

**FY 2010**

**IOWA**

**Carl D. Perkins Career and Technical Education**

**Certified Annual Report**

**Narrative**

**(Revised March 11, 2011)**

## FY 2010 Iowa CAR Narrative Report

### Part I: Implementation of State Leadership Activities

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

Perkins IV leadership funds supported a wide array of activities in Iowa. Consultant staff addressed both the required and permissive use of leadership activities. The Iowa Department of Education (DE) staff with program specialties (agriculture, industrial technology, family and consumer sciences, business, marketing, and health occupations) provided significant leadership to the community colleges, secondary schools, and teacher preparation institutions across the state. Under the consultants' leadership, the DE staff issued contracts for activities that address leadership priorities. The following are examples of activities conducted using leadership funds during FY '10. The examples are provided in the order listed in the Perkins IV Act.

#### A. Required Uses of Funds

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

- The DE continued its contract with the National Student Data Clearinghouse, exploring the system's capability to provide information regarding success of program completers and leavers and their enrollment (entrance) and persistence in postsecondary institutions. The contract enables a match of the community college Management Information System (MIS) data files against the clearinghouse data to track students in other postsecondary institutions. During FY '10, usage of the database by the community colleges continued to increase as the colleges conducted their own institutional research utilizing this data source. The system's capabilities have been documented and useful in creating a refined model of evaluation.
- During 2009-2010 year, all performance indicator collection processes were reviewed, updated and refined in order to ensure all entities have better understanding of definitions and procedures to improve data collection. With some data now being reported by EDEN, the state provided directions for submitting data to reporting institutions and LEAs.
- The state is designing a statewide evaluation system for all secondary career and technical education programs to mirror that of the postsecondary evaluation system. The Code of Iowa requires that 20% of all programs be reviewed annually. School districts, AEAs, LEAs, and local consortia will receive technical assistance during fiscal year 2011 on program evaluation methods, as well as ways to improve quality of career and technical education programs.

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

- The DE, in partnership with the Iowa Industrial Technology Education Association, the Iowa Family and Consumer Sciences Educators for Progress, Health Occupation Educators, Iowa Business Education Association (IBEA), and Iowa Association of Agricultural Educators provided instructors with technical training.
- The Business and Marketing Program Management Committee, in partnership with IBEA, provided two-day workshops for business and marketing educators, including Microsoft Office 2007, Web 2.0 and financial literacy.

### **Professional development programs....**

- DE consultants participated in content area workshops and conferences in order to provide guidance to the instructors within the state of Iowa.
- DE consultants conducted “Communities of Practice” phone conversations with recipients of the FY ’10 Programs of Study (POS) grant. These conversations focused on successes, concerns, and other topics submitted by grant participants to the DE.
- The DE, in partnership with each service area’s professional organization, coordinated statewide conferences that provided professional development opportunities for Career and Technical Education (CTE) educators.
- A Project Lead the Way (PLTW) counselors’ conference was coordinated by the University of Northern Iowa, University of Iowa, Iowa State University, and the DE. The conference was held at the University of Iowa in November. This annual professional development conference provides counselors with information about PLTW, including topics such as career pathways, college transition, and strategies to improve participation of non-traditional students.
- The Agriculture Education Professional Development (AEPD) program provided coordination and development of professional development seminars. In FY ’10, 71 percent (205 of 289) of secondary and postsecondary agriculture educators participated in the program. The AEPD program responded to the assessed needs of agriculture education professionals. 83% of high school agriculture education instructors attended the summer professional development conference, which focused on working with postsecondary institutions to develop programs of study within agriculture.
- Regional workshops were conducted by DE staff in the areas of Business and Marketing, Industrial Technology, Agriculture and Family and Consumer Sciences.
- DE staff provided professional development sessions at the Iowa Business Education Association (IBEA) conference and the Career and Technical Student Organizations (CTSO) Advisors Conference.
- Professional development was held for new secondary level instructional staff in the areas of Agriculture, Family and Consumer Sciences (FCS), Business, Marketing, and Industrial Technology.
- The DE continued its Math-in-CTE initiative, a joint effort between the divisions of PK-12 Education and Community Colleges and Workforce Preparation. The Math-in-CTE model promotes teaching math concepts outside of traditional math classes in a context-rich environment by explicitly teaching mathematics concepts that are embedded in occupational curriculum. The model was introduced to several new schools this year and professional development regarding how to develop lesson plans for the inclusion of math into the CTE curriculum was provided for the CTE/Math instructor teams. These teams developed lessons that enhanced the math concepts.
- During FY ’10, the Division of Community Colleges and Workforce Preparation was a member of the National Alliance for Partnerships in Equity (NAPE). This membership allowed the DE to provide training, resources, and access to national experts who provided professional development to promote equity in career and technical education.
- During this period, results of data analysis were provided to school districts, LEAs and local consortia for use in planning, developing activities, and in negotiating the FY’11 secondary and postsecondary performance levels.

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

- The Business and Marketing Program Management Committee met several times throughout FY’10, and provided resources for business, marketing and information solution teachers including models of programs of study, professional development, standards and benchmarks, and program approval. The committee provides information on student organizations, Perkins, articulation, and mentoring.
- The FCS Program Management Committee, which includes members representing the various content areas of FCS, discussed and made recommendations related to programs of study, marketing the profession,

professional development, Perkins IV, and the importance of the integration of FCCLA, the related student-led organization.

- SkillsUSA funded a pilot study of an online program that teaches professional development and 21<sup>st</sup> century skills to secondary and postsecondary CTE students within the DMACC and Indian Hills CC areas.
- The Architecture and Construction Program Management Committee approved statewide standards for Construction and Drafting and Design programs.
- A professional development subcommittee of the Business and Marketing Program Management Committee continued to analyze student data from several sources to determine the impact of professional development workshops and activities.
- DE staff coordinated the development of an inventory of Science, Technology, Engineering, and Mathematics (STEM) initiatives planned or underway at the state's public secondary and postsecondary educational institutions. The web-based resource is a valuable tool for collaboration and coordination.
- The DE has partnered with the Southeast Polk Rotary Club, the Rotary Club of Iowa, and a local school district to offer the Iowa Industrial Technology Expo since 2003. This partnership has leveraged a Perkins investment with an investment of the Southeast Polk Rotary Club to expand the Iowa Industrial Technology Expo that showcases the achievement of Iowa students. Over 1000 entries were showcased and evaluated during the 2010 Expo.
- Postsecondary and secondary agriculture educators used the Model Secondary Agriculture Education Curriculum Outline (developed in FY '07) to discuss programs of study.
- DE staff provided preconference sessions on programs of study and technical skill attainment for administration and teachers at the Iowa Association of Career and Technical Education (IACTE) Conference. This included breakout sessions with assessment vendors. The DE provided financial support for the IACTE conference in order to inform the participants about these Perkins IV requirements and the availability of assessment materials.

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

- The DE joined in the extension services grant from the Research on Gender in Science and Engineering Program at the National Science Foundation (NSF) to implement the STEM Equity Pipeline project. The STEM Equity Pipeline's goal is to increase participation of females in secondary and postsecondary Science, Technology, Engineering and Math (STEM) cluster programs of study necessary for successful secondary-postsecondary transition and degree completion. Leadership and state teams have been formed which include community colleges, universities, workforce and economic development, Area Education Agencies (AEAs) industry and DE consultants. These teams will receive training in a 5-Step Improvement Process to build the capacity of the formal education community to implement research based approaches to increase participation and completion of females, including those with disabilities in STEM education.
- The DE has aligned discretionary Perkins funds with the STEM Equity Pipeline's 5-Step Program Improvement Process training. Regional consortia will be awarded \$150,000 to participate in the training with Iowa's fifteen community colleges bringing teams comprised of their dean, STEM faculty, equity staff, and secondary STEM faculty from their feeder schools. In addition, \$50,000 will be set aside for statewide STEM initiatives. The State Team developed a request to the State Legislature to provide funds to continue this effort in the state and have included this work as part of their Race to the Top application to the U.S. Department of Education.
- The DE instituted pilot projects at four community colleges targeting specific STEM programs for students entering nontraditional careers. A partnership was also established with PLTW educators to institutionalize gender equity strategies into teacher training and infuse research based strategies and intellectual specialization into professional development activities throughout Iowa. The goal is to increase the number of females and special population students in engineering and technology education programs.
- Master Builders of Iowa (MBI), a construction association with more than 1,900 members, included the DE and DMACC in a grant application to provide the infrastructure to recruit and train nontraditional students

in high-wage and high-skill occupations. MBI anticipates a need for 300+ construction related jobs and is looking to the community college for training. Information and strategies gleaned from the STEM Equity Pipeline project will be applied to this initiative.

- The DE Equity Consultant provided ongoing technical assistance to the community colleges and internal staff through dissemination of relevant print and electronic information. To encourage systemic integration of equity efforts, the Equity Consultant was included in internal committees to provide equity/diversity related

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

- Both the Information Solutions (Banking, Finance, Insurance and Information Technology programs) and the Family and Consumer Sciences discipline consultants serve on the Jump\$tart Coalition Board in support of financial literacy curriculum development statewide. The Information Solutions consultant also served on the Jump\$tart Conference Committee which provides finance education to FCS and Business teachers throughout the state. The finance focus is continued at the IBEA and FCS conferences in order to continue professional development utilizing the Iowa Professional Development Model.
- Each DE service area consultant worked with business and professional partnerships through their respective program management committees. The consultants work with the committees to seek input to plan statewide curriculum development, conduct professional development, and address various technical skill attainment and employability concerns in the state.
- The DE consultants attended advisory committee meetings throughout the state to assist as the committees work on building partnerships with the businesses and industries in each area. These partnerships allow the schools to offer internships and determine the most beneficial curriculum to teach in their respective areas.
- Industrial Technology education continued to establish new partnerships to develop apprenticeship programs, develop curriculum (including the statewide concrete curriculum project), implement standards, access subject matter experts, and provide leadership training. Partnerships have been developed for manufacturing, construction, transportation, and engineering/communications education. These partnerships include: Building Trade Apprenticeship Coordinators ABC, Skills USA, the Air National Guard and Industry Associations.
- SkillsUSA established an Advanced Manufacturing Corridor in partnership with the Iowa Business and Industry's Advanced Manufacturing Subcommittee member companies to work on recruiting students into co-curricular activities to encourage increased student enrollment in advanced manufacturing programs. Advanced Manufacturing is an Iowa Targeted Industry.
- DE staff assisted with the IT Olympics/Cyber Competition held for Iowa Information Technology (IT) students across the state. The DE's Information Solutions consultant served as a coordinator for the gaming competition and assisted in other areas. This partnership with Iowa State University, which hosted the event, helps to link the high schools and community colleges to the four-year colleges. The Information Solutions consultant also works directly with the Technology Association of Iowa (TAI).
- The DE's FCS consultant, in partnership with Grand View University and DMACC, offered culinary workshops focused on the development of culinary skills for instructors and the development of curriculum to integrate culinary skills into food-related coursework. A fashion design workshop focused on embedding standards and competencies in secondary FCS programs to directly link to postsecondary fashion design programs was also held.

### **Serving individuals in State institutions**

The DE staff partnered with the Iowa Department of Corrections and the Department of Human Services to support opportunities in correctional facilities. These opportunities included expanding CTE programs, including entrepreneurship education.

- At the secondary level, grants were awarded to two state institutions serving juveniles. The funds were used to update curriculum and equipment in CTE programs offered to secondary-aged students in the institutions.

- At the postsecondary level, grants were awarded to five community colleges that serve seven correctional institutions for adults. The funds were used to provide supplementary support services to individuals participating in CTE programs offered by the correctional institutions.

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

- Incentive grants were awarded to community colleges to support implementation of strategies to retain and graduate students from minority racial/ethnic groups in career program areas where they are underrepresented. The emphasis was on retention and graduation. Evaluation data on these activities were compiled by the DE. In addition, there was an expectation for collaboration with another agency (school district, community college, college and university, business or community based organization). Peer mentoring relationships were developed to serve students in non-traditional careers. Summer STEM camps and hands-on activities were initiated including tutoring for computer courses. The goal of these funded initiatives is to encourage and support an inclusive, welcoming and supportive learning environment.
- In an effort to improve cultural understandings and enhance communication among students, faculty, staff, and business and industry, partnerships were developed to deliver multicultural programming on campuses and in the community. The DE Equity Consultant provided technical assistance on diversity awareness, minority staff recruitment, bi-lingual communication, ethnicity/multiculturalism, and learning communities.
- The DE sponsored a special populations conference to promote statewide collaboration and cooperation in CTE education to broaden participation among women and underrepresented students. The STEM guidelines utilized for STEM careers were expanded to include all CTE areas. This conference was a direct result of the state’s work toward meeting our goal for nontraditional participation and graduation.

**Technical assistance for eligible recipients**

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

**B. Permissive uses of funds**

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

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

Perkins funds were only used for the first activity for counselors identified below. However, the Iowa DE does employ a consultant who works specifically on activities for career guidance and academic counseling.

- In partnership with the Iowa College Student Aid Commission, the DE provided professional development for the Iowa Career, Educational and Financial Aid Web Portal system (State Designated Career Information System – IHaveaPlanIowa™). The consultant used Perkins funding to provide training to counselors at the secondary and postsecondary level.
- A collaborative marketing pamphlet, “Iowa Manufacturing—Pathways to Success,” was created as a career cluster resource for students, parents, educators, and the community regarding advanced manufacturing careers and educational programs at Iowa’s community colleges.

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

- The DE continued to provide leadership in the development of statewide articulation agreements within several program areas including agriculture, family and consumer sciences, industrial technology, business, marketing, and biotechnology.
- Alignment of PLTW courses was completed at the University of Iowa and Iowa State University. The certification of PLTW programs provides increased opportunity for students to receive credit at Iowa community colleges and regent universities.

### **Support in family and consumer sciences programs**

- The DE provided Iowa FCS instructors with technical program update training statewide.
- The DE FCS Consultant, in partnership with Grand View University, provided professional development workshops for FCS teachers regarding beginning and advanced culinary skills in the FCS curriculum, and fashion design curriculum elements.
- The DE is in partnership with the American Association of Family and Consumer Sciences (AAFCS) for creation of end of course or pathway credentialing and/or assessments.
- Stakeholders worked collaboratively to revalidate the Iowa FCS model competencies to coincide with the revalidated national FCS standards and benchmarks.

### **Career and Technical student organizations**

- The DE staff assisted business career and technical student organization (CTSO) advisors with professional development to enhance their chapter management skills.
- An annual advisor conference was held for Business Professionals of America (BPA), Future Business Leaders of America (FBLA), DECA, Delta Epsilon Chi and Phi Beta Lambda (PBL) advisors. The focus was development of leadership activities for the CTSO students.
- The DE staff assisted in coordination and implementation of leadership conferences, competitive events and workshops for the following student organizations: FFA, FCCLA, FBLA, PBL, BPA (secondary and postsecondary), DECA, SkillsUSA, PAS, TSA, and HOSA.
- SkillsUSA and TSA held legislative conferences for their student members. Students heard from legislators about current issues and learned about the state legislative process.

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

During FY'10, our bureau continued to work with the CTE web-based reporting system to update and add checks and balances to improve data validity and reliability.

- Students in a program are identified by linking with the Fall BEDS Report
- Concentrators and Completers are identified by the DE based on the Fall BEDS report. Schools identify concentrators that were assessed for proficiency and those that were proficient.
- Project EASIER Plus CTE student data linked with the Senior Placement and ITEDs files.
- A comment section was added in the program to inform the district of any concerns regarding courses in a program. These comments are used to assist the schools in making sure their courses match the CIP program area and to assist the districts as they move forward with Programs of Study.
- Directions for completing each data section were made available online and information regarding these directions was sent to all LEAs.
- Several requirements and features have been discussed with the programming department to enhance future reporting.

## **Part II: Progress in Developing and Implementing Technical Skill Assessments**

Per Iowa's approved Perkins five-year plan (see pages 10 and 64), the instruments used to assess technical skills of secondary career and technical education students, and the performance level that must be attained to be designated "proficient," 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 assessments, or a regional or local advisory committee for the career and technical education program being assessed. Since this is the state-designated process, the resulting approved technical skill assessments are designated by the Iowa Department of Education (Department) as "state approved."

Most districts have had technical skill assessments in place since the beginning of Perkins IV but these were not all approved by a third party. The districts annually report the number of students who took the assessments and the number considered proficient to the Department. These district data are then aggregated at the state level to populate indicator 2S1 on the CAR report. For the 2009-2010 school year, 33,611 secondary CTE students identified as concentrators were reported as having completed technical skill assessments, which is approximately 35% of all CTE participants. Of those assessed, 30,291 students, slightly over 90%, were reported as proficient. It is important to note that only concentrators enrolled in courses during the reporting year are included within this count.

In addition to generating statewide aggregate totals, the state's data collection system provides a means for the Department to disaggregate these data by federal cluster and/or specific program area. Reports can also be generated at the individual district level, by consortium (as applicable), and by community college region. Currently, these disaggregated data are available for the last three reporting years (2007-2008, 2008-09, and 2009-2010). An example of a sort for a college area (14) and specific federal cluster (01- Agriculture, Food, and Natural Resources) is shown on the following page.

Over the next three years, the Department will continue efforts to ensure the assessment results self-reported by districts are those specifically associated with technical skill assessments that have third party approval. One option will be to increase review of assessments during regular Perkins Monitoring visits. Another option will be to require identification of the specific assessments being used and documentation of third party approval as a component of the CTE review contained within the State of Iowa's comprehensive school improvement site visit process. This process, which encompasses review of 20% of all public and accredited non-public schools in the state each year, includes review of CTE program documents (including advisory committee minutes) as well as interviews with district CTE staff and administrators.



### Example Technical Skill Assessment Summary by Community College and Federal Cluster

FY2010				State Target		70.67%
Coll	Fed			TSA	TSA	% TSA
Area	Clus	CIP	Desc	Students	Students	% TSA
				Eval	Prof	Prof %
14	01	0101000000	AGRICULTURE	6	6	100.00%
14	01	0101000000	AGRICULTURE	31	31	100.00%
14	01	0101000000	AGRICULTURE	49	9	18.37%
14	01	0101000000	AGRICULTURE	10	10	100.00%
14	01	0101010000	AGRICULTURAL BUSINESS	57	48	84.21%
14	01	0101000000	AGRICULTURE	17	10	58.82%
14	01	0101000000	AGRICULTURE	17	17	100.00%
14	01	0101000000	AGRICULTURE	13	13	100.00%
14	01	0101000000	AGRICULTURE	10	7	70.00%
14	01	0101000000	AGRICULTURE	39	38	97.44%
14	01	0101000000	AGRICULTURE	18	5	27.78%
14	01	0101000000	AGRICULTURE	35	35	100.00%
14	01	0101000000	AGRICULTURE	-	-	#DIV/0!
14	01	0101000000	AGRICULTURE	20	20	100.00%
14	01	0101000000	AGRICULTURE	22	22	100.00%

Note: Each line represents a district within the Community College region. Although district-specific identifiers are used at the State level these are not provided for public reporting to avoid FERPA issues.

#### Progress in Developing and Implementing Programs of Study

Iowa is a local control state; as such, the Iowa Department of Education has no authority to develop specific programs of study. However, the state does have authority to designate processes and provide technical assistance for development of programs of study at the local level consistent with Iowa Code. This has been an area of focus since creation of Iowa's Perkins five-year plan (see page 16).

Development and implementation of programs of study is designated as a joint responsibility of secondary and postsecondary programs (see page 17 of Iowa's Perkins five-year plan), organized by Iowa's 15 community college regions. In addition to the general requirements for state-approved technical skill assessments listed previously, if the assessment is connected with a Program of Study, the secondary recipient must gain approval by the postsecondary program (e.g., community college) with which the secondary program is linked. As noted on page 8 of the Iowa CAR Narrative, the Department has provided two opportunities for Iowa community colleges to receive Program of Study/Technical Skill Attainment Assessment grants. The first opportunity, provided during FY'10 with technical assistance provided by the Department, allocated \$10,000 to each Iowa community college to support and extend community colleges' efforts related to developing Programs of Study (POS) and associated technical skill attainment assessments (TSA) within their regions. The Department issued a second grant opportunity during FY'11 which provided up to \$20,000 for each community college to expand these regional POS/TSA efforts. Efforts have focused on programs within the career areas of agriculture, business, family and consumer sciences, industrial technology, and health occupations.

For the 2009-2010 reporting period, the Department did not have the ability to determine the percentage of students reported in the state's calculation of career and technical education concentrators who took technical skill assessments within a program of study. To assist in collecting reliable information regarding progress on

the development and approval of Programs of Study (including the required TSA), the Department added a new reporting requirement within its annual CTE data collection. The deadline for the first submission of these data is June 1, 2011. This addition, which is part of a web-based system, requires school districts to indicate their progress toward integrating their secondary CTE programs into a POS. This information, in conjunction with the technical skill assessment data collection mentioned previously, will allow the Department to complete the requested calculation (i.e., the percentage of students reported in the state’s calculation of career and technical education concentrators who took technical skill assessments within a program of study). In addition, the system will provide a more reliable means of monitoring progress toward Iowa’s goal of having 75% of secondary CTE programs aligned with a POS by FY’13 (see page 18 of Iowa’s approved Perkins five-year plan). An example screen shot from the system is shown below:

Service Area	Career Cluster	CIP Title	Program of Study (POS) Completed?
<b>Business</b> <input type="button" value="Add Another CC"/>	<b>04 Business, Management and Administration</b>	<b>ACCOUNTING</b> 5203010000 02 02 11 22 0	<input checked="" type="radio"/> Yes <input type="radio"/> No
Linked College Eastern Iowa Comm College District <input type="button" value="v"/>	<b>Complete CC Program Name</b> Accounting		
<b>Business</b> <input type="button" value="Add Another CC"/>	<b>04 Business, Management and Administration</b>	<b>BUSINESS ADMINISTRATION</b> 5202010000 02 02 32 02 0	<input checked="" type="radio"/> Yes <input type="radio"/> No
Linked College Eastern Iowa Comm College District <input type="button" value="v"/>	<b>Complete CC Program Name</b> Business Administration		

Over the next three years, the Department intends to bring together secondary and postsecondary program representatives from each of the community college regions to explore the feasibility of identifying common skills/concepts from the TSAs currently being approved within each region. This *could* result in creation of a measure of “critical competencies” in each program for use statewide.

### **Part III: Implementation of State Program Improvement Plans**

For the FY '10 reporting year, the State of Iowa failed to meet at least 90% of the state-adjusted levels of performance for the following indicators: 2P1, 5P1, and 5P2.

- Disaggregated categories for indicator 2P1 showed quantifiable gaps in performance for Indian/Alaskan natives, Asian, Black/African-American, and Hispanic/Latino groups as compared to the White group. The White group was the only one to meet or exceed the agreed upon target for this indicator.
- For indicator 5P2, the Asian group was the only one which met or exceeded the target. There were quantifiable gaps in performance between this group and all other ethnic groupings.

Additional details regarding these indicators are included in Tables 9 and 10 of this report.

The grid on the following page includes proposed action steps to improve the state's performance on the core indicator(s) listed above, the anticipated timeline for these actions (beginning with the current program year), and the individual and/or workgroup responsible for carrying out the actions.

**Description of the Activity(s) to be conducted:**

Performance indicator which was not met	Activity(s)	Timeline (X)			Assigned Staff Member/Division Workgroup
		FY 12	FY 13	FY 14	
2P1	Examine CTE student retention practices at each of Iowa's 15 community colleges		X	X	Colleen Hunt, Bureau Chief (Lead); other members to be determined
5P1, 5P2	Provide Nontraditional Careers Incentive Grant	X			Jeanette Thomas, Equity/Perkins Consultant (Lead)
2P1, 5P1, 5P2	Review postsecondary data quality (i.e., collection, reporting, and analysis) and provide technical assistance to improve reliability and validity.	X	X	X	Management Information System (MIS) Team (Lead); DE Perkins Consultants
2P1, 5P1, 5P2	Increase reference to, and use of, disaggregated Perkins indicator data to inform secondary and postsecondary CTE program improvement and evaluation	X	X	X	Fidelis Ubadigbo (Lead), DE Perkins Consultants
2P1, 5P1, 5P2	Use Perkins indicator data to assist in development of strategies for improving participation and completion rates for students enrolling in CTE programs, including Tech Prep.	X	X	X	DE Perkins Discipline Area Consultants (i.e., Agriculture, Industrial Technology, Health Occupations, Business/Marketing, Family and Consumer Sciences)
5P1, 5P2	Continue implementation of strategies resulting from the STEM Equity Pipeline Project to increase participation and completion rates for students enrolling in career programs that are nontraditional for their gender.	X			Jeanette Thomas, Equity/Perkins Consultant (Lead); DE Perkins Consultants
5P1, 5P2	Review data and design additional strategies for improving participation and completion rates for students enrolling in career programs that are nontraditional for their gender.	X	X	X	DE Perkins Consultants
2P1, 5P1, 5P2	Require independent districts, secondary consortia, and postsecondary eligible recipients to address program data and performance indicators where they did not meet the target, or failed to reach 90% of the agreed upon level of performance as part of their annual Perkins applications.	X	X	X	Thomas Cooley, Administrative Consultant (Lead); DE Perkins Consultants

**Part IV: Implementation of Local Program Improvement Plans**

The State of Iowa currently has 84 eligible recipients at the secondary level, comprised of 49 consortia and 35 standalone districts. The postsecondary eligible recipients are the State’s 15 community colleges. As part of the state Perkins application process, each recipient not meeting 90% of the agreed upon target is required to develop and implement an improvement plan addressing the missed performance target. Data used for determining need for recipient improvement plans is one year in arrears (e.g., FY’09 performance levels are used for the FY’11 application).

The number of secondary eligible recipients who failed to meet at least 90% of the state-adjusted levels of performance for core indicators in FY’09 is shown below. FY’10 data for secondary recipients will be provided to eligible recipients for FY’12 planning.

<b>Sub-indicator</b>	<b>Number Missed FY’09</b>	<b>% Missed FY’09</b>
2S1	1	1.19%
3S1	5	5.95%
4S1	5	5.95%
5S1	13	15.48%
6S1	1	1.19%
6S2	57	67.86%

The number of postsecondary eligible recipients who failed to meet at least 90% of the state-adjusted levels of performance for core indicators in FY’09 is shown below. FY’10 data for postsecondary recipients will be provided to eligible recipients for FY’12 planning.

<b>Sub-indicator</b>	<b>Number Missed FY’09</b>	<b>% Missed FY’09</b>
2P1	6	40.00%
3P1	1	6.67%
4P1	7	46.67%
5P1	10	66.68%
5P2	8	53.33%

**Part V: Tech Prep Grant Award Information**

Each of Iowa’s 15 area consortia received a basic allocation of \$50,000. The balance awarded to each consortium was based on the number of LEAs in the area that chose to participate in the consortium. Superintendents of all secondary districts in each area signed an affidavit regarding their choice to participate in the consortium. Ninety-five percent (95%) of the Tech Prep funds are awarded to consortia in this manner. The remaining five percent (5%) is used for administration at the state level.

Community colleges serve as the fiscal agents for the Tech Prep consortia, with the responsibility for developing 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 Iowa DE has the authority to withhold and reallocate funding for consortia Tech Prep programs that do not meet minimum performance levels for three consecutive years.

**IOWA DEPARTMENT OF EDUCATION  
BUREAU OF COMMUNITY COLLEGES AND CAREER AND TECHNICAL EDUCATION  
FY '10 PERKINS IV TECH PREP ALLOCATION**

<b>Educational Region</b>	<b>Initial Allocation</b>	<b>FY 2010 Allocation Based on # of School Districts</b>	<b>Allocation from Carryover</b>	<b>FY 2010 Allocation</b>
Region I	\$50,000	\$28,886	\$200	\$79,087
Region II	\$50,000	\$27,683	\$192	\$77,875
Region III	\$50,000	\$19,257	\$134	\$69,391
Region IV	\$50,000	\$15,647	\$109	\$65,755
Region V	\$50,000	\$37,311	\$259	\$87,570
Region VI	\$50,000	16,850	\$117	\$66,967
Region VII	\$50,000	\$26,479	\$184	\$76,663
Region IX	\$50,000	\$26,479	\$184	\$76,663
Region X	\$50,000	\$38,515	\$267	\$88,782
Region XI	\$50,000	\$64,994	\$451	\$115,445
Region XII	\$50,000	\$27,683	\$192	\$77,875
Region XIII	\$50,000	\$37,311	\$259	\$87,570
Region XIV	\$50,000	\$22,868	\$159	\$73,027
Region XV	\$50,000	\$26,479	\$184	\$76,663
Region XVI	\$50,000	\$15,647	\$109	\$65,755
<b>Total</b>	<b>\$750,000</b>	<b>\$432,089</b>	<b>\$3,000</b>	<b>\$1,185,088</b>

**Part VI: Accountability Data**

In FY '10, a total of 95,250 students were enrolled in career and technical programs out of which 52,046 were males and 43,204 were females. The state had a total of 69,463 students who met the definition of concentrator.

**Table 1  
Perkins IV Secondary Baseline, State Targets and Actual Levels – 2010**

Performance Indicator	FY '08 Actual Level (%)	FY '09 Actual Level (%)	FY '10 Actual Level (%)	FY '10 Target (%)	FY '10 Actual vs. Target Performance Rating	90% Of Agreed Target	Met Within 90%
1S1 – Academic Attainment Reading/Language Arts	76.21%	84.20%	76.47%	79.30%	NM	71.37%	Yes
1S2 – Academic Attainment Mathematics	81.27%	87.98%	78.47%	79.30%	NM	71.37%	Yes
2S1 – Technical Skill Attainment	N/P	92.42%	90.12%	70.67%	M	63.60%	Yes
3S1 – Secondary School Completion	N/P	87.14%	93.65%	93.39%	M	84.05%	Yes
4S1 – Student Graduation Rates	92.72%	87.14%	93.63%	92.20%	M	82.98%	Yes
5S1 – Secondary Placement	N/P	93.66%	89.20%	90.67%	NM	81.60%	Yes
6S1 – Nontraditional Participation	N/P	45.95%	44.88%	30.16%	M	27.14%	Yes
6S2 – Nontraditional Completion	N/P	20.96%	55.48%	32.37%	M	29.13%	Yes

**Legend:** NM – Not Met, M – Met or Exceeded Target

In preparation for the CAR, the state data were analyzed to determine state performance levels for the eight indicators. Data were disaggregated by gender, ethnicity, special populations, non-traditional participation, and completion and by clusters.

Table 1 shows the statewide overall performance levels in all categories for FY '10 and the performance trend for the past three years (FY 8, 9 and 10). The state met and exceeded the agreed-upon performance targets in technical skill attainment (2S1) by 19.45%; student graduation rates (4S1) by 1.43%; and nontraditional participation and completion by 14.72% and 23.11% respectively. However, the state narrowly missed the agreed-upon target of 79.30% in academic attainment, reading/language arts (1S1) and academic attainment, math (1S2) by 2.83 and 0.83% respectively. Other performance targets not met include secondary school completion (3S1), with 0.31 percentage point short of the agreed-upon target, and placement (5S1) with FY10 actual performance of 89.20%. Review of the state’s Condition of Education Report showed CTE students performed better in academic attainment (1S2) with 78.47% compared to the overall state average of 77.4%. The state will continue to improve on the performance areas not met; however, the state scored within the 90% of agreed-upon targets and will not be subject to preparing /submitting an improvement plan in these categories for FY’11.

**Table 2**

The FY '10 Secondary Performance Levels Reported by Target, State Level and Special Populations Performance Levels Expressed as a Percentage

	FY '10 Target	FY '10 State Level	ESEA/IDEA	ADA	Econ Disad	Single Parent	LEP	Tech Prep
<b>1S1 – Academic Attainment Reading/Language Arts</b>	<b>79.30%</b>	<b>76.47%</b>	<b>28.86%</b>	<b>66.24%</b>	<b>65.57%</b>	<b>62.02%</b>	<b>26.17%</b>	<b>76.27%</b>
<b>1S2 – Academic Attainment Mathematics</b>	<b>79.30%</b>	<b>78.47%</b>	<b>36.06%</b>	<b>67.09%</b>	<b>65.29%</b>	<b>60.63%</b>	<b>40.00%</b>	<b>79.51%</b>
<b>2S1 – Technical Skill Attainment</b>	<b>70.67%</b>	<b>90.12%</b>	<b>81.12%</b>	<b>88.59%</b>	<b>86.76%</b>	<b>87.70%</b>	<b>90.05%</b>	<b>90.31%</b>
<b>3S1 – Secondary School Completion</b>	<b>93.39%</b>	<b>93.65%</b>	<b>89.90%</b>	<b>96.27%</b>	<b>88.57%</b>	<b>89.26%</b>	<b>84.25%</b>	<b>93.81%</b>
<b>4S1 – Student Graduation Rates</b>	<b>92.20%</b>	<b>93.63%</b>	<b>89.90%</b>	<b>96.27%</b>	<b>88.57%</b>	<b>89.26%</b>	<b>84.25%</b>	<b>93.81%</b>
<b>5S1 – Secondary Placement</b>	<b>90.67%</b>	<b>89.20%</b>	<b>79.75%</b>	<b>91.70%</b>	<b>80.89%</b>	<b>82.55%</b>	<b>71.79%</b>	<b>89.76%</b>
<b>6S1 – Nontraditional Participation</b>	<b>30.16%</b>	<b>44.88%</b>	<b>37.25%</b>	<b>40.09%</b>	<b>44.91%</b>	<b>48.92%</b>	<b>40.52%</b>	<b>39.85%</b>
<b>6S2 – Nontraditional Completion</b>	<b>32.37%</b>	<b>55.48%</b>	<b>47.52%</b>	<b>56.34%</b>	<b>55.79%</b>	<b>55.43%</b>	<b>43.53%</b>	<b>37.11%</b>

Table 2 shows in percentage the performance levels by special populations. The ADA category met and exceeded the performance targets in 2S1, 3S1, 4S1, 5S1, 6S1, and 6S2, but failed to meet the agreed-upon targets in 1S1 and 1S2. The ESEA/IDEA category met and exceeded the performance targets in 2S1, 6S1, and 6S2, while the economically disadvantaged group met and exceeded the targets in 2S1, 6S1, and 6S2. Single parent and LEP categories met and exceeded the target in 2S1 with 87.70% and 90.05% respectively. Tech Prep students met and exceeded the agreed-upon target in all but two levels, 1S1 and 5S1. The state will continue efforts to improve academic performance of the special populations area where performance levels were below 90%. It is noted that all categories performed at a higher level when compared to the statewide average for the same populations as reported in the state Condition of Education Report.



**Table 3**  
**FY '10 Secondary Performance Levels Reported by Gender Expressed in Percentages**

Sub-indicator Title	FY'09 Males	FY '10 Males	FY'09 Females	FY '10 Females	FY '10 Target
<b>1S1 – Academic Attainment Reading/Language Arts</b>	<b>82.97%</b>	<b>74.16%</b>	<b>85.65%</b>	<b>79.23%</b>	<b>79.30%</b>
<b>1S2 – Academic Attainment Mathematics</b>	<b>89.00%</b>	<b>80.81%</b>	<b>86.78%</b>	<b>75.66%</b>	<b>79.30%</b>
<b>2S1 – Technical Skill Attainment</b>	<b>91.96%</b>	<b>89.31%</b>	<b>92.99%</b>	<b>91.24%</b>	<b>70.67%</b>
<b>3S1 – Secondary School Completion</b>	<b>88.90%</b>	<b>93.11%</b>	<b>89.67%</b>	<b>94.30%</b>	<b>93.39%</b>
<b>4S1 – Student Graduation Rates</b>	<b>88.90%</b>	<b>93.09%</b>	<b>89.67%</b>	<b>94.28%</b>	<b>92.20%</b>
<b>5S1 – Secondary Placement</b>	<b>93.42%</b>	<b>88.28%</b>	<b>93.94%</b>	<b>90.29%</b>	<b>90.67%</b>
<b>6S1 – Nontraditional Participation</b>	<b>45.32%</b>	<b>32.37%</b>	<b>46.75%</b>	<b>64.28%</b>	<b>30.16%</b>
<b>6S2 – Nontraditional Completion</b>	<b>13.95%</b>	<b>42.13%</b>	<b>44.13%</b>	<b>79.26%</b>	<b>32.37%</b>

The data were also disaggregated by gender and the results are shown in Table 3. The target of 79.30% in academic attainment for math was met by the male gender at 80.81%. Males also met and exceeded the agreed-upon targets in technical skill attainment (89.31%); student graduation (93.09%); nontraditional participation (32.37%); and nontraditional completion (42.13%). The female gender met and exceeded the targets in 2S1 (91.24%); 3S1 (94.30%); 4S1 (94.28%); 6S1 (64.28%); and 6S2 (79.26%). Although both genders failed to meet the 79.30% target for academic attainment reading/language arts, the scores were within 90% of the agreed-upon target. The state will continue to address issues relating to data collection and quality improvement in program offerings and assessment. We also expect continued implementation of Programs of Study for secondary programs to assist the state in improving the state performance levels.

**Table 4**  
**FY '10 Secondary Performance Levels Reported by Target, State Level, and by the**  
**Ethnic Groupings Expressed in Percentages**

	<b>FY '10 Target</b>	<b>FY '10 State Level</b>	<b>Ind/Alaskan</b>	<b>Asian</b>	<b>Black/ Af Am</b>	<b>Hisp</b>	<b>White</b>
<b>1S1 – Academic Attainment Reading/Language Arts</b>	<b>79.30%</b>	<b>76.47%</b>	<b>64.13%</b>	<b>72.37%</b>	<b>53.03%</b>	<b>62.96%</b>	<b>78.05%</b>
<b>1S2 – Academic Attainment Mathematics</b>	<b>79.30%</b>	<b>78.47%</b>	<b>60.87%</b>	<b>72.49%</b>	<b>50.68%</b>	<b>62.39%</b>	<b>80.57%</b>
<b>2S1 – Technical Skill Attainment</b>	<b>70.67%</b>	<b>90.12%</b>	<b>85.07%</b>	<b>91.62%</b>	<b>90.28%</b>	<b>89.13%</b>	<b>90.18%</b>
<b>3S1 – Secondary School Completion</b>	<b>93.39%</b>	<b>93.65%</b>	<b>90.72%</b>	<b>86.75%</b>	<b>78.39%</b>	<b>88.33%</b>	<b>94.66%</b>
<b>4S1 – Student Graduation Rates</b>	<b>92.20%</b>	<b>93.63%</b>	<b>90.72%</b>	<b>86.75%</b>	<b>78.21%</b>	<b>88.24%</b>	<b>94.65%</b>
<b>5S1 – Secondary Placement</b>	<b>90.67%</b>	<b>89.20%</b>	<b>84.54%</b>	<b>82.91%</b>	<b>68.13%</b>	<b>78.64%</b>	<b>90.78%</b>
<b>6S1 – Nontraditional Participation</b>	<b>30.16%</b>	<b>44.88%</b>	<b>46.45%</b>	<b>47.68%</b>	<b>55.54%</b>	<b>41.76%</b>	<b>44.50%</b>
<b>6S2 – Nontraditional Completion</b>	<b>32.37%</b>	<b>55.48%</b>	<b>69.23%</b>	<b>47.83%</b>	<b>65.91%</b>	<b>49.69%</b>	<b>55.58%</b>

When data were disaggregated by race/ethnicity (Table 4), all ethnic groups met and exceeded the agreed-upon performance levels in 2S1, technical skill attainment; 6S1, nontraditional participation; and 6S2, nontraditional completion. The white ethnic group met and exceeded the agreed-upon targets in all performance indicators except for 1S1, which was 1.25% short of the 79.30% target. The state will continue to address areas where the ethnic groups were below 90% of the agreed-upon performance targets. The low performance may be the result of an increase in validity and reliability in the FY '10 data or due to mode of analysis. The state will be reviewing the results for consistency and quality improvement in data analysis.

**Table 5**  
**Perkins IV Tech Prep Baseline, State Targets and Actual Levels – 2010**

Sub-indicator Title	FY '09 Actual Level (%)	FY '10 Actual Level (%)	FY '10 Target (%)	FY '10 Actual vs. Target Performance Rating	90% Range	Met Within 90%
<b>1S1 – Academic Attainment Reading/Language Arts</b>	<b>84.15%</b>	<b>76.27%</b>	<b>79.30%</b>	<b>NM</b>	<b>71.30%</b>	<b>Yes</b>
<b>1S2 – Academic Attainment Mathematics</b>	<b>89.00%</b>	<b>79.51%</b>	<b>79.30%</b>	<b>M</b>	<b>71.30%</b>	<b>Yes</b>
<b>2S1 – Technical Skill Attainment</b>	<b>92.10%</b>	<b>90.31%</b>	<b>70.67%</b>	<b>M</b>	<b>63.60%</b>	<b>Yes</b>
<b>3S1 – Secondary School Completion</b>	<b>87.14%</b>	<b>93.81%</b>	<b>93.39%</b>	<b>M</b>	<b>84.05%</b>	<b>Yes</b>
<b>4S1 – Student Graduation Rates</b>	<b>87.14%</b>	<b>93.81%</b>	<b>92.20%</b>	<b>M</b>	<b>82.98%</b>	<b>Yes</b>
<b>5S1 – Secondary Placement</b>	<b>93.44%</b>	<b>89.76%</b>	<b>90.67%</b>	<b>NM</b>	<b>81.60%</b>	<b>Yes</b>
<b>6S1 – Nontraditional Participation</b>	<b>45.95%</b>	<b>39.85%</b>	<b>30.16%</b>	<b>M</b>	<b>27.14%</b>	<b>Yes</b>
<b>6S2 – Nontraditional Completion</b>	<b>20.96%</b>	<b>37.11%</b>	<b>32.37%</b>	<b>M</b>	<b>29.13%</b>	<b>Yes</b>

**Legend:** NM – Not Met, M – Met or Exceeded Target

The state used the basic grant agreed-upon performance targets for Tech Prep programs. Table 5 shows the result of analysis of FY '10 data. The state met and exceeded the agreed-upon targets for 1S2, 2S1, 3S1, 4S1, 6S1, and 6S2. The state did not meet the agreed-upon targets in 1S1 and 5S1; however, the scores were above the 90% level of agreed-upon performance targets. The state will continue to establish partnerships with Workforce Development, the Unemployment Insurance system, and other entities to improve reliability and validity of state placement data.

**Table 6**  
**The FY '10 Tech Prep Performance Levels Reported by Target, State Level and**  
**Special Populations Performance Levels Expressed as a Percentage**

	FY '10 State Level	FY '10 Target	ESEA/ IDEA	ADA	Econ Disad	Single Parent	LEP
<b>1S1 – Academic Attainment Reading/Language Arts</b>	76.27%	79.30%	31.17%	63.71%	65.26%	68.18%	32.31%
<b>1S2 – Academic Attainment Mathematics</b>	79.51%	79.30%	38.99%	66.94%	67.69%	66.67%	44.70%
<b>2S1 – Technical Skill Attainment</b>	90.31%	70.67%	79.95%	89.71%	86.87%	90.58%	93.67%
<b>3S1 – Secondary School Completion</b>	93.81%	93.39%	89.16%	96.00%	89.01%	92.24%	85.61%
<b>4S1 – Student Graduation Rates</b>	93.81%	92.20%	89.16%	96.00%	89.01%	92.24%	85.61%
<b>5S1 – Secondary Placement</b>	89.76%	90.67%	79.23%	90.40%	81.56%	84.48%	71.94%
<b>6S1 – Nontraditional Participation</b>	39.85%	30.16%	31.95%	36.64%	38.10%	51.61%	29.95%
<b>6S2 – Nontraditional Completion</b>	37.11%	32.37%	24.91%	34.48%	34.12%	48.39%	28.13%

Table 6 shows Tech Prep performance levels by special populations. All special population groups met and exceeded the agreed-upon targets in technical skill attainment (2S1) with percentages ranging from 79.95% to 93.67%. With the exception of 1S1, 1S2, and 5S1, the ADA group met and exceeded the agreed-upon targets, but this group was 0.27% short of meeting the 5S1 target. The LEP group met and exceeded the agreed-upon targets for all except 6S1, where it was 0.21% short. The state will continue to monitor program offerings to improve the performance of special groups in academic attainment for reading/language arts and mathematics. Continuous improvement in data quality and mode of data analysis will aid in addressing students' performance where scores were below 90% of agreed-upon targets.

**Table 7**  
**FY '10 Tech Prep Performance Levels Reported by Target, State Level,**  
**Gender and by the Ethnic Groupings Expressed in Percentages**

	FY'10 Target	FY '10 State Level	FY '10 Males	FY '10 Females	Ind/Alaskan	Asian	Black/ Af Am	Hisp	White
<b>1S1 – Academic Attainment Reading/Language Arts</b>	79.30%	76.27%	73.46%	80.80%	61.11%	76.60%	54.59%	61.34%	77.88%
<b>1S2 – Academic Attainment Mathematics</b>	79.30%	79.51%	80.68%	77.64%	61.11%	84.21%	47.28%	61.89%	81.55%
<b>2S1 – Technical Skill Attainment</b>	70.67%	90.31%	89.51%	91.80%	84.48%	94.70%	90.04%	91.67%	90.22%
<b>3S1 – Secondary School Completion</b>	93.39%	93.81%	93.16%	94.87%	92.11%	88.54%	78.17%	88.73%	94.78%
<b>4S1 – Student Graduation Rates</b>	92.20%	93.81%	93.16%	94.87%	92.11%	88.54%	78.17%	88.73%	94.78%
<b>5S1 – Secondary Placement</b>	90.67%	89.76%	88.41%	91.92%	89.47%	88.54%	68.02%	80.08%	91.17%
<b>6S1 – Nontraditional Participation</b>	30.16%	39.85%	26.94%	62.24%	34.87%	38.52%	43.83%	33.35%	40.19%
<b>6S2 – Nontraditional Completion</b>	32.37%	37.11%	24.34%	71.39%	33.33%	21.43%	16.67%	38.46%	37.76%

Table 7 shows the Tech Prep performance levels by gender and by ethnic groupings. In 1S1, academic attainment, reading/language arts, female students met and exceeded the agreed-upon target by 1.5%. The male gender group met and exceeded the target in academic attainment, mathematics (1S2) by 1.38%. The male gender also met the agreed upon targets in 2S1, 4S1, and 6S2. With the exception of 1S2 at 77.64%, the female gender met and exceeded the targets in all performance indicators.

When data were disaggregated by ethnic grouping, the white category met and exceeded the agreed-upon performance targets in all indicators but one: 1S1. All ethnic groups met the agreed-upon targets in technical skill attainment (2S1) and nontraditional participation (6S1). For 6S2, in addition to the white category, Indian/Alaskan and the Hispanic grouping met and exceeded the agreed-upon performance target by 0.96% and 6.09% respectively. As already mentioned in this report, the state will continue in the spirit of continuous improvement to improve the quality of CTE offerings and increase validity and reliability of student data.

**Table 8**  
**Perkins IV Postsecondary Baseline, State Targets and Actual Levels – 2010**

<b>Sub-indicator Title</b>	<b>FY '08 Actual Levels (%)</b>	<b>FY '09 Actual Levels (%)</b>	<b>FY '10 Target (%)</b>	<b>FY '10 Actual Level (%)</b>	<b>FY '10 Actual vs. Target Performance Rating</b>	<b>90% Range</b>	<b>Met Within 90%</b>
<b>1P1 Technical Skill Attainment</b>	N/P	82.11%	86.00%	94.33%	M	77.40%	Yes
<b>2P1 Credential, Certificate, Diploma or Degree</b>	N/P	45.00%	50.22%	33.35%	NM	45.20%	No
<b>3P1 Student Retention or Transfer</b>	N/P	71.80%	77.44%	72.04%	NM	69.70%	Yes
<b>4P1 Student Placement</b>	N/P	72.00%	77.44%	70.36%	NM	69.70%	Yes
<b>5P1 Nontraditional Participation</b>	N/P	21.77%	23.77%	15.59%	NM	21.39%	No
<b>5P2 Nontraditional Completion</b>	N/P	39.77%	41.77%	28.20%	NM	37.59%	No

**Legend:** NM – Not Met, M – Met or Exceeded Target

Table 8 shows the postsecondary agreed upon targets and the FY'09 and FY'10 actual performance levels. The state met and exceeded the agreed upon target of 86% in Technical Skill Attainment (1P1) by 8.33%. The state met within 90% of agreed upon targets in Student Retention or Transfer (3P1) and Student Placement (4P1) with 72.04% and 70.36% respectively. The state will continue to review data for 2P1, 5P1, and 5P2 where performance levels were below 90% of agreed upon targets. An improvement plan has been developed as required to address student performances in these indicators.

**Table 9**  
**Perkins IV Postsecondary Gender and Ethnicity – 2010**

<b>Sub-indicator Title</b>	<b>FY '10 Target (%)</b>	<b>FY '10 Actual Level (%)</b>	<b>FY '10 Males</b>	<b>FY '10 Females</b>	<b>Ind/Alaskan</b>	<b>Asian</b>	<b>Black/ Af Am</b>	<b>Hisp/ Latino</b>	<b>White</b>
<b>1P1 Technical Skill Attainment</b>	<b>86.00%</b>	<b>94.33%</b>	<b>93.45%</b>	<b>95.00%</b>	<b>100%</b>	<b>86.18%</b>	<b>93.67%</b>	<b>84.52%</b>	<b>95.19%</b>
<b>2P1 Credential, Certificate, Diploma or Degree</b>	<b>50.22%</b>	<b>33.35%</b>	<b>30.87%</b>	<b>35.62%</b>	<b>26.72%</b>	<b>37.50%</b>	<b>13.46%</b>	<b>28.53%</b>	<b>55.89%</b>
<b>3P1 Student Retention or Transfer</b>	<b>77.44%</b>	<b>72.04%</b>	<b>67.79%</b>	<b>75.21%</b>	<b>65.10%</b>	<b>76.19%</b>	<b>65.03%</b>	<b>68.76%</b>	<b>72.41%</b>
<b>4P1 Student Placement</b>	<b>77.44%</b>	<b>70.36%</b>	<b>68.96%</b>	<b>71.53%</b>	<b>57.14%</b>	<b>57.33%</b>	<b>52.83%</b>	<b>61.85%</b>	<b>72.41%</b>
<b>5P1 Nontraditional Participation</b>	<b>23.77%</b>	<b>15.59%</b>	<b>13.52%</b>	<b>16.86%</b>	<b>20.80%</b>	<b>21.26%</b>	<b>21.69%</b>	<b>16.40%</b>	<b>14.84%</b>
<b>5P2 Nontraditional Completion</b>	<b>41.77%</b>	<b>28.20%</b>	<b>29.69%</b>	<b>27.51%</b>	<b>18.37%</b>	<b>50.00%</b>	<b>17.27%</b>	<b>18.37%</b>	<b>29.84%</b>

Table 9 shows the postsecondary performance levels by gender and by ethnic groupings. Both genders met and exceeded the agreed upon target of 86% for Technical Skill Attainment (1P1). When disaggregated by ethnicity, all ethnic groupings except the Hispanic/Latino category met and exceeded the agreed upon FY'10 performance targets ranging from 86.18% for the Asian group to 100% for Indian/Alaskan natives. The Table also shows that only the Asian group exceeded the agreed upon target in Nontraditional Completion (5P2) by 0.23%. The state will continue to focus on improving the performance of postsecondary CTE students in all areas where performance levels were not met, including places where performance indicator scores were below 90% of agreed upon targets. The state will also review its data sources in terms of validity and reliability, the methods and procedures for data collection, analysis, and reporting, as well as determine factors influencing levels of performance in all areas.

**Table 10**  
**Perkins IV Postsecondary Baseline, State Targets and Actual Levels for Special Populations – 2010**

<b>Sub-indicator Title</b>	<b>FY '10 Target (%)</b>	<b>FY '10 Actual Level (%)</b>	<b>ADA</b>	<b>Economic Disadvantaged</b>	<b>Single Parent</b>	<b>Displaced Homemakers</b>	<b>LEP</b>	<b>Tech Prep</b>
<b>1P1 Technical Skill Attainment</b>	<b>86.00%</b>	<b>94.33%</b>	<b>92.92%</b>	<b>96.56%</b>	<b>89.39%</b>	<b>80.00%</b>	<b>78.57%</b>	<b>95.16%</b>
<b>2P1 Credential, Certificate, Diploma or Degree</b>	<b>50.22%</b>	<b>33.35%</b>	<b>32.18%</b>	<b>28.81%</b>	<b>21.25%</b>	<b>19.38%</b>	<b>23.85%</b>	<b>10.71%</b>
<b>3P1 Student Retention or Transfer</b>	<b>77.44%</b>	<b>72.04%</b>	<b>72.06%</b>	<b>72.80%</b>	<b>68.05%</b>	<b>70.59%</b>	<b>77.58%</b>	<b>75.31%</b>
<b>4P1 Student Placement</b>	<b>77.44%</b>	<b>70.36%</b>	<b>66.86%</b>	<b>65.41%</b>	<b>63.58%</b>	<b>70.51%</b>	<b>66.67%</b>	<b>84.54%</b>
<b>5P1 Nontraditional Participation</b>	<b>23.77%</b>	<b>15.59%</b>	<b>15.31%</b>	<b>15.74%</b>	<b>21.93%</b>	<b>24.42%</b>	<b>26.20%</b>	<b>9.32%</b>
<b>5P2 Nontraditional Completion</b>	<b>41.77%</b>	<b>28.20%</b>	<b>32.91%</b>	<b>22.57%</b>	<b>13.48%</b>	<b>3.85%</b>	<b>23.81%</b>	<b>4.17%</b>

Table10 addresses postsecondary FY'10 state targets and actual levels of performance for special populations. The ADA, Economically Disadvantaged, Single Parents and Tech Prep groups met and exceeded the agreed upon target of 86% in Technical Skill Attainment (1P1) by 6.92%, 10.56%, 3.39% and 9.16% respectively. The Table also shows the LEP category exceeded the agreed upon target in Student Retention or Transfer (3P1) as well as Nontraditional Participation (5P1) by 0.14% and 2.43% respectively while the Displaced Homemakers group met and exceeded the agreed upon target of 23.77% for 5P1 by 0.65%. The Tech Prep students also met or exceeded Student Placement (4P1) with 84.54% and Student Retention & Transfer (3P1) with 75.31%. The state is reviewing the methods and procedures for data collection and will be addressing other relevant issues to improve students' performance in all indicators. Included in this report is the required improvement plan for each performance indicator where actual performance levels were below 90% of the agreed-upon performance targets.