



COMMUNITY COLLEGE LEADER BULLETIN

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Points of Interest

- Iowa met four of six federal CTE performance targets
- Iowa Lakes and Decker Precision Machining receive College and Career Readiness Awards
- Secondary CTE Task Force considering regionalization

HLC Policy Revisions Prompt Convening of Statewide Task Force

A statewide Faculty Standards Task Force (FSTF) was convened in May in response to [proposed changes](#) to Higher Learning Commission (HLC) policy heightening expectations for faculty credentialing.

Among the most acute issues is an expectation that faculty teaching arts and sciences courses have a graduate degree within their discipline or a master's degree and 18 graduate hours within the discipline. Currently, Iowa law requires a master's degree in the field or a master's degree and 12 graduate credit hours within the discipline.

Historically, HLC guidelines emphasized the role of academic credentials in determining whether faculty are qualified to teach college-level courses. However, the HLC had not set numeric parameters and deferred to state policy, when applicable.

With the proposed policy changes, faculty qualifications are elevated to an "assumed practice" with a compliance deadline of December 31, 2015.

The FSTF prepared a letter providing feedback to the HLC on problematic portions of its proposed "Assumed

Practice" policy change. The letter requested the HLC extend the deadline, clarify expectations for career and technical education instructors, and permit consideration of factors other than discipline graduate credits in determining whether an instructor is qualified.

The primary charge of the FSTF is to develop a statewide plan to move to compliance with HLC policy within a reasonable timeframe. The department has urged community colleges to address the issue

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SARA, Property Tax Elections Bills Signed into Law

The 2015 legislative session is approaching, albeit at an unknown speed, its conclusion. Numerous bills were introduced which either directly or indirectly impact community colleges; while many did not survive various legislative deadlines, several are still working their way through the system or signed by the Governor.

SARA

On May 22, Governor Branstad signed into law [SF 501](#) to permit Iowa to join a

state authorization reciprocity agreement (SARA) through the Midwest Higher Education Compact.

SARA was developed to address U.S. Department of Education state authorization regulations issued in 2010 and with an effective date of July 1, 2015. Under the rules, postsecondary institutions must be authorized in states where students are enrolling in online courses. Obtaining authorization in all states was expected to be exceedingly expensive and

labor intensive. SARA addresses the patchwork of state rules and fees by establishing regional compacts with the goal of requiring only a single state authorization process.

The final bill continues important consumer protections while permitting Iowa to join SARA.

State authorization reciprocity agreement. State authorization. Compact. Administrative savings of both cost and

[Continued on Page 4](#)



Secondary CTE Task Force to Consider Set of Recommendations

With a legislatively mandated due date quickly approaching, the Secondary Career and Technical Education (CTE) Task Force met on May 1 to flesh out a set of recommendations. A final set of recommendation is due to the General Assembly by November 1.

Five broad themes were drawn from task force member and constituent statements - work-based learning, career guidance, career pathways, instructor supports and training, and school structure. Task force members were divided into subgroups, with each subgroup focused on one recommendation - minus career guidance, which has a stand alone subgroup focused on creating recommendations.

In addition to these topics, the task force is considering a proposal for a statewide system of regional education centers.

Work-Based Learning

The state of Iowa currently supports such efforts through a [statewide system of Intermediary Networks](#). The task force has the goal of ensuring all students and instructors have equal opportunity to access these opportunities and are exploring steps to that end.

Career Pathways

Members of this subgroup expressed interest in embracing a career pathways system, which

would primarily involve leveraging and building-off of existing structures such as [core curriculum planning](#) (i.e., eighth grade plan), programs of study, and career academies. Such an initiative may also prompt a change from the current [six CTE service areas](#) to the [career clusters model](#).

It is envisioned that a career pathways model at the secondary level - one which incorporates core curriculum planning and expanding programs of study - will result in more students being exposed to CTE. Academics and CTE would come together in a coherent sequence of courses which ultimately guide students toward the appropriate credentials and employment opportunities.

Instructor Supports

Crucial to student learning and success is the quality of the instructor. In recognition of this, task force members discussed topics related to training, supports, and professional development which will assist instructors in implementing and delivering high-quality CTE programming.

Also a topic of conversation was the shortage of CTE instructors. A recommendation surfaced which would prompt the review of statute and policies by Board of Educational Examiners (BOEE) in an effort to find measures which would lead to an increase the pool of

qualified CTE instructors.

School Structure

In the same vein, state and district policies must also be reviewed to facilitate the delivery of high-quality CTE programming. Areas of focus range from graduation requirements to methods for the equitable delivery of CTE across the state.

One method of providing equitable access to CTE programming is the regional center model. The proposal, presented to the taskforce by the Iowa Association of Community College Presidents, is an ambitious plan to establish a statewide system of regional centers.

The plan calls for a statewide system of regional centers where all high school students fall within a 30-mile radius service area, taking into account existing facilities. The proposal calls for a sizeable investment from the state, which would go towards building or renovating facilities.

The regional center concept itself is not new - to varying degrees, many community colleges have already embraced the model. What this proposal attempts to address is the unequal access to high quality programming including concurrent enrollment opportunities.

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



Cont'd: Legislative Session Ongoing

staff resources. — projected 35 states will join in the near future. Consumer protection issue. Signed into law.

Property Tax Elections

[SF 486](#) permits a community college board of trustees to extend the tax levy for facilities or replacement equipment for an additional ten years if such a levy had been previously approved by the voters at the two previous consecutive elections for a period of at least 20 consecutive years. The bill was signed into law by Governor Branstad on May 22, and was enacted immediately.

Veteran Reporting

[HF 205](#) was signed into law by Governor Branstad on March 5. Proposed by the Department, the bill modifies the definition of veteran contained in Iowa Code chapters [260C](#), [261](#), and [262](#) to include members of the United States reserve forces and the National Guard who served for one or more years and are eligible for or have exhausted veterans education benefits.

Instructor Qualifications

[HF 421](#) allows for the counting of classroom instruction at a school district or accredited nonpublic school towards the [relevant work experience requirement](#) of Iowa Code section [260C.48](#) for CTE instructors, provided

the instructor holds the appropriate career and technical endorsement(s). The bill was signed by Governor Branstad on April 17. The changes will take effect on July 1, and be reflected in department rules and guidance shortly after.

Gap Tuition Assistance

Changes to the Gap Tuition Assistance program proposed by the department have been folded into the Senate education appropriation bill, [SF 493](#).

The changes are two-fold. The first set of changes shorten the financial “look-back” period, meaning eligibility will be based on the applicant’s family income over the previous six months rather than 12, as well as establish automatic eligibility for individuals approved for assistance under the federal Supplemental Nutrition Assistance Program (SNAP).

The second set of changes add requirements to the program. Applicants who earn between 150 to 250 percent of the federal poverty level will be given priority for Gap tuition assistance. In addition, individuals eligible for financial assistance under the Workforce Investment Act of 1998 (WIA) or the Workforce Innovation and Opportunity Act of 2014 (WIOA) are ineligible for Gap tuition assistance unless funding under WIA and

WIOA has been fully expended.

I Have a Plan Iowa

The department has requested \$600,000 to continue providing the I Have a Plan Iowa career information and decision-making tool to schools, workforce centers, and others for one more year. The Secondary Career and Technical Education Taskforce is studying career planning solutions and will make recommendations on this issue this fall. Due to concern that the system may not be funded after July 1, the department has proposed policy language to ensure student career and academic planning remains a priority and appropriate tools are utilized.

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

Definition of Vet Revised

The definition of veteran for residency purposes was modified with the adoption of changes to [federal law](#) and [Iowa Administrative Code](#).

The revised definition expands the pool of veterans and dependents eligible for resident tuition and, subsequently, state grant programs.

Contact Jeremy Varner at jeremy.varner@iowa.gov with questions.

Perkins Data Highlight College Progress Toward Targets

Data highlighting each community college's progress toward meeting negotiated [Perkins](#) performance targets have been released. These data are to be used by each college in establishing performance targets for the 2016 academic year.

In April, individual program level data was sent to each community college, allowing them to look more comprehensively at program level performance for all Perkins indicators, and subsequently determine if any further action is warranted should colleges underperform on a certain indicator.

The [Carl D. Perkins Career and Technical Education Act of 2006](#) requires states to report on 13 core indicators of performance as a condition of receiving federal funds, which at the postsecondary level includes such measures as technical skill attainment, retention and completion, student placement, and non-traditional participation and completion. These measures are disaggregated into several categories including gender, race and ethnicity, individuals with disabilities, and more.

States negotiate performance targets with the U.S. Department of Education and report progress toward in a Consolidated Annual Report. In turn, states negotiate performance targets with individual school districts,

FY2014 Statewide Perkins Targets and Performance

Indicator	2014 State Target	2014 Actual
Technical Skill Attainment	91.00%	93.10%
Credential, Certificate or Degree	36.50%	42.17%
Student Retention or Transfer	71.00%	69.92%
Student Employment Placement	65.00%	67.52%
Nontraditional Participation	18.00%	14.47%
Nontraditional Completion	29.20%	36.02%

consortia of school districts, and community colleges which receive state-dispersed Perkins funds. Institutional progress toward meeting performance targets ultimately determines the extent to which the state achieved its negotiated targets.

In Iowa, institutions which receive Perkins funds must report to the department data related to the core

indicators of performance. The department analyzes the data and compares an institutions actual performance against the negotiated performance target. Institutions falling short of meeting one or more targets are expected to implement appropriate improvement strategies.

Contact Pat Thieben at pat.thieben@iowa.gov or 515-281-4707 with comments or questions.



NOI Process Changes in FY 2015

The department plans to modify the Notice of Intent portion of the [program approval process](#) during FY 2015 to enhance labor market information (LMI) and communication during planning.

The change shifts the LMI component from the proposal phase and provides improved guidance. The proposed change was developed in collaboration

with work teams of presidents and chief academic officers.

The state [program and common course numbering management system](#), CurricUNET, will be enhanced next academic year to reflect the change.

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

Recipients of College and Career Readiness Awards Announced



Iowa Lakes Community College and Decker Precision Machining, of Peosta, were recognized by the Iowa College and Career Readiness Campaign for their exemplary workforce training practices.

Iowa Lakes Community College has been selected as the recipient of the *Career Preparedness Award*, in recognition of their welding program located on the Emmetsburg campus.

Iowa Lakes leveraged funding received through the Trade Adjustment Assistance Community College and Career Training Act (TAACCT) to update and expand the program, graduating over 43 students in 2014.

In addition, Iowa Lakes has expanded opportunities available to area high school students through their welding career academy. The welding instructor, Emily Gottsche, has worked to create and nurture partnerships with area employers, such as Polaris Industries, Cozzini LLC, Kofab Inc., and several others. Emily utilizes these relationships to ensure her students learn the skills required by area employers, as well as to allow for in-depth exploration by students of the industry. Emily has earned a great rapport among area employers, as well as students of the welding program.

Iowa Lakes, and in particular Emily Gottsche,

has demonstrated great success in addressing regional training and employment needs through their welding program. Their efforts have significantly increased the career readiness of students enrolled in the college's welding program.

Decker Precision Machining has been selected as the recipient of the *Workplace Success Award*.

"The College and Career Readiness Campaign recognizes the work of students, high schools, community colleges, and employers who advance the goal of helping students to graduate from high school ready for success in college and the workplace."

Decker's relationship with Northeast Iowa Community College is a model of industry partnership. In addition to donating equipment to the college's Industrial Technologies laboratory, Decker donates considerable time serving on college advisory boards, reviewing and informing curriculum, and providing work-based learning opportunities to area students.

Decker is also a strong proponent of the college's Opportunity Dubuque

program, which provides low-skilled and under-employed individuals with training aligned with high-demand manufacturing employment opportunities in the region.

These efforts are a tangible sign of Decker's commitment to addressing the workforce needs of northeast Iowa, and they should be commended for their efforts.

These awards are part of the broader [ACT® College and Career Readiness Campaign](#), which recognizes the work of students, high schools, community colleges, and employers who advance the goal of helping students to graduate from high school ready for success in college and the workplace.

In addition to Iowa Lakes and Decker, Layla Siddig was the recipient of the Student Readiness Award and Davenport Central High School received the College and Career Transition Award. Recipients of these awards are subsequently eligible for nomination for the national award in their respective award categories.

Last year, Northeast Iowa Community College and Bodine Electric Co. were recipients of the Career Preparedness Award and Workplace Success Award, respectively.

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

Department Pilots Business Certifications with Teachers

The Department of Education is sponsoring a pilot of the [A.S.K. Business Institute](#) certification program.

Industry certifications add value to career and technical education programs and the opportunity for our students to graduate with more than an academic credential. This pilot allows instructors to become familiar with the A.S.K. certification and decide if this would be a good

opportunity for their students.

Accordingly, as part of the pilot, business instructors are eligible to take a free certification exam. [Registration](#) to participate will close on June 1, 2015. Both secondary and postsecondary instructors are welcome to participate. The funding for the pilot is coming through the Strengthening Marketing Programs of Study Grant through Northeast Iowa Community College.

The A.S.K (Assessment of Skills and Knowledge) Business Institute is a collaboration between [DECA](#) and [MBA Research and Curriculum Center](#). The institute offers a third-party certification to students, which indicates a certain degree of knowledge in the areas of business, marketing, management, and entrepreneurship.

Contact Kelli Diemer at kelli.diemer@iowa.gov or 515-281-3615 with comments or questions.

Tuition Rate Form Available on DE's Website

The Department of Education has created an online form which community colleges must utilize to seek approval for certain tuition rates. The form is available on the department's [website](#).

Per Iowa Administrative Code, Chapter 21, certain tuition rates such as those set by a reciprocal and consortia agreements must be approved the department.

Community colleges should fill out and submit the form to obtain department approval prior to requesting board action on proposed rates requiring department approval.

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

Work Group Will Focus on Computer Science Offerings

The Department of Education will work with the [Governor's STEM Advisory Council](#) to answer questions related to computer science curriculum and instructor qualifications, building off the STEM council's work in this area.

The council's work will assist the department with developing a comprehensive approach for addressing various issues, many of which were prompted by questions around Project Lead the Way's (PLTW) new computer science program.

The end goal is a set of recommendations which address the following: the current demand for PLTW computer science program, the fit along side current computer science offerings and with concurrent enrollment, whether

courses should/must be delivered on a year-round basis (including implications for supplementary weighting), what instructor qualification expectations are appropriate, how courses should be counted for state accreditation purposes, and more.

The council's work group has already explored strategies used by other states to promote computer science curriculums, reviewed strategies to incent computer science courses, and reviewed credentialing requirements and qualifications for instructors of computer science courses.

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





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Cont'd: Faculty Qualifications Task Force

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through the state plan as uneven implementation may negatively impact student opportunities.

The FSTF has established subgroups to address various aspects of the effort. Deliverables are expected to include development of an implementation plan, proposed changes to state law and accreditation standards, a template or

process for internal audits of faculty qualifications including professional development plans, and guidelines for assessing qualifications including delineation of disciplines and subfields.

The task force consists of two college presidents, three chief academic officers, one arts and science and one career and technical education

administrator, two human resource representatives, two faculty representatives, an administrator who has served as a HLC liaison, and three representatives from the Division of Community Colleges.

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

Division of Community Colleges Employment Opportunities

The Department of Education, Division of Community Colleges, is seeking talented professionals interested in public service.

The department expects to fill up to six positions within the next several months. These positions will be in the areas of career and technical education, adult education and literacy, data reporting and processing, and communications.

Currently, the division has a career and technical education consultant position posted. Primary responsibilities include providing leadership and technical assistance on career and technical education topics to community colleges and school districts, working as part of a team to address current issues including work related to assigned disciplines, and overseeing federal Perkins grant processes and providing

guidance on grant requirements.

Interested candidates may view the position description and submit an application at TeachIowa.gov.

The other five positions are expected to be posted in coming weeks.

If you are interested in learning more about any of these opportunities, please contact Jeremy Varner at jeremy.varner@iowa.gov or 515-281-8260.

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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.