

# Consolidated Annual Report Program Year 2016 - 2017 Iowa

## Step 3: Use of Funds: Part A

**1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?**

No

**2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?**

Yes

Since 2003, the Iowa Department of Education (DE) and Iowa Workforce Development (IWD) have a signed memorandum of understanding that permits the exchange of data to collect and analyze secondary and postsecondary academic and employment outcomes. In addition, the DE has an agreement with the National Student Clearinghouse to follow students once they leave institutions that are using Perkins funds. These agreements have permitted the DE to produce statewide performance reports, with several more in the pipeline. The report series began with an Education Program Outcomes report, but now several additional reports that provide consumer information as well, the latter being created using Tableau software.

<https://www.educateiowa.gov/iowa-community-college-program-outcomes>

Courses comprising secondary Career and technical education (CTE) programs were identified by linking the Secondary CTE Reporting Application (SCTERA) with the Student Reporting in Iowa (SRI) winter data collection. CTE participants, concentrators, and completers were also identified through this process. Districts manually identified the concentrators who were assessed for technical skill proficiency during the reporting year as well as those deemed proficient. The SRI spring data collection, which includes secondary students' state academic assessment (Iowa Assessments) results and graduate intent information, was also linked with SCTERA. This application made it easier for secondary districts to report on student proficiency, Programs of Study and other required data for the state. DE CTE consultants continued to work with programmers to improve validity and reliability of data collected through the new Secondary CTE Reporting Application system. This application also allows districts to get their data through the system electronically, deleting the requirement to e-mail out the

data to each district. The program also identifies if the courses are offered only by the district, with a sharing agreement with another district, or through concurrent enrollment with a community college. The program also identifies which community college is being used. Additional reports can also be created by the department and/or by individual districts.

The final step in transitioning all postsecondary CTE reporting to the community college Management Information System (MIS) was completed during fiscal year 2013. Data regarding technical skill attainment was collected through the MIS for the first time. It is hoped that this change has increased (or verified) accuracy of the reported data. DE MIS staff continued its work to improve data matching processes used for Perkins IV postsecondary indicators and community college reporting. These efforts are primarily focused on increasing the match rate between the DE and Iowa Workforce Development data sets.

A particular project to note was the three-year multi-state Certification Data Exchange Project (CDEP). Through a multi-state consortium, for which the Iowa State CTE Director was the lead, data from a third party industry certification organization is linked to available community college data from the DE and wage and employment data from Iowa Workforce Development (IWD) data sets. Standardized reports were then produced to assess the differential impact of academic and employment outcomes as a result of students taking and passing the third-party industry certification. The broad objective from the CDEP effort is to establish a validated process by which data that typically resides outside of the conventional education and workforce systems (a third party industry certification data, work-based learning, for example) can be included as part of the overall measure of attaining credentials of economic value (see below). The state CTE director was part of group that made several presentations. A final report is available at:

[https://www.acteonline.org/uploadedfiles/policy\\_and\\_advocacy/key\\_issues/cdep-final-report.pdf](https://www.acteonline.org/uploadedfiles/policy_and_advocacy/key_issues/cdep-final-report.pdf)

The Voluntary Framework for Accountability (VFA) was designed by the American Association of Community Colleges (AACC) to serve as an accountability framework for community colleges with success measures tailored for this sector of higher education. Designed specifically with community colleges in mind, the VFA contains measures which encompass and reflect the full breadth of the community college mission and the diversity of students' goals and educational experiences. The VFA system provides the opportunity for internal, inter-college, and state-wide comparisons and benchmarking, both in pre-set and customized groups of colleges or states, through metrics subdivided into three major categories: credit Student Progress & Outcomes (SPO), credit and noncredit Career & Technical Education (CTE), and Adult Basic Education Outcomes (ABE).

Partnering with the community college presidents, the division funds the VFA membership costs for Iowa's community colleges and supports the statewide initiative as a data clearinghouse to ensure consistency in data reporting. Utilizing the Management

Information System (MIS) to systematically report individual college data to VFA has increased the comparison value within Iowa, and improved the reliability of our collective datasets externally. The VFA system itself is still relatively new, providing Iowa the opportunity to be influential and help shape this national community college accountability project. Beginning in the 2018 reporting year, the VFA system will be fully implemented within Iowa with all 15 community colleges reporting on all metrics; this will result in robust VFA reporting and enhanced benchmarking opportunities both within and outside of Iowa. During FY17, all fifteen community colleges submitted data for the credit two year cohort, CTE credit and noncredit cohorts, and ABE cohorts. The data is currently under analysis by each college for continuous quality improvement, with plans to utilize the VFA data and reports as one more source for decision-making.

### **Step 3: Use of Funds: Part B**

#### **1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?**

Assessment of Career and Technical Education (CTE) in Iowa is conducted at the state level by the CTE Bureau, Division of Community Colleges, Iowa Department of Education (DE). The CTE Bureau is led by the Bureau Chief, and includes an Administrative Consultant, nine education program consultants (EPC), and one support staff, working part-time. The Chief is responsible for general oversight and management of CTE in Iowa at the secondary and post-secondary levels. As Iowa's State CTE Director, the CTE Bureau Chief, serves in a liaison capacity on several statewide committees dealing with not only secondary and community college CTE, but also workforce and economic development. The CTE Administrative Consultant is responsible for managing the implementation of Perkins IV in school districts and community colleges.

How the CTE Bureau assesses CTE programs under Perkins IV has changed. In an effort to gain efficiencies and create a more uniform process, the CTE Bureau is now organized by one, the expertise of CTE consultant(s) within the Bureau and two, by the sector (secondary or post-secondary) in which they have had prior experience. Further, subsets of Bureau staff have been assigned to teams that focus on grant review and management, technical assistance, claims review, monitoring, and CTSOs. In addition, five of these EPCs are assigned to the six services areas – skilled and technical sciences; human services; business, marketing and finance; health science; and agriculture, food and natural resources – defined in Iowa code. Also, an additional EPC is assigned to manage equity-related matters as defined by Perkins IV; another EPC has responsibility for dual and concurrent enrollment issues as well as monitoring state policy; and still another EPC manages all issues related to career guidance. Finally, several of these EPCs are responsible for guiding and overseeing career and technical student organizations (CTSOs) in Iowa.

Assessing Career and Technical Education (CTE) in Iowa was done in several different ways. First, to assist in making the monitoring process less intrusive, CTE Bureau has utilized a multi-step process to Perkins monitoring at the secondary level. One, an initial 'desk audit,' is undertaken. Two, once districts/consortia complete the desk audit, the DE analyzes the 'desk audit' submission using a pre-determined rubric. To ensure validity, each randomly selected consortium member independently completes and submits a separate instrument. Documents attached to support responses may be similar, however, narratives and comments must vary among districts from the same consortium.

Three, a report is then generated for the district/consortium after completing an analysis and review of available data including a three-year trend of your adjusted levels of performance disaggregated by gender, ethnicity and by special population. The report will include recommendations, suggested area(s) of improvement, and if needed, a face-to-face visit. Four, with the 'desk audit' results in hand, the CTE Bureau will recommend an appropriate course of action along the following lines. The District/Consortium will be asked to make minor adjustments in order to be in compliance. If the adjustments are significant, then it would require a conversation (sometimes more than one) between the CTE Bureau and the District/Consortium to become compliant with Perkins legislation, and State and District Plans. Finally, if it is deemed through the analysis the District/Consortium is substantively non-compliant, then the CTE Bureau will initiate a face-to-face comprehensive monitoring visit and review.

Second, through legislation, and known as House File 2392 (passed in May 2016), Iowa has embarked on completely redesigning secondary CTE. See: <https://www.educateiowa.gov/adult-career-and-community-college/career-and-technical-education/cte-redesign>.

A key feature of the new CTE law is the establishing of Regional Planning Partnerships (RPPs) across the state. The overall goal of the RPPs is to ensure that high-quality CTE is made available and accessible to all middle and high school students in Iowa without regard to geography, student selectivity, and socio-economic status. Fifteen (15) RPPs have been established each aligned with each of the 15 community college regions. RPP membership is made up primarily of school superintendents (or their representatives), but other stakeholders from inside and outside the school districts are members also. During the academic year 2017-18, RPPs complete three tasks: (1) develop a multi-year plan, whose overall focus is to provide high-quality CTE to all students within their respective regions; (2) set a five-year schedule for approving all secondary CTE programs; and (3) set out a budget and expenditure plan that is tied to the RPP multi-year plan goals, objectives, and strategies. The RPP Executive Committee, as well as the RPP contact, are in constant communication with the assigned Department RPP contact regarding the three tasks. The Department has set up monthly communication calls with RPP contacts. The Department RPP contacts periodically have attended their respective RPP meetings. The Department is holding webinars that addresses various aspects of the above three tasks.

Fourth, the Bureau of Community Colleges within the Division of Community Colleges and Workforce Preparation initiated a project to align the community college Perkins monitoring and equity review process, with the community college states accreditation process. There is enough overlap in these processes' review of nondiscrimination notifications, Title IX processes, and CTE program evaluation that the Division decided to combine the reviews into one, albeit extended, visit. When needed, Perkins monitoring and equity review was undertaken at two community colleges, when they were scheduled for state accreditation.

Fifth, the DE continued its agreement with the National Student Data Clearinghouse (NSDC) to provide information regarding success of postsecondary program completers and leavers and their enrollment (entrance) and persistence in other postsecondary institutions. This enables matching of community colleges' Management Information System (MIS) data files against information in NSDC for following community college CTE students continuing their education in other postsecondary institutions.

Sixth, CTE data collection processes pertaining to the Perkins IV performance indicators were reviewed with involved entities to continue the state's effort to build shared understanding of definitions and procedures. Secondary data elements are collected through two reporting mechanisms: the Student Reporting in Iowa (SRI) system (formerly the Electronic Access System for Iowa Education Records) and the CTE-specific reporting system, referred to as "Secondary CTE Reporting Application or SCTERA". Beginning with fiscal year 2013, all postsecondary data elements are collected through the DE's community college MIS system. These data were utilized when planning activities and negotiating secondary and postsecondary performance level targets for the fiscal year 2017 Perkins IV Continuation Grant application.

Seventh, the DE reviewed its post-secondary indicator definitions and used that opportunity to reconfigure how post-secondary Perkins data was collected and reported. The DE continues to use a three-year cohort approach in development of its post-secondary performance indicator measures. The primary objective was to align these measures to the general practice within the Division of Community Colleges and Workforce Preparation of using cohort data to report community college data. Fiscal year 2017 post-secondary CAR data that has been reported within the Perkins Web Portal reflects this change.

## **2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?**

Iowa is a leader in using technology to manage the local application process for secondary school districts and consortia, and community colleges (<https://www.iowagrants.gov/index.do>). Use of this technology includes the electronic submission of the local application, review of these applications by DE CTE consultants,

setting indicator performance targets, and approving claims for Perkins-eligible required and permissive activities. Starting in 2014, in the electronic submission of the local application, the state asked Perkins IV local eligible agencies (LEAs) to connect each required activity to specific Perkins indicators.

As a result of a contract issued to Governet in 2011, a web-based system to improve curriculum-related processes for the Iowa community college system has been expanded. The web-based system, CurricUNET provides electronic program approval and modification processes, a means to improve Iowa's common course numbering system, and public access to information regarding Iowa community college curriculum ([http://www.curricunet.com/iowa\\_doe/](http://www.curricunet.com/iowa_doe/)). Additionally, the system is used to validate whether dual-enrolled courses offered through concurrent enrollment are CTE-related.

Continued professional development on the system was offered through an annual one-day statewide workshop for the community colleges' CurricUNET administrators.

The Business and Marketing Program Management Committee, in partnership with Iowa Business Education Association (IBEA), provided two-day workshops for business and marketing educators, including Microsoft Office Specialist Training and Testing (hosted by Northeast Iowa Community College Iowa Lakes Community College and Kirkwood Community College), and AP Computer Science Principles (hosted by Kirkwood CC).

The DE's CTE consultant assigned to support business education worked closely on the IT Academy in developing roll out strategies, promotion and continued professional development support. The IT Academy is a partnership with the Governor's STEM Advisory Council, Microsoft, and the DE. It provides 150 Iowa high schools and community colleges with the opportunity to validate their skills and gain industry-recognized certification.

DE CTE staff cooperated with the Iowa Family and Consumer Sciences Educators (IFCSE), Iowa Health Educators Association (IHEA), Iowa Business Education Association (IBEA), and Iowa Association of Agricultural Educators to provide training in the use of a variety of instructional technologies.

During FY17, the Secondary CTE Reporting Application (SCTERA) was reviewed and is continually being updated to meet the Iowa DE needs. Working with the IT Division, the CTE Bureau has developed a plan for how the data will be collected, reported, and shared with LEAs. Also, the discussion has led to a prioritization that begins with the CAR, district/consortium information, next, and optional reporting coming in third. More discussion is being had with the IT division to include new variables such as SCED Codes, building level information, so that more detailed analysis can be undertaken by the SEA as well as LEAs.

**3. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?**

DE CTE staff participated in national-level meetings, conferences, and content area workshops, including, but not limited to, Advance CTE spring and fall meetings, the National Association of Career and Technical Education Information (NACTEI), The National Association of State Ag Educators Conference (NASAE), the Association for Career and Technical Education (ACTE) Board of Directors meetings, the MBA Research Board of Trustees meetings and MBA Conclave and curriculum consortium meetings, the National Consortium for Health Science Education State Director's meeting, Technology Student Association, Skills USA NLSC Conference, the National Association of State Administrators of Family and Consumer Sciences (NASAFACS) the Association for Skilled and Technical Sciences, Project Lead-the-Way, and national CTSO state advisor meetings. Knowledge and skills acquired through this participation was used to provide guidance to Iowa's CTE instructors and administrators. Regional workshops were conducted by DE staff in the six service areas that divide up secondary CTE programming.

The DE provided support for the annual Iowa Association for Career and Technical Education (IACTE) statewide conference. This venue provided an opportunity for DE staff to present on new and ongoing issues, including advisory committees/councils, programs of study requirements, state legislation, and other CTE-related topics. A member of the DE's CTE staff also serves as liaison to the IACTE Executive Board. DE CTE staff provided professional development sessions at the Iowa Business Education Association (IBEA) conference, the Iowa Association of Agriculture Educators (IAAE) conference, the Iowa Health Educators Association (IHEA) conference, and the Iowa Family & Consumer Sciences Educators Conference.

The DE's CTE Consultant assigned to support Business and Marketing education offered workshops across the state on industry certifications for business and marketing education. These certifications were offered free to the teachers. Free certification testing was also made available as a pre-conference option prior to the Iowa Business Education Association convention.

The DE's health science consultant worked closely with the Iowa Community College Simulation Coordinator Network and the Central Iowa Simulation Network to plan and execute the 3rd annual Healthcare Education Simulation Conference, open to all secondary and postsecondary health science educators and administrators. This conference had a record-breaking year, with 142 in attendance. The DE provided support for the annual Iowa Health Educators Association conference, and the health science consultant served as a conference planning committee member.

The DE's CTE consultant assigned to support human services education updated those at the state Iowa Family and Consumer Sciences Educators (IFCSE) Conference to clarify the state CTE Redesign and how it connects to Human Services programming. The Program Management Committee in this area approved the use of the newly updated Family and Consumer Sciences (FCS) National Standards and appropriated dollars to begin the work of creating a model program in Human Services as well as in the Middle School area with work sessions in the field as well as a core group of professionals. The consultant attended listening sessions, consortia and regional meetings of FCS and CTE instructors and presented sessions and guidance to show and explain how FCS programming fits into the renamed service area (now Human Services) and connect to post-secondary offerings. The consultant worked closely with the Iowa State University FCS program coordinator so that pre-service educators would be "in the know" about revisions to the service areas and the focus of Career and Technical programming in the FCS field. The consultant serves on the Early Learning Oval Team Leadership Council to help make the FCS connections at both the HS and CC level a stronger reality for CTE in Iowa to meet the needs in this high demand career area and participated in a National Governor's Association Audit that identified ways to connect the work at the secondary level to industry needs. The work supports the identification of the best ways to support the Teaching and Training Cluster and the Child Development Associate credential. Initial discussions have continued with Educator's Rising connections to teaching and training that support this Cluster. In addition, a successful first "Say YES to FCS" event was held in conjunction with the State Leadership Conference for FCCLA that is aimed at encouraging more students to go into the field of study to become an FCS educator.

A Project Lead the Way (PLTW) instructors' conference was coordinated by Iowa State University (ISU), University of Northern Iowa (UNI), University of Iowa (UI), and the DE. This annual professional development conference provides instructors with information about PLTW curriculum, how it supports students' attainment of academic and technical standards, and strategies to improve participation of nontraditional students. These entities also coordinated a PLTW counselors' conference. This annual conference provides counselors with professional development related to PLTW, including topics such as career pathways, college transition, and strategies to improve participation of nontraditional students. The DE's CTE consultant assigned to support industrial technology serves as the DE's primary contact for engineering-related PLTW programs, and provided presentations at these conferences.

The DE's CTE consultant assigned to support industrial technology worked to develop and support professional development opportunities for secondary industrial technology teachers and postsecondary faculty to access OSHA 10-hour safety training, as well as a course focused on integrating safety throughout the curriculum. These courses provided teachers the opportunity to address critical safety issues, as well as optional recertification credits toward licensure renewal.

The DE Administrative Consultant offers monthly webinars to new district administrators to help them become better acquainted with CTE and Perkins requirements. These seminars are widely attended and cover items such as Perkins 101, *What's happening in Washington, DC* (presented by Alisha Hyslop), Sector Boards, Advisory Committees, Programs of Study, and other areas of interest.

**4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?**

The DE continued to utilize resources provided through NAPE's 5-Step process/Program Improvement Process for Equity in STEM (a.k.a., PIPE-STEM™). This initiative uses a two-pronged approach to broaden commitment to gender equity in nontraditional careers and STEM initiatives. The training was delivered in multiple formats including face-to-face workshops, regional professional learning communities, and online webinars. The customized, "coaching" approach of the PIPE-STEM™ model worked well in conjunction with DE on-site technical assistance provided to the community colleges and through dissemination of relevant print and electronic information to DE CTE staff. Site-based teams developed implementation plans designed to identify root causes and potential solutions to gendered performance gaps. Outreach to regional CTE Coordinators included participation in online planning meetings, orientation webinars, and the identification of cohort teams who participated in face-to-face training. Implementation team members included administrators, coordinators, counselors, and faculty of nontraditional CTE programs.

The DE continued its partnership with the National Alliance for Partnerships in Equity (NAPE) to develop a state level nontraditional data "dashboard" using Perkins data (6S1, 6S2, 5P1, 5P2); provide consulting in the interpretation of the dashboard and its use in identifying performance gaps between student groups; and conduct technical assistance workshops to train educators and stakeholders on the use of the data dashboard. NAPE has provided the state with a modified five-step Program Improvement Process for Equity implementation to support Iowa LEAs, and regional coordinators to identify and implement evidence- and research-based strategies to close equity gaps identified through the data dashboard training. Initial trainings and outreach from the DE has evolved from statewide preliminary trainings to regional, District, and institutionally centered activities. Several colleges have institutionalized nontraditional recruitment and retention strategies resulting in college wide initiatives. Hawkeye Community College implemented a co-teaching education model in several career and technical programs. The Integrated Basic Education and Skills Training (I-BEST) delivers adult basic education and support concurrently with college-level coursework in industry-specific pathways. Of the 72 participants enrolled in one of the I-BEST programs, 86 percent successfully completed the program, 27 percent are continuing their education, and 32 percent either got a new job or earned a promotion at a current job. Seventy-four percent of the CNA I-BEST students passed the state's CNA exam.

The Cedar Rapids Community School District engaged district level administration, CTE staff, and counselors from four high schools to participate in PIPE training to develop initiatives to focus on educational equity across the district.

Building level high school teams and two local career academy representatives and a middle school counselor participated in training on PIPE-STEM, nontraditional occupations, and micro messaging. Results include an initiative to establish and deliver a CTE career cruise; a focus on the enrollment and retention of female students in Project Lead the Way courses; and the creation of a deliverable to share the message of CTE in their service area. (<https://youtu.be/blfmm1Jc-m0> <https://www.youtube.com/watch?v=CQgk726iE8g>). The academic team at Northeast Iowa Community College (NICC) participated in training to assess root causes for the disparity between NICC percentages and statewide data for nontraditional students in CTE programs. The college developed an implementation plan to increase gender equity across the College. Recruitment materials were revised and a Career Planning Guide was developed in partnership with Iowa Workforce Development. NICC high school initiatives involved intrusive advising on nontraditional career pathways; job shadowing; parent and student education on CTE; and internships and apprenticeships.

Promotional videos were produced as part of community college grant program to fill the state's manufacturing skills gap, and as a result of the PIPE STEM training, the production of the videos focused primarily on nontraditional careers in advanced manufacturing. In addition, a television ad was developed to highlight the non-traditional gender enrollment in programs such as automotive, massage, welding, and nursing. In partnership Iowa ACTE, The DE sponsored a nontraditional careers strand which focused increasing student access to nontraditional CTE career pathways and workforce diversity in high-skill, high-wage, and high-demand career opportunities. Strands also focused on developing an inclusive, diverse college community, utilizing tools provided by the National Alliance of Partnerships in Equity "NAPE", and resulting faculty projects and classroom initiatives to ensure equity in the classroom. The Fall ACTE Conference incorporated a full Equity strand in its conference and was met with positive comments.

**5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?**

DE staff continued to partner with Iowa's community colleges to deliver multicultural programming on campuses to assist in improve cultural understanding and enhance communication among students, faculty, staff, and business and industry. Activities focused on diversity topics were also offered to members of the public with the community colleges' service areas. The DE's CTE consultant assigned to support equity provided technical assistance to community college equity coordinators/diversity officers. Topics included diversity awareness, recruitment of minority staff, bilingual communication, ethnicity/multiculturalism, and learning communities. Review and reporting of performance related to the Perkins IV indicators for special population

students was completed by the DE's CTE staff. Collection of performance data for these populations is integrated into the state's data reporting systems (i.e., SRI, Secondary CTE Reporting Application (SCTERA), and MIS). Secondary and postsecondary CTE programs were monitored for compliance with state and federal nondiscrimination laws through equity reviews and regularly scheduled monitoring visits conducted by DE staff. The monitoring process includes review of policies and practices related to the identified populations. Enrollment of these identified student populations within CTE courses was specifically reviewed as part of the secondary and postsecondary equity visits. The DE's CTE consultant for equity participated in training initiatives aimed at increasing the participation and completion rates of underrepresented gender students in nontraditional careers, STEM, and technical education programs. This includes training on Micro messaging, a research-based professional development program for secondary and community college faculty designed to increase the success of students in STEM, with an emphasis on underrepresented populations, including diverse women.

Career and Technical Education (CTE) programs at Hawkeye Community College serve English Language Learners (ELL), simultaneously enrolled in ELL courses and certificate programs at the college's Metro Center. This collaboration between programs is particularly beneficial in serving the emerging Bosnian, Burmese, and Hispanic populations in the college's service area. Northeast Iowa Community College's (NICC) Support through the Encouragement of Peers (S.T.E.P) program is a peer-driven approach to providing life management skills, academic, personal, and social supports for students with disabilities. The program helps students to move through college courses and programs while addressing accommodation issues along the way. Additionally, NICC promotes several initiatives to serve economically disadvantaged students such as the Student Crisis Fund. Approximately \$71,000 has been raised over the past 7 years to benefit students in crisis, who are in danger of dropping out due to emergency financial issues. There are criteria students need to meet to receive the funding, and those who benefit have paid it forward in some way. There is a 92% retention rate for students receiving assistance, which in turn enhances recruitment, retention, and completion rates for special population students. In addition to micro-messaging training, the Cedar Rapids Community School District was able to blend NAPE training with district initiatives including the Intercultural Development Inventory (IDI) to assess intercultural competence and the role personal cultural awareness has on individual messages and how they are communicated in a CTE classroom.

**6. During the reporting year, how did your state offer technical assistance for eligible recipients?**

DE staff responded to numerous inquiries from secondary and postsecondary administrators and instructional staff regarding CTE- and Perkins IV-related topics. The DE CTE consultants assigned to each of the state's community college regions provided direct technical assistance to secondary districts and community colleges on the following topics: program development and assessment; reporting and utilizing local CTE

program data (i.e., Perkins IV performance indicator data); Secondary CTE Reporting Application; starting/strengthening CTSOs; documenting progress on Program of Study development; secondary to postsecondary program articulation; allowable use of Perkins IV funds; and CTE advisory committees/councils. Consultants also assisted the community colleges' program area deans (e.g., nursing and business program deans) and the Ag Alliance with strategic planning.

The Secondary Technical Assistance Team worked with several secondary programs across the state regarding Programs of Study, Perkins Monitoring and other issues. The Leadership Webinars continued for a second year on a monthly basis. Participants were new administrators, new Perkins people and those that were just interested in relearning specific items. The webinars included Perkins 101, CTE Redesign, Programs of Study and Intermediary Networks, How to complete the Secondary CTE Reporting Application, Perkins Reauthorization and what is going on in Washington, Advisory Committees, Program Approval, and Student Data.

The DE consultant in charge of Perkins claims attended the Brustein & Manasevit presentation to receive up-to-date information on fiscal monitoring for federal education grants. This information assisted in answering questions from both Perkins IV sub-grantees and internal CTE staff.

## **7. Serving individuals in state institutions**

### **Part I: State Correctional Institutions**

**Amount of Perkins funds used for CTE programs in state correctional institutions:**

100000

**Number of students participating in Perkins CTE programs in state correctional institutions:**

471

**Describe the CTE services and activities carried out in state correctional institutions.**

DE staff partnered with the Iowa Department of Corrections and the Iowa Department of Human Services to support CTE opportunities in the state's correctional facilities. Although these agencies were not required to specifically report on the number of students served, each entity submitted an estimated student count, which was used to calculate the total contact hours provided in CTE courses/programs eligible to be supported with Perkins IV funds. It is possible the number of students reported includes duplication (i.e., one student might be involved in more than one CTE course at a given institution).

The Perkins IV funds awarded through these grants were used to update curriculum and equipment for CTE courses/programs offered to secondary-aged students in the institutions. The allocation for the State Training School's allocation was based on 62,880 contact hours.

At the postsecondary level, one grant was awarded to the Iowa Department of Corrections, which coordinates distribution of funds among the state's community colleges that serve seven adult correctional institutions. The Perkins IV funds awarded through the grant were used to provide supplementary support services to individuals participating in CTE courses/programs offered by the correctional institutions. The corrections grant served 9 adult facilities offering 16 training programs and 1 youth facility with 8 programs.

**Part II: State Institutions Serving Individuals with Disabilities**

**Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:**

0

**Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:**

0

**Describe the CTE services and activities carried out in institutions serving individuals with disabilities.**

Not Applicable

**8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?**

No

**9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?**

Yes

The DE CTE consultant assigned to support FCS provided professional development workshops for FCS teachers regarding beginning and advanced culinary skills in the FCS curriculum. The workshops were held in partnership with Iowa State University, Des Moines Area Community College, and the Iowa Restaurant Association. Workshops focused on clothing construction and early childhood curriculum elements were also held. The consultant provided the background and knowledge for pre-service and new endorsement seekers in the area of FCS programs of study and Perkins requirements. The consultant provided Iowa FCS instructors with POS training and held statewide, face-to-face meetings for FCS instructors regarding the POS development process and the revisions that will be needed to connect to the new service area name, Human Services.

**10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?**

No

**11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?**

No

**13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?**

No

### **Step 3: Use of Funds: Part C**

**1. During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education?**

The DE's CTE consultant assigned to support business and marketing education served on the Financial Literacy Work Team for the state. Two Career and Technical Education teachers (one from FCS and one from Business) were a part of the review of the standards and benchmarks for Social Studies including a review of the Financial Literacy Standards.

During the year, two consultants were members of the Iowa Core Team. How to incorporate the Iowa Core (Common Core) into Career and Technical Education and other issues were discussed throughout the year.

SkillsUSA continued its support of an online program that provides professional development for development of 21st century skills to secondary and postsecondary CTE students. This program is available to schools statewide.

All subject area consultants worked to help the districts update and revise their Programs of Study. These Programs of Study include the integration of academics as part of the complete POS.

As a precursor to the Regional Planning Partnership program approvals for all CTE programming, consultants worked to complete a tool that will be used in the process that not only meets Iowa Code, but the components of a quality CTE program. The field was made aware of the components and indicators as a first step to moving in a forward direction with their programming.

**2. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills.**

Several staff within the Division of Community Colleges, including some from the CTE Bureau, attend the meetings that are regularly held by the Community College

Presidents, by the Community College Chief Academic Officers, by the Community College Liberal Arts and Sciences Deans, by the Community College Business Deans, and by the Community College CTE Deans. At these meetings, DE staff provide updates regarding the different policy, program, finance, and accountability projects and activities in progress at the Division of Community Colleges. Additionally, Division of Community College staff participate in many cross-agency task forces relating to education, workforce, and economic development.

The CTE Bureau Chief was part of a small team within the Iowa Department of Education that has developed a single uniform definition for career and college readiness. That definition is now available on the Iowa Department of Education website: <https://www.educateiowa.gov/pk-12/learner-supports/iowa-s-college-and-career-readiness-definition>. Also, the CTE Bureau Chief was the co-lead for an 18-month (January 2016- June 2017) National Governors' Association (NGA) Work-Based Learning (WBL) Policy Academy. The Grant, which itself was an offshoot of a previous NGA Policy Academy Grant on Building the Talent Pipeline, focused on designing, elevating, enhancing, measuring, and scaling high-quality WBL. The Grant provided an opportunity for collaboration among education, workforce development, and economic development, along with school districts, community colleges, and the Governor's STEM Advisory Council.

During the reporting year, staff within the Division of Community Colleges and Workforce Preparation were involved in several statewide projects. These included contributing to the developed of the Workforce Innovation and Opportunity (WIOA) state plan for Iowa; working on two National Governors' Association (NGA) Talent Pipeline and Work-based Learning Policy Academies. The Division of Community Colleges and Workforce Preparation houses WIOA Title II: Adult Education and Literacy. As post-secondary Perkins is a required partner within WIOA, Perkins staff were consulted regarding the statewide memorandum of understanding (MOU), as well as being asked to provide input shaping local MOUs. Staff were involved in developing an asset-mapping process for the NGA Talent Pipeline Academy. Also, staff help develop a statewide portal for educational, occupational, employment, and career information.

Additionally, CTE Bureau staff continued work on the House File (HF) 2392 by creating supporting materials, including strategizing for: how to develop rules for inclusion within the Iowa Administrative Code; guidance documents for how school districts will implement HF2392, and preparing listening sessions to explain the intent of the legislation.

Each of the DE CTE consultants worked with business and professional partnerships through their respective discipline program management committees. These committees provide input to the consultants for planning statewide curriculum development, conducting professional development, and industry-wide employment concerns, such as the skills gap. The consultants also attend local and regional CTE advisory committee/council meetings throughout the state to assist local programs in building

positive partnerships with business and industry. These partnerships help instructors determine the most beneficial CTE curriculum to teach in their respective areas and assist schools in locating work-based learning opportunities for instructors and students. Over the last few years, the advisory groups have also taken an active role in development of programs of study by providing input for and approval of critical competencies and technical skill assessments.

During FY2017, the Business and Marketing Program Management Committee met three times to provide resources for business, marketing and information solutions teachers. This included feedback from business representatives, professional development, standards and benchmarks, and program approval information. The committee provides information on student organizations, Perkins IV, articulation, and mentoring. During the spring meeting, the Business and Marketing Program Management Committee hosted an appreciation breakfast for the business representatives who had served on the futuring panels in FY15 and helped develop the Iowa Statewide Observations and Recommendations Report. This report focused professional development activities for the Business and Marketing educators.

The professional development subcommittee of the Business and Marketing Program Management Committee continued to analyze student data to determine the impact of professional development workshops and activities

The DE CTE consultant assigned to support business and marketing education served as lead to the statewide Work-Based Learning Intermediary Network. The purpose of the program is to prepare students for the workforce by connecting business and the education system and offering relevant, work-based learning activities to students and teachers.

The DE's CTE consultant assigned to support business and marketing education continued the work with MBA Research, Inc. through the curriculum consortium statewide membership, and serves on the MBA Board of Trustees. Additionally, this consultant worked with the Iowa Work-Based Learning Coordinators to reorganize their professional organization and offer a statewide conference to provide professional development activities to the MOC and school-to-work coordinators across the state.

The DE's CTE consultant assigned to support Family and Consumer Sciences coordinated communications with the Iowa Restaurant Association, Iowa State University, Iowa Western Community College, Indian Hills Community College, Kirkwood Community College, Des Moines Area Community College, Western Iowa Tech Community College and the Iowa State Extension to provide culinary professional development opportunities across the state as well as foster student competitions that encourage students to think critically as they dive into FCS content areas on a deeper level. The consultant also helped Iowa State University Extension, Iowa State University Biotechnology Outreach, Iowa Association of Family and Consumer Sciences, Iowa Family & Consumer Sciences Educators, and Iowa State University Family & Consumer

Sciences Education Program and the state FCCLA organization to provide additional opportunities for professional development across the state.

The CTE Bureau Chief and the CTE Administrative Consultant worked together to support agricultural education served on the Governor's Council on Agricultural Education, and serves as an ex officio member of the state FFA association, FFA Foundation, and Postsecondary Agricultural Students association (PAS) boards.

The statewide Health Science Program Management Committee met twice during fiscal year 2017 to review goals and budgets, and to determine activities for the year. The committee agreed to support the Simulation and IHEA conferences again this year; both conferences are focused on all health science educators and administrators.

FCS Key Leaders, which includes representatives from each Area Education Agency (AEA), discussed and made recommendations related to legislation affecting programming, programs of study, marketing the profession, professional development, Perkins IV, and the importance of integration of Family, Career and Community Leaders of America (FCCLA), the related career and technical student organization (CTSO). This group meets face-to-face to times a year.

The DE's CTE consultant assigned to support industrial technology education continued to provide assistance in establishing partnerships to develop apprenticeship programs, develop curriculum and instructional materials, implement standards, encourage implementation of safety education, 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, Associated Builders and Contractors (ABC), Master Builders of Iowa (MBI), SkillsUSA, the Air National Guard, and various industry associations. The consultant also provides assistance to Iowa SkillsUSA, which has continued its statewide efforts to recruit students to participate in co-curricular activities and encourage increased student enrollment in advanced manufacturing programs. The organization also provides professional development and 21st Century Skills curriculum to participating schools.

The CTE consultant for skilled and technical sciences continued to work with schools and advisory committees to encourage implementation of the statewide Construction standards recommended by the Architecture and Construction Program Management Committee. The committee encourages schools to adopt statewide standards for construction and drafting and design programs by offering free instructor certification workshops and establishing assessment centers at Iowa's community colleges.

The DE continued its long-standing partnership with the Southeast Polk Rotary Club, the Rotary Club of Iowa, and a local school district to offer the Iowa Industrial Technology

Expo. The partnership, which started in 2003, showcases the achievement of Iowa students. Over 1,000 entries were exhibited and evaluated during the 2016 expo.

The DE consultant for Family and Consumer Sciences accompanied the Iowa Restaurant Association visits to districts interested in the Hospitality and Tourism Cluster and the National Restaurant's ProStart program and the ProStart Certificate of Achievement and presented a session on connecting CTE Redesign and ProStart Programs approval as well as incorporating FCCLA into ProStart at the summer ProStart teacher training days.

The consultant continued work with Regional representatives through ACTE dealing with the CTE teacher shortage and helped develop an Opportunity Grant proposal that will be presented to the ACTE board for approval. As a NASAFACS (National Association of State Administrators of Family and Consumer Sciences) member, the consultant was a part of the board that approved the re-validation of the FCS National Standards. The consultant is assigned as a board member to a Law and Public Safety Consortium as Iowa became a part of a consortium group of states that is looking into the Cluster and how secondary programming can support the programming at the post-secondary level.

The consultant updated a list of FCS Educators across the state, continued a monthly newsletter for communications of all things FCS across the state. The statewide FCS Program Management Committee continued work on implementing Strategic goals for the next 5 years. The FCS Consultant worked with Early Childhood Iowa and the Iowa Association for the Education of Young Children to help refine the content and assist in the "push out" their career pathways program that assists anyone interested in navigating the pathway to a career in early childhood. See: <http://ecieducationpathway.org/>

The DE CTE consultant assigned to support health science served on the Steering Committee for the Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) Initiative. The consultant also served on special committees, along with representatives from community colleges, four-year colleges, and employers in the health science area, to develop curriculum, address entrance requirements, and resolve other issues relating to the RN to BSN initiative. Additionally, this consultant worked with the National Consortium for Health Science Education (NCHSE) to ensure standards and benchmarks were aligned, Iowa Core was identified within the standards, and that these standards are shared with all secondary programs.

**3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?**

Yes

The DE CTE Career Guidance consultant worked with the legislated secondary CTE task force and convened a career guidance work team to meet bi-monthly. The work

team's objective was to review career guidance best-practices in Iowa and provide a "boots on the ground" perspective to the larger, voting member CTE task force. The career guidance work team shared their experiences with the current, top down, state managed career guidance software system, mandated in 2008 and implemented in 2009. The work team also assisted in creating an Iowa counselor survey to assess attitudes about how college and career counseling is currently delivered to Iowa secondary and postsecondary students. The work team was a collaborative effort and the DE CTE Career Guidance consultant ensured members included representatives from secondary, postsecondary, the Iowa College Student Aid Commission, the DE's Division of Learning and Results (formerly PK-12 Education), the CTE Bureau Chief, and counselor training programs. The work team then forwarded recommendations to the full CTE task force, on how career guidance could be updated in Iowa. The career guidance recommendations were included as a part of a fuller set of recommendations.

An outgrowth of the Secondary CTE Task Force recommendations was legislation that was introduced, passed, and signed into law during the 2016 legislative session. Known as House File 2392, the legislation consists of two divisions: Division 1 focuses on updating career guidance practices, and Division II that focused on redesigning how secondary CTE to deliver high quality CTE so that all Iowa high school students would be able to access it equitably all across the state.

**4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?**

Yes

The DE continued to review statewide articulation agreements when conducting monitoring visits. Currently, statewide agreements exist for Child Growth and Development, Introduction to Early Childhood Education, Nutrition, and Marketing Field Experience. See: <https://www.educateiowa.gov/adult-career-community-college/career-and-technical-education/service-areas>

DE CTE staff provided technical assistance and guidance for Senior Year Plus (SYP) state legislation that provides opportunities for high school students to enroll in postsecondary coursework. See: <https://www.educateiowa.gov/adult-career-community-college/senior-year-plus-syp>

Secondary CTE programs are allowed to include postsecondary course opportunities (i.e., joint enrollment) as part of their minimum coursework requirements (i.e., the minimum number of instructional units required to meet accreditation requirements). Joint enrollment courses that exceed the minimum requirements are eligible for supplementary weighting (additional state funds) under the state's school finance laws.

**5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?**

Yes

Representatives from four-year (baccalaureate) programs were included as members of the Program Management Committees for the state's identified CTE service areas.

The DE CTE consultant assigned to support health science served as the DE liaison on multiple work-alike groups, including community college nursing deans and directors, health deans, simulation coordinators, and Ems educators. The consultant also served on a committee charged with designing a nursing bridge program for veterans and on the Direct Care Workforce Advisory Council, along with representatives from community colleges, four-year colleges and employers in the health science area, to develop curriculum, address entrance requirements and resolve other issues relating to the direct care workforce shortage.

Although not specific to CTE, the Division of Community Colleges also provided a liaison to the Liaison Advisory Committee on Transfer Students (LACTS). The LACTS committee sponsors a CTE Articulation Conference each year in which administrators and faculty from the regents and community colleges meet to discuss particular CTE program articulation. This year, the conference shifted its emphasis from programs to the acceptance of military service credits.

This topic is particularly important to community colleges because they tend to accept military credits into CTE programs, but the regents' institutions do not as of yet. Progress was made toward their understanding of the importance of articulating this tested work experience.

Also, this year, LACTS reaffirmed the CTE Articulation Agreement that guarantees the transfer of 16 CTE credits as electives at the regents. However, the group discussed programs offered at the universities of Iowa and Northern Iowa that are designed to accept much more coursework from CTE Associate of Applied Sciences degrees, namely the Bachelor of Applied Sciences degree (BAS). To help facilitate the development of these BAS programs, the DE's consultant assigned to program approval/quality that serves on the LACTS committee met with administrators and faculty at the University of Northern Iowa (UNI) to assist in the development of BAS admissions criteria. Of particular importance is that UNI has gone far beyond the guaranteed course transferability in the LACTS agreement to accepting up to 60 CTE credits into the BAS programs. The majority of the remaining 60 credits that the CTE associate degree holder will need to take at UNI are general education and program-specific upper division courses.

**6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?**

Yes

The DE provided a Perkins IV discretionary grant opportunity, totaling \$170,000, for Iowa's CTSOs. The annually-awarded funds are based on a three-part formula, which includes a general appropriation, a membership-derived appropriation, and an appropriation based on a matching funds requirement. Three of the DE's CTE consultants serve as state advisors for the state's recognized CTSOs. DE staff assisted with the 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 secondary and postsecondary; Postsecondary Agricultural Student Organization (PAS); Technology Student Association (TSA); and HOSA – Future Health Professionals. Assigned CTE consultants provided CTSO advisors with professional development to enhance chapter and fiscal management skills. For example, monthly conference calls are held with representatives for DECA, Business Professionals of America (BPA), Future Business Leaders of America (FBLA), and Phi Beta Lambda (PBL). Assigned CTE consultants assisted with coordination of training for CTSO state officers and organizing other leadership opportunities, such as meeting with legislators and the governor.

**7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?**

Yes

The DE's CTE consultant for business and marketing education provided professional development activities that support all aspects of an industry during the Iowa Work-Based Learning Coordinators Conference.

**8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?**

Yes

The DE CTE consultant assigned to support business and marketing education served as the lead consultant for the Statewide Work-Based Learning Intermediary Network. The regional Intermediary networks served to prepare students for the workforce by connecting business and the education system by offering relevant, work-based learning activities to students and teachers. These activities included student job shadowing, student internships, and teacher or student tours. Although this was primarily supported by state funds, all Regional Intermediary Networks had to provide evidence of a 25 percent match to receive funds which could have included Perkins funds. The DE CTE consultant assigned to support business and marketing education also provided assistance to the work-based learning experience coordinators for the reemergence of their professional organization: Iowa Work-Based Learning Coordinators. This group also organized a one-day workshop for collaborative activities to support the partnership between education and business.

**9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?**

No

**10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?**

Yes

DE CTE staff reviewed secondary CTE programs and provide guidance to school districts regarding courses comprising these programs as part of the annual reporting process. This included providing technical assistance regarding course sequences and connections to postsecondary programs (e.g., joint enrollment). More detailed review was required for districts seeking approval of their programs for secondary state assistance funds. DE CTE staff members were also responsible for approving new community college CTE programs and modifications to existing CTE programs through the statewide CurricuNet system. See: [www.curricunet.com/iowa\\_doe/index.cfm](http://www.curricunet.com/iowa_doe/index.cfm)

**11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?**

No

**12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?**

Yes

The DE continued its support of the Jacobson Institute for Youth Entrepreneurship at the University of Iowa to provide Iowa's CTE teachers with access to YouthBizCentral (YBC), a comprehensive online entrepreneurship curriculum that enables educators to teach the "entrepreneurial mindset".

### **Step 4: Technical Skills Assessment**

**Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.**

**Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.**

<b>Population</b>	<b>Number of Students in the Numerator</b>	<b>Number of Students in the Denominator</b>	<b>Percent of Students Assessed</b>
Secondary Students			
Post-secondary Students			

## **Step 8: Program Improvement Plans**

### **Extension Requested?**

No

### **Required Program Improvement Plans**

Directions: Your state has failed to meet at least 90% of the state adjusted level of performance for the core indicators of performance listed in the table below. Please provide a state program improvement plan addressing the items found in the column headings of the table below.

<b>Core Indicator</b>	<b>Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students</b>	<b>Action step to be implemented</b>	<b>Staff member responsible for each action step</b>	<b>Timeline for completing each action step</b>

3P1	<p>As part of tracking the cohorts, Iowa will observe which disaggregated categories' performance are falling short of the target once the negotiated target levels match the cohort performance levels.</p>	<p>Iowa introduced in program year 2016, a three-year cohort approach for developing the postsecondary performance indicators, However, the targets for program year 2017 was established prior to the full implementation of the three-year cohort approach. It should be noted that the program year 2017 performance levels match more closely the targets established for program year 2018. Hence the discrepancy between performance and target. Starting next program year, Iowa anticipates a closer alignment between target and performance and we will continue to watch for that.</p>	Pradeep Kotamraju	06-30-18
4P1	<p>As part of tracking the cohorts, Iowa will observe which disaggregated categories' performance are falling short of the target once the negotiated target levels match the cohort performance levels.</p>	<p>Iowa introduced in program year 2016, a three-year cohort approach for developing the postsecondary performance indicators, However, the targets for program year 2017 was established prior to the full implementation of the three-year cohort approach. It should be noted that the program year 2017 performance levels match more closely the targets established for program year 2018. Hence the discrepancy between performance and target. Starting next program year, Iowa anticipates a closer alignment between target and performance and we will continue to watch for that.</p>	Pradeep Kotamraju	06-30-18

## Review & Certification

### CAR Certification

I certify to the best of my knowledge and belief that this report, consisting of narrative performance information, financial status reports (FSRs)\*, and performance data, is accurate and complete.

I certify that the state has implemented a system of internal controls as defined in 2 C.F.R. 200.61., and taken any necessary corrective actions, to help ensure that all data included in this part of the SY 2015-16 CSPR, to the best of my knowledge, are true, reliable, and valid.

I understand that the U.S. Department of Education will use only the performance data that it receives by the December 31 submission deadline each year to determine whether my state has met at least 90 percent of its agreed upon state adjusted performance levels for each of the core indicators of performance under section 113 of Title I of the Act or whether the state must submit a program improvement plan as required in section 123(a)(1) of Perkins IV.

I further understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit the CAR is the same as certifying and signing the document with a hand-written signature.

**State Director:** Pradeep Kotamraju  
**Title/Agency:** Iowa Department of Education  
**Date:** 12/20/2017 7:00:27 PM