health and Human Services
- Unemployed persons
- Underemployed persons
- Dislocated workers, including workers eligible for services and benefits under the federal Trade Adjustment Act.

PACE programs include the following components:

- Measureable and effective recruitment, assessment, and referral activities designed for the target populations.
- Integration of basic skills and work-readiness training with occupational skills training.
- Combining customized supportive and case management services with training services to help participants overcome barriers to employment

- Providing training services at times, location, and through multiple, flexible modalities that are easily understood and readily accessible to the target populations.
- Pathway navigators to provide services and support to aid students in selecting PACE projects.
- Establishment of industry sector boards and partnerships.



For details on the PACE program, please refer to the following Department of Education website:
<https://www.educateiowa.gov/adult-career-and-community-college/community-colleges/pathways-academic-career-employment-pace>
 Or
<https://www.legis.iowa.gov/docs/ico/chapter/2013/260H.pdf>



COMMUNITY COLLEGES

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