



COMMUNITY COLLEGE LEADER BULLETIN

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Inside this Issue

Voluntary Framework of Accountability Update	2
Tuition and Fees Report Released	3
Secondary Career and Technical Education Task Force Update	4
CurricUNET Task Force Update	6
HiSET Update	7
Workforce Credential Efforts	8

Education Program Outcomes Report Released

A novel report analyzing education, employment, and wage patterns of Iowa's community college graduates was presented to the State Board of Education on September 18.

The [Education Outcomes: Certificate, Diploma, and Associate Degree Programs report](#) follows students as they progress through education and training pathways into the workforce. The report provides information about community college awards, time-to-degree, retention, migration, transfer to four year institutions, employment, wages, career clusters, and more.

Developed in partnership with Iowa Workforce Development (IWD), it follows three cohorts — fiscal year 2010-2012 graduates. Each student was



either tracked into continued education or the workforce.

Of the 43,398 students who graduated between 2010 and 2012, 86 percent remained in Iowa a year after completing their programs.

Just over 55 percent of graduates continued onto further education. Of those who did not continue their education, approximately 80 percent gained employment within the state of Iowa.

[Continued on Page 5](#)

CTE Leadership Position Opportunity

The department is currently soliciting applications for the position of Administrative Consultant within the Bureau of Career and Technical Education.

This is a full-time CTE and Perkins leadership position with a salary of up to \$95,202. A full description of the position is available at TeachIowa.gov. For full consideration, please contact [Jeremy Varner](#), division administrator, by December 1.

The Administrative Consultant position became vacant with the departure of Tom Cooley, now the Bureau Chief of Finance, Facilities, Operations and Transportation Services.

Iowa Receives \$170,000 National Governors Association Grant

Iowa was one of eight states (out of 26 applicants) to receive a \$170,000 National Governors Association (NGA) policy academy grant to advance innovative education and workforce development initiatives. The project will involve establishing priorities and developing policy recommendations.

Last fall, the NGA released a report describing an initiative titled [America Works: Education and Training for Tomorrow's Jobs](#). The intended purpose of the report is to serve as an action plan for "making

significant improvements to state's education systems and workforce training programs to align those systems with the needs of their economies."

The primary objectives for participants receiving the NGA Policy Academy on *Aligning the Education and Training Pipeline to the Needs of the Economy* grant are focused around four themes: vision, data, partnerships, and support. First, recipients should articulate and implement a strong vision connecting education and training systems with the needs of the economy including a

"new minimum" of some postsecondary education and training. Second, education and employment data should be used to track progress, measure success, and otherwise inform policymaking. Third, recipients should build and enhance industry-education partnerships (including work-based learning). Lastly, recipients should modify resources to support attainment of the aforementioned vision.

States selected to receive the grant will have an opportunity to collaborate, share best practices, and receive technical

[Continued on Page 2](#)

"A postsecondary degree or relevant workforce certificate is the "new minimum" for the future workforce..."

-NGA Press Release

Cont'd: NGA Policy Academy Grant

[Continued from Page 1](#)

assistance from experts within the NGA Center for Best Practices and elsewhere. This support will run through fiscal year 2015.

Iowa's efforts will build off of many existing initiatives including the governor's STEM initiative, Skilled Iowa, apprenticeship efforts, outcomes reporting, and more.

The project team includes Gail Kotval, Program Manager at Iowa Economic Development Authority; Jeff Weld, Executive Director of the Governor's STEM Advisory Council; Jeremy Varner, Administrator of the Division of Community Colleges, Iowa Department of Education; Doug Hoelscher, Office of the Governor; Bob Donley, Executive Director of the Iowa

Board of Regents; and Chris Duree, Chancellor of Iowa Valley Community College District.

More information on the NGA Policy Academy grant, including the full [America Works](#) report and official [press release](#), is available on the NGA's [website](#).

Contact Jeremy Varner at jeremy.varner@iowa.gov or 515-281-8260 with comments or questions.

HSED Document Processing Changes Announced



The department has selected a document fulfillment center for High School Equivalency Diploma (HSED)-related record requests to significantly reduce processing time and provide more payment and transmission options.

Beginning November 10, all requests for a copy of a HSED or

GED/HISET transcript must be obtained through [DiplomaSender™](#), an internet-based service to manage HSED records.

Individuals who have tested and passed the GED or HISET test in Iowa may request a copy of an Iowa HSED, transcript (official scores), or verification letter through the website.

Third party agencies seeking records will also utilize the site once [approved](#).

The Iowa Department of Education will no longer process duplicate diploma or transcript requests. All Iowa HSED requests will be processed through DiplomaSender.™

More information is available on the department's [website](#).

Thirteen Colleges Begin Voluntary Framework of Accountability Pilot



Voluntary Framework of Accountability

Work on the first pilot credit data submission for the Voluntary Framework of Accountability (VFA) is underway at 13 of Iowa's community colleges.

The collaborative effort between the community colleges and the department began in August when the department supplied the colleges with the Management Information System (MIS) dataset for the first submission. The colleges are adding additional data elements that are required for the aggregated data submission. The completed dataset was returned to the department in mid-October.

During the next couple of months the department will work on aggregating this information into the tables that

are required by each college for the VFA submission process. By February 1, 2015, the department will provide the 13 pilot colleges with a pre-submission confirmation report.

Based on these reports, the colleges and the department will work together to address any identified issues. By March 1, 2015, the department will upload the VFA tables for each college onto the VFA website. The colleges will have until June 1, 2015 to confirm and approve the information uploaded to the website, which will complete the VFA process.

The department is in the process of obtaining the membership for each of the 13 pilot colleges in the VFA project and completing a memorandum of agreement (MOA). This MOA

will define the roles of the colleges and the department in data collection and aggregation, as well as the process for the uploading of information to the VFA website. The MOA will act as the college's participation agreement in the VFA project.

The VFA subcommittees for the non-credit and adult basic education (ABE) data submissions are working to map out the process for incorporating these voluntary data components into future VFA data submissions.

More information is available on the department's [website](#).

Contact Kent Farver at kent.farver@iowa.gov or 515-281-0319 with comments or questions.

Report Shows Continued Increases in Tuition and Fees

The department has released the fiscal year 2015 *Tuition and Fees Report*. The report describes the tuition and fees of Iowa community colleges, as well as comparisons with Iowa public universities and institutions regionally and nationally.

Over the past decade, average tuition rose from \$97.00 per semester hour to just over \$145.00 per semester hour - an average annualized rate of approximately 4.6 percent. The average mandatory fees among the 10 colleges which charge such fees was \$12.42 per semester hour, up from \$11.56 per semester hour the prior year.

The average total cost of enrollment (TCE) - i.e., the sum of tuition and mandatory fees - was \$157.78. Accordingly, a full-time student enrolled at one of Iowa's 15 community colleges could expect to pay between \$4,110 and \$5,370 in an academic year. By comparison, students enrolled in a

community college could expect to pay on average 41.1 percent less in TCE compared to students enrolled at one of Iowa's public universities, which had an average TCE of \$267.87 in fiscal year 2015.

Between fiscal year 2009 and fiscal year 2013, TCE increased in Iowa by approximately 19.4 percent, lower than the national rate increase of 23.1 percent.

Tuition and fees currently account for 55.5 percent of total community college revenues, compared to 46.31 percent of total revenues in 2004. Over the same time period, state support decreased from 36.58 percent of total revenues in 2004 to 32.08 percent in 2014, though it should be noted that state support has increased considerably from the low of 28.62 percent in 2010.

Additionally, local support accounts for 4.86 percent of total revenue and federal support accounts for 1.86 percent - down from 5.50

percent and 3.43 percent in 2004, respectively.

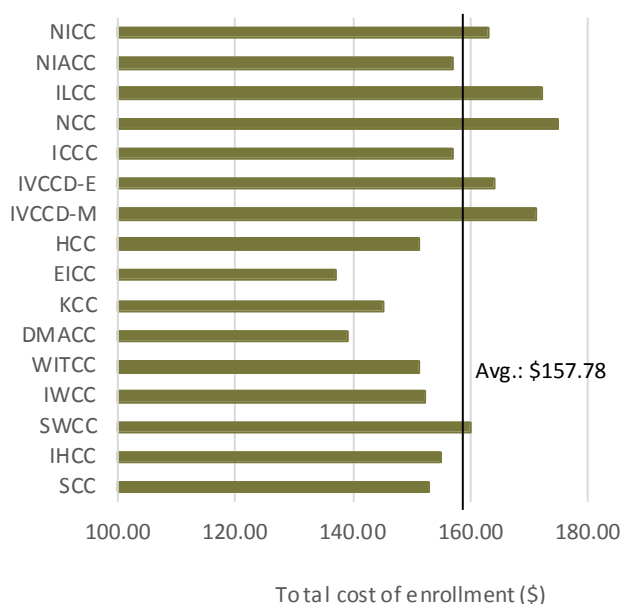
Comparisons are based on cost per semester hour, where one semester hour equals 16 contact hours. Accordingly, 15 semester hours equals one semester; 30 semester hours equals one academic year. The report examines separately both trends in tuition and mandatory fees (i.e., fees which do not apply to a specific program), excluding such expenses as books, room and board, transportation, and other additional fees. It also includes intra- and interstate comparisons of TCE.

The Tuition and Fees Report was presented to the State Board of Education on September 18th. The full report can be accessed on the department's [website](#).

Contact Kent Farver at kent.farver@iowa.gov or 515-281-0319 with comments or questions regarding the Tuition and Fees Report.



Total Cost of Enrollment (TCE) per Semester Hour



Consultant in Division Recognized by ACTE for Service to Field

Andy Wermes, Consultant for Skilled and Technical Sciences within the Bureau of Career and Technical Education, was nominated and selected to receive the national Association for Career and Technical Education (ACTE) Trade and Industrial Education Division's Lifetime Service Award for 2014.

Andy will be receiving the award in November during the national ACTE Vision 2014 Conference in Nashville, Tennessee.

The Trade and Industrial Education Division of ACTE will also recognize two educators for their contribution to the field.

Secondary CTE Task Force Discusses Career Academies, Career Guidance



The Secondary Career and Technical Education (CTE) Task Force met on October 3rd at the Kirkwood Community College Jones County Regional Center (JCREC) in Monticello.

The task force reviewed reports from the Career Academies and Career Guidance Work Groups.

The Career Academies Work Group was created to fulfill a task force mandate to review the definition of career academy, and review and recommend core components of career academies and regional centers.

Accordingly, the work group strived to achieve the following: clarify and preserve the important role of secondary CTE in the career academy structure; encompass current career academy best practices; incent the development of career academies to promote collaboration between secondary schools and postsecondary institutions; and establish common expectations for both new and existing career academies.

To this end, the Career Academies Work Group put forward an alternative working definition of career academies. As a starting point, the work group utilized the definition currently found in Iowa Code section 260C.18A, subsection 2, paragraph "c". From there, the work group expanded or revised various components.

Members of the task force discussed matters such as the scope and content of a career academy, the combining of education and skills sets through the sequence of courses which comprise a career academy, ensuring access to high quality CTE programming through a career academy, and how to

adequately incent and fund a career academy.

Members of the work group include Dave Bunting (facilitator) and Pradeep Kotamraju (task force leader); task force members Kathy Nacos-Burd, Northeast Iowa Community College; Scott Fortune, Iowa Association of School Boards; Murray Fenn, Green Hills Area Education Agency; and non-task force members Todd Prusha, Kirkwood Community College; and Eric St Clair, Iowa Department of Education.

Career guidance was identified as an issue of importance at the first meeting of the Secondary CTE Task Force. The Career Guidance Work Group, whose work has drawn considerable interest in light of the changes to the I Have A Plan Iowa (IHAPI) career guidance system, brought before the task force a progress report and series of recommendations to improve the secondary career guidance system.

Guiding the group's recommendations was the desire to achieve the following goals: preserve the important role of secondary counselors in career guidance and expand the role of high quality CTE to include career guidance and secondary CTE professionals; encompass career guidance best practices to include all stakeholders - including students and educators, postsecondary institutions, employers, business representatives, and policymakers; establish a common data collection and reporting tool in order to inform policy decisions; and promote collaboration between all stakeholders in a way that is responsive to the labor market needs of the state.

There was broad agreement among task force members that career guidance plays a central role in shaping and guiding a student's education. Beyond recognizing the value of an electronic career guidance tool similar to IHAPI, task force members discussed issues such as career coaching, the role of instructors in the career guidance process, the counselor/student ratio, utilizing work-based learning experiences for students and teachers, and more.

Career Guidance Work Group membership includes Dave Bunting (facilitator) and Pradeep Kotamraju (task force leader); task force member Matt Bruinekool, Drake University; and non-task force members Amanda DeWulf, Clinton High School; Connie Gardalen, Iowa Valley Community College District; John Fitzgerald, Marshalltown Community College; Rachel McGuire, North Iowa Area Community College; and Jan Kuhl and Amy Vybiral, Iowa Department of Education.

In addition to the discussion on the work group reports, the task force toured the [JREC](#) facility and had an opportunity to discuss with center staff and secondary school personnel various aspects of the center, the programs offered to secondary students at the JREC, the relationship and arrangements with area secondary schools, and more.

More information on the task force including previous meeting agenda and notes, and a list of task force members, is available on the department's [website](#).

Contact Pradeep Kotamraju at pradeep.kotamraju@iowa.gov or 515-281-4716 with comments or questions.

Cont'd: Education Outcomes Report

[Continued from Page 1](#)

Students earning career technical awards such as Associate of Applied Science (AAS) degrees, diplomas, and certificates, had robust employment rates and earnings. For the FY 2012 cohort, 93.6 percent of AAS degree recipients were employed within one year of graduation and earned a median wage of \$30,379.

As expected, students earning transfer-oriented Associate of Arts (AA) degrees continued their education at high rates, but those that did not transfer had relatively weak labor market outcomes.

Each cohort will be tracked longitudinally for at least five years to capture continued wage growth.

The data and analysis contained in this report represent an important planning tool for policymakers and community college

administrators, as well as students and parents.

In addition to the state report, the department has provided college-specific data products to each institution to support local planning and decision-making. These customized reports are intended to provide college leaders with actionable data to support program development and improvement.

Included in these products are program level outcomes data intended to feed into institutional program review processes in meaningful ways. While the data has limitations, when reviewed in context with other factors such as cost, enrollment, and advisory board feedback, it can be powerful.

To produce the new publications, student records are compiled from the Community College (MIS) and matched with National Student Clearinghouse (NSC) and state

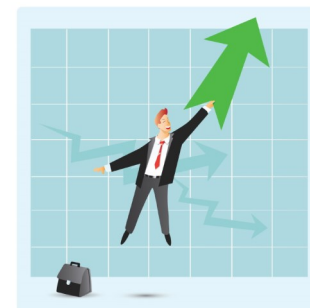
and national unemployment insurance records through IWD and the Wage Record Interchange System (WRIS). All agencies and individuals handling data adhered to a common data sharing agreement and Family Educational Rights and Privacy Act (FERPA) and Unemployment Insurance privacy regulations.

The education program outcomes reports are the first of several products resulting from workforce preparation outcomes reporting initiative.

The next report will describe the alignment of current award production with projected labor market demand by various occupational clusters.

The initiative also supplies data to support state and federal accountability metrics.

Contact Paula Nissen at paula.nissen2@iowa.gov or 515-281-3550 with comments or questions.



Perkins Contacts Gather in Des Moines for Statewide Meeting

Secondary and postsecondary Perkins coordinators met with Iowa Department of Education staff at Des Moines Area Community College's Southridge Center in Des Moines on October 7th to discuss topics and trends related to the Carl D. Perkins Career and Technical Education Act for the 2014-15 academic year.

A total of 94 Perkins contacts attended the meeting. The primary topics discussed included Perkins consortium restructuring and enhancements to the secondary career-technical data reporting system.

The restructuring of Perkins consortia will involve the entrance or exit of individual school districts from a

consortium required under the Carl D. Perkins Career and Technical Education Act of 2006. A school district which does not receive a Perkin's allocation of \$15,000 or more is required to enter into a consortium agreement with surrounding school districts, which incents collaboration and the sharing of resources among school districts.

Iowa's current Perkins state plan does not address or permit restructuring. The department presented to the Perkin's contacts a preliminary proposal establishing criteria to allow for such restructuring under extenuating circumstances. Any final set of restructuring criteria would have to be incorporated into Iowa's state plan and

approved by the United States Department of Education.

Additionally, division staff highlighted changes to the secondary data reporting system formerly known as Plus CTE. The updated reporting system will feature an improved user interface and streamlined reporting process.

Contact Pat Thieben at pat.thieben@iowa.gov or 515-281-4707 with comments or questions regarding the secondary career-technical data reporting system.

Other comments or questions may be directed to Pradeep Kotamraju at pradeep.kotamraju@iowa.gov or 515-281-4716.





CurricUNET Task Force Creates Strategies, Goals

Matt Thompson, Vice President of Academic Affairs at Indian Hills Community College, has replaced Dorothy Duran as chairperson of the Common Course Numbering Task Force. In his first official meeting with task force members, Dr. Thompson established a series of goals and strategies for the coming years.

The first goal is to continue the clean-up efforts of [CurricUNET](#)'s course database via spreadsheets that illustrate issues such as same course numbers with different titles that can be remedied by colleges changing course titles to ones used by the majority. These spreadsheets and requests for changes will be sent to the colleges by department consultants.

To stop the furtherance of this type of issue, the second goal seeks to issue a protocol for creating new courses in which colleges are asked to carefully review existing courses and adopt the number and exact title of the one with at least 80 percent of the content or

learning objectives as their new course.

The third goal involves exploring the creation of statewide courses with minimal common content and objectives. The idea is for consultants and academic administrators to work with community college and Regents' subject matter specialists to establish clear, concise course content and learning objectives to ensure a course's direct transfer into a baccalaureate major. This course-level collaboration is being discussed by the Liaison Advisory Committee on Transfer Students (LACTS) and other groups interested in improving course articulation. Once developed, these courses could be flagged in CurricUNET to indicate that they have been established and vetted by community college and Regents' faculty to prepare students for advanced study in specific disciplines.

Contact Barbara Burrows at barbara.burrows@iowa.gov or 515-725-2247 with comments or questions.

Division Releases Accreditation Guidance Documents

The department has completed fiscal years 2013 and 2014 accreditation evaluations and the following institutions were reaccredited by the State Board of Education: Southwestern, Western Iowa Tech, Indian Hills, Northeast Iowa, Iowa Valley, and Iowa Lakes.

Through the reviews this year, several common issues were identified. The department has prepared guidance documents to assist colleges with some of these issues. [Three guidance documents](#) have been prepared thus far. They address issues related to nondiscrimination statements, facilities plans, and background check requirements for instructors of courses delivered through senior year plus. The documents are available on the division's [website](#).

Contact Kent Farver at kent.farver@iowa.gov or 515-281-0319 with comments or questions.

New Protocol Allows for Funding of Certain SDV Courses

Beginning fall of 2015, Student Development (SDV) courses over the 100 level will be eligible for concurrent enrollment supplementary weighting.

The department is seeking to enhance student success, matriculation, and completion rates. To this end, many SDV courses teach fundamental college success techniques intended to prepare students to successfully navigate their college experiences.

For many years the department denied districts concurrent enrollment supplementary weighted funding for all community

college courses with the SDV discipline prefix on the premise that such courses consist of developmental (i.e., remedial) subject matter.

The department was asked by education practitioners to review this stance on the basis that this policy failed to reflect the true nature of SDV courses. Though the prefix includes the term "development," the SDV discipline does not consist of "developmental" coursework, except for courses which are identified by a course number below 100.

In response to these concerns, and after an extensive review in which input from

various external stakeholders was solicited, the department has revised its protocol for assigning supplementary weighting.

This change in administrative protocol acknowledges that SDV courses with common course numbers over 100 are college level courses which apply toward degree requirements.

All developmental courses, including SDV courses with numbers under 100, will remain ineligible.

Please contact Eric St Clair at eric.stclair@iowa.gov or 515-725-0127 with comments or questions regarding these changes.



Over 600 Individuals Receive High School Equivalency Diploma Since January

Since the launch of the High School Equivalency Test (HiSET®) in January through June 30, 2014, 639 Iowa High School Equivalency Diplomas have been awarded.

During the six month period, a total of 4,340 tests were administered throughout the state. The HiSET® requires the demonstration of high school level competency through assessment in five subject areas that include: language arts, mathematics, social studies, science, and writing.

High School Equivalency (HSE) assessments are approved on a state-by-state basis. In Iowa, the only approved assessment is the

HiSET®, or High School Equivalency Test, developed by Educational Testing Services (ETS). While there are currently nine states that are offering the HiSET®, some states are offering multiple assessment options, all of which lead to an identical state-issued HSE credential. Therefore, students or employees coming from other states with official documentation should be considered credentialed for purposes of education or employment in Iowa.

Having a full understanding that different assessments can be used to determine and award a state-issued credential will

allow the admissions or hiring process to be faster and easier.

Given the change to the HiSET®, admissions and employment applications should be updated to reflect the acceptance of a high school diploma or state-issued equivalent. The Free Application for Federal Student Aid (FAFSA) and the Office of U.S. Department of Education recognize any of the state-issued HSE credentials for federal financial aid.

Contact Alex Harris at alex.harris@iowa.gov or 515-281-3640 with comments or questions regarding the HiSET®.



State Board Promulgating Administrative Rules

The State Board of Education (SBE) is in the process of promulgating several chapters of [administrative rule](#) proposed by the Division of Community Colleges.

The division was prompted to draft or revise several administrative rules to implement the Iowa Skilled Worker and Job Creation fund and associated programs including the Workforce Training and Economic Development (WTED) fund, work-based learning intermediary networks, adult education and literacy, Pathways for Academic Career and Employment (PACE) program, and the Gap tuition assistance program.

Iowa Administrative Code (IAC) [Chapter 27 Workforce Training and Economic Development Fund](#) was adopted by the Iowa State Board of Education on September 18. The new chapter was effective November 19.

Another new chapter, [48 – Work-based Learning](#)

[Intermediary Networks](#), was adopted by the State Board at their November 19th meeting following the formal public comment period.

Revisions to [Chapter 23, Adult Education and Literacy Programs](#), were adopted by the board on November 19. The proposed rules replace the existing chapter in its entirety.

The State Board issued a Notice of Intended Action for changes to [Chapter 25, Pathways for Academic Career and Employment \(PACE\) and Gap Tuition Assistance programs](#), at its November 19 meeting. The public comment period ends December 30.

Lastly, the division expects to advance changes to [Chapter 21, Community Colleges](#), at the State Board meeting January 22. These rules will revise the uniform policy on residency status to grant automatic in-state tuition to veterans, their spouses, and their dependents. The rules were slated to go for Notice of Intended Action at the

November 19th State Board meeting but they were delayed to permit adjustments to align the residency status policy with the federal Veterans Access, Choice, and Accountability Act.

[Administrative rules](#) define and describe how legislation will be implemented and enforced. They carry the force of law. The process of promulgating rules from notice of intended action to the effective date generally takes about six months.

With the development of all administrative rules, the division works closely with stakeholders, particularly those administering the programs at each community college. The rules are recommended by the Community College Council, adopted by the Iowa State Board of Education, and reviewed by the legislature's Administrative Rules Review Committee.

Contact Jeremy Varner at jeremy.varner@iowa.gov or 515-281-8260 with comments or questions.





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Iowa Involved in Two Initiatives Related to Industry Credentials

The Iowa Department of Education is participating in two initiatives which focus on the role of third-party industry based certifications in a community college education—the Workforce Credential Coalition of States and the National Industry Certification Data Exchange project.

The Workforce Credential Coalition of States is a national effort involving multiple education stakeholders from across the nation. The coalition, through monthly conference calls, is an effort to seek out best practices relative to recognizing the value of third-party industry-based certifications. One such best practice is the National Industry Certification Data Exchange project.

As part of the National Industry Data Exchange project, Iowa is leading a consortium of five states in an effort to develop the foundation for a national data exchange clearinghouse that will allow states and educational institutions to gain access to data on industry-recognized certifications earned by students.

The project aims to raise overall awareness of the need for improving data exchange, implement a pilot project among consortium states, develop standards and guidelines based on the lessons learned from the pilot project, and, ultimately, establish a National Industry Certification Data Exchange.

Other states participating in the consortium include California, Florida, Oklahoma, and Illinois. The consortium is receiving technical assistance from the U.S. Department of Education, the Association for Career and Technical Education (ACTE), and CompTIA – a leader in independent information technology certification. CompTIA will help to develop subject matter experts, who will be tasked with widening the project beyond the consortium states, thus allowing the incorporation of other certification agencies into the data exchange project.

The Workforce Credential Coalition of States and the National Industry Certification Data Exchange project are focused on achieving similar

goals. Growing interest in third-party industry-based certifications prompted the federal Department of Education, Office of Career, Technical, and Adult Education (OCTAE) and Department of Labor to look more closely at the role these certifications play in a student's overall success.

Some of the states within the consortium are already participating in the Certification Data Exchange Project and the additional request for technical assistance from OCTAE should assist the consortium efforts to efficiently and effectively conduct the data match and generate findings useful to state industry and education partners.

Iowa is excited to serve as the lead state for the National Industry Certification Data Exchange project and by partnering with the other states within the consortium, hope to move both initiatives forward.

Comments or questions may be directed to Pradeep Kotamraju at prapdeep.kotamraju@iowa.gov or 515-281-4716.

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, *et seq.*), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, *et seq.*).

If you have questions or grievances related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, telephone number 515/281-5295; or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661, telephone number 312-730-1560, fax 312-730-1576, email: OCR.Chicago@ed.gov.