

Consolidated Annual Report, Program Year 2013 - 2014

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

The DE and Iowa Workforce Development 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 being able to follow students once they leave institutions that are using Perkins funds. These agreements has permitted the DE to produce statewide reports, with several in the pipeline. The report series began with an Education Program Outcomes report (<https://www.educateiowa.gov/iowa-community-college-program-outcomes>).

Courses comprising secondary CTE programs were identified by linking PlusCTE with the 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 linked with PlusCTE student files. DE CTE consultants continued to work with programmers to improve validity and reliability of data collected through the PlusCTE system. Last year (2013) a feature was added which provided the ability to quickly view a summary of all CTE courses reported by a given district and the programs in which the course were used. This addition continues to improve the ability of consultants to provide technical assistance regarding the local programs. One area that has become increasingly problematic at the secondary level is reporting related to CTE programs that shared with multiple districts. The IDE is working on a new Secondary CTE Reporting Application that will be in place for the 2015-16 year that will make reporting easier for all districts and provide them with more timely information. 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 DE and Iowa Workforce Development data sets. Two (2) members of the MIS Team attended the Annual Management Information Systems (MIS) Conference sponsored by the National Center for Education Statistics (NCES). The conference focused on best practices for aligning state and national reporting requirements and providing information on critical topics, such as ensuring data quality, records matching, and longitudinal analysis of data. Additionally, several staff from the Division of Community Colleges are starting to present at statewide, regional and national conferences regarding the use of data to meet education program and employment outcomes.

Consolidated Annual Report, Program Year 2013 - 2014

Iowa

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 a Chief, eight education program consultant (EPC), and two support staff. The Chief is responsible for general oversight and management of CTE in Iowa at the secondary and post-secondary levels. The Chief, as Iowa's State CTE Director serves in a liaison capacity on several statewide committees dealing with not only secondary and community college CTE, but also workforce development. Each EPC is in charge of managing all secondary and post-secondary federal and state CTE and Perkins programs, budgeting and finance, and accountability for at least one of the 15 regions. In addition, five of these EPCs are assigned to the six services areas – skilled and technical sciences; family and consumer sciences (FCS); business; marketing; and health sciences; and agriculture – defined in Iowa code. Also, one EPC is assigned to manage equity-related matters as defined by Perkins IV. 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, site-based monitoring of secondary and postsecondary recipients of Perkins IV was completed by the state's CTE consultants per the Iowa Department of Education's (DE) established three-year cycle. An on-site monitoring guide (<https://www.educateiowa.gov/documents/perkins/2014/09/py14-perkins-monitoring-guide>), based on Perkins IV requirements was used for each visit. This guide is revised annually to eliminate redundancy and reflect current practices.

Second, review of secondary CTE programs continued to be integrated into the DE's school improvement site visits, which are required by Chapter 12 of Iowa Administrative Code (<https://www.educateiowa.gov/pk-12/accreditation-program-approval/school-improvement>). Each year, 20 percent of all public school districts receive a comprehensive visit (five-year cycle). CTE-specific components include an interview with local CTE staff and verification of accreditation requirements, such as the minimum number of programs and courses, advisory committees, and appropriate instructor licensure. As part of this school improvement visits, several Perkins IV-related items are verified during the school improvement visits, including the local processes used for fiscal monitoring, accounting for Perkins-funded equipment, and data reporting. Starting in Fall 2014, Iowa explicitly monitor Programs of Study information and progress during the 5-year comprehensive school visits. Third, DE CTE staff continued shared responsibility for conducting equity visits to public school districts and community colleges. Sites were determined through a selection process approved by the Office of Civil Rights (OCR), and were focused on determining compliance with federal civil rights legislation. During fiscal year 2013, two (2) community college equity visits took place, as well as three (3) follow-up visits regarding accessibility. In addition, five (5) secondary districts were visited. Fourth, 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 postsecondary institutions. This enables matching of community colleges' Management Information System (MIS) data files against information in NSDC for following community college CTE students that continue their education in other postsecondary institutions. Fifth, 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 "PlusCTE". Beginning with fiscal year 2013, all postsecondary data elements are collected through the DE's community college MIS system. Summaries of 2013-2014 Perkins IV performance indicator data were provided to school districts, secondary consortia, and community colleges. These data were utilized when planning activities and negotiating secondary and postsecondary performance level targets for the fiscal year 2014 Perkins IV Continuation Grant application.

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>). Using this technology involves the electronic submission of the local application, reviewing these applications by DE CTE consultants, setting indicator performance targets, and, claims approval 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 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 (http://www.curricunet.com/iowa_doe/index.cfm), provides automated program approval and modification processes, a means to improve Iowa's common course numbering system, and provides public access to information regarding Iowa community college programs. Additionally, the system is used to validate whether dual-enrolled courses offered through concurrent enrollment is CTE-related. Continued professional development on the system was offered through an annual two-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 Indian Hills Community College), and The Connected Teacher (hosted by Kirkwood Community College).

Additionally, the state supported the IT Academy in developing roll out strategies, promotion and continued professional development support. The IT Academy is a partnership with IowaSTEM, 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 Industrial Technology Education Association, Iowa Family and Consumer Sciences Educators (IAFCSE), 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. DE CTE staff provided professional development sessions at the IBEA (Iowa Business Education Association) conference, the IAEE (Iowa Association of Agriculture Educators) conference, and the IHEA (Iowa Health Educators Association) conference.

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, the Association of Career and Technical Education (ACTE), the National Association of State Directors of Career and Technical Education Consortium (NASDCTEc) spring and fall meetings, the National Consortium for Health Science Education State Director's meeting, Skills USA NLSC Conference, the Association for Skilled and Technical Sciences, Project Lead-the-Way, and national CTSO meetings. Knowledge and skills acquired through this participation was used to provide guidance to Iowa's CTE instructors and administrators. For example, regional workshops were conducted by DE staff in the areas of business and marketing, industrial technology, agriculture, health science, and family and consumer sciences (FCS).

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.

The DE's CTE consultant assigned to support business and marketing education, continued to organize the Quality Business and Marketing Program Team and related subcommittees met throughout the year. Several activities aligned to the goals set by the leadership team have been introduced, with program promotion, professional collaboration, and community involvement identified as priorities. The team's subcommittees sponsored three regional collaborative workshops, presented at the IBEA Conference on working with business and industry (community involvement), and developed a website for sharing curriculum (<http://iowaeducators.com>). The DE's CTE consultant assigned to support marketing education served on the leadership team for the development of a statewide model Marketing Program of Study. This included attending regional advisory committees and working with a team of secondary and postsecondary marketing teachers.

The DE's CTE consultant assigned to support health science held a workshop for all post-secondary health science instructors in the state. Primary focus of the workshop was the technology and the flipped classroom. Also included was a review of the Health Science Model Program of Study.

The Consultant for Skilled and Technical Sciences presented on Standards and Benchmarks to the Iowa Association for Career and Technical Education (IACTE), and the Iowa Industrial Education Association at the IACTE Conference. The Consultant for Skilled and Technical Sciences presented on Rigorous Programs of Study to the Industrial Technology Pre-Service Teachers at University of Northern Iowa. 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 provided 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 provided 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 has provided presentations at these conferences. The DE's CTE consultant assigned to support industrial technology participated in statewide professional development meeting hosted by the Iowa Auto Dealers Association, for postsecondary automotive technology instructors. The meeting focused on new technologies, building programs of study, and discussion of industry issues.

The DE's CTE consultant assigned to support agricultural education assisted with coordination and support of regional professional development meetings about writing and using valid and reliable assessments included Agricultural Education instructors from 181 high schools, 15 community colleges, and three (3) four-year colleges. These meetings were part of the statewide effort to develop/refine the model Program of Study (POS) for agriculture. Postsecondary and secondary agriculture educators referenced the National Secondary Agriculture Education Standards and Benchmarks to identify common standards and performance measures and identify critical competencies for the statewide model POS for agriculture. Each of the state's 242 high school Agricultural Education programs (100%) have completed steps to improve their programs by encompassing the six components of a CTE Program of Study.

The DE's Division of Community Colleges continued its membership in the National Alliance for Partnerships in Equity (NAPE). This membership provides access to training, resources, and national experts to help promote and improve professional development regarding equity in CTE. The training reinforced the need for secondary, two-year, and four-year institutions to collaborate in supporting transfer programs and seamless transition of students from secondary to postsecondary CTE programs.

The DE partnered with the National Alliance for Partnerships in Equity (NAPE) to provide training to the state in utilizing data reported by the community colleges and public school districts, to drive decision-making in the nontraditional career and technical program improvement process. NAPE provided professional development 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 conducted a technical assistance workshop to train educators and stakeholders on the use of the data dashboard.

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 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. The process was also integrated into DE's Perkins IV Increasing Retention and Graduation of Students in Nontraditional Career Areas discretionary grant made available to each of Iowa's community colleges. Action plans submitted by the applicants were required to be aligned to the process. The grant also required colleges to identify focus areas, including one program nontraditional for women, one STEM program with gender inequities (could be the same program), and one program nontraditional for men. The applicants identified a variety of programs nontraditional for women/STEM; however, all colleges identified nursing as the nontraditional program for men.

The State of Iowa Equity Leadership Team, which includes a member of the DE's CTE staff, met to discuss barriers to success for underrepresented students served by the community college system in Iowa. Issues related to retention and completion rates for underrepresented students were highlighted, as well as the need for research-based strategies and effective interventions to support program, certificate, and degree completion for all students. The Equity Leadership Team identified the following as high priority issues to address through professional development: 1) focus on student engagement in the classroom (including improvement of soft skills) to address the lack of academic preparedness of underrepresented students; 2) address the increasing dependence on remedial courses by requiring stronger collaboration between high school counselors, community college student support services/advisors, Adult Basic Education, and four year academic advisors to facilitate a seamless transfer of knowledge as well as credits; 3) promote professional development for faculty to align teaching strategies, pedagogy, and content to promote multiculturalism in the classroom that recognizes, appreciates, and adapts to student differences; 4) explore alternative licensure options to recruit a diverse teaching workforce; and 5) utilize services provided by community agencies, non-profits, and faith-based institutions to provide wraparound services for students.

The DE Equity consultant collaborated with three community colleges to conduct diversity conferences to support and extend college efforts related to implementing strategies to increase the retention and graduation of students in career programs that are nontraditional for their gender, including special population students. These conferences addressed barriers to success for the recruitment, retention, and completion of underrepresented students in community college program offerings, specifically in the areas of Science, Technology, Engineering and Math (STEM), and nontraditional credit programs.

To encourage systemic integration of equity efforts, the DE's CTE consultant assigned to support equity was included as a member of internal committees to provide equity/diversity related input regarding the state's nontraditional careers and STEM initiatives.

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 (e.g., those in charge of coordinating diversity/equity programs at their institution). 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, PlusCTE, 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 protected classes. 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 Micromessaging, 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, specifically women and minorities.

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. 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), Plus CTE, starting/strengthening CTSOs; documenting progress on POS 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. One DE consultant attended the Brustein & Manasevit Spring Forum and two consultants attended the Brustein & Manasevit presentation and the presentations put on by OCTAE at the National Association of Career and Technical Education Information (NACTEI) conference in May to receive up-to-date information on fiscal monitoring for federal education grants, and federal information to assist in answering questions from both Perkins IV sub-grantees and internal CTE staff. 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.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

117521

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

611

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 (a new data element requested in this year's CAR), 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).

At the secondary level, grants were awarded to two state institutions serving juveniles. 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 Iowa Juvenile Home was based on 6,396 estimated contact hours (26 students), while the State Training School's allocation was based on 109,200 contact hours (70 students).

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 allocation for the Iowa Department of Corrections was based on 223,279 contact hours (515 students).

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 fashion construction, interior design, and early childhood curriculum elements were also held. The consultant provided Iowa FCS instructors with POS training and statewide face-to-face meetings were offered for FCS instructors regarding the POS development process. Additionally, the consultant served as the primary state contact for one of the grants provided through Perkins IV reserve funds, focused on developing a statewide POS model for the Hospitality and Tourism Career Cluster®.

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

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Iowa

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?

During fiscal year 2014, 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. The DE's CTE Consultant assigned to support Business and Marketing education served on the Financial Literacy Work Team for the state. 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 Health Science Program Management Committee met twice during fiscal year 2014 and reviewed goals, budgets, and determined activities for the year. The group decided to host a SIM Center workshop for all health science instructors for the upcoming year and to work on a STEM Grant to connect Health Science and STEM. The committee continued work on the statewide model POS for the health science area.

FCS Key Leaders, which includes representatives from each Area Education Agency (AEA), discussed and made recommendations related to 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).

The Consultant for Skilled and Technical Sciences continued to work with schools to encourage implementation of the statewide Construction standards recommended by 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. SkillsUSA expanded 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 now available to schools statewide.

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 2014 expo. The DE consultant for Skilled and Technical Sciences worked with the Community College Advanced Manufacturing committee on its project to align Welding training with industry standards. The DE consultant is also working with secondary schools to develop an Intro to Welding course that will prepare students for post-secondary welding and manufacturing education and training programs.

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.

Each DE CTE consultant assigned to support a discipline area worked with business and professional partnerships through their respective 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.

The DE's CTE consultant assigned to support agricultural education served on the Governor's Council on Agricultural Education, and serves as an ex officio member of the state FFA, FFA Foundation, and Postsecondary Agricultural Students (PAS) boards.

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, 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 DE's CTE consultant assigned to support Family and Consumer Sciences (FCS) 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 and the Iowa State Extension to provide culinary professional development opportunities across the state.

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.

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

Yes

One DE CTE consultants is assigned to provide support for career guidance and academic counseling programs. The consultant works with the Iowa College Student Aid Commission, and Iowa Workforce Development and consultants from the DE's Division of Learning and Results (formerly PK-12 Education) to support the IHaveaPlanIowa™ system, which is the state's designated career/educational information system.

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 continues to monitor statewide articulation agreements. Currently, statewide agreements exist for Child Growth and Development, Introduction to Early Childhood Education, Nutrition, and Marketing Field Experience (<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 (<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.

Programs of Study (POS) is a critical component of the Carl D. Perkins federal legislation. Known as Perkins IV, the legislation directs Perkins grantees (secondary school districts and community colleges within a state) to develop local POS in order to achieve a new vision for career and technical education (CTE) by more consistently and thoroughly connecting secondary and postsecondary education.

The Iowa Department of Education is partnering with community colleges and secondary schools has provided funding and resources for the development of model (statewide and regional) POS. The original aim was to develop these model POS across all fifteen regions covering all of the 16 federal career clusters, where Iowa's community colleges and secondary schools team to work on developing and implementing a model POS. However, as the grant moves into its third and final year, work continues in only five career clusters/pathways: agricultural business management; automotive technology; health sciences; manufacturing; and marketing. These remaining statewide/regional model POS developed by through the grant award has focused efforts on adopting statewide standards, including recommending a course sequence featuring career ladders that are attractive to students. A case in point is the statewide manufacturing POS, which is now serving as input for the manufacturing career cluster pilot (described elsewhere).

The grantees have brought together together industry subject matter experts on advisory committees and mustered resources to establish standards, critical competencies, and technical skill assessments required for the model POS. Additionally, strategies to promote ways in which resources can be shared and promoted across regions and the entire state. The project will wrap up by September 30, 2015.

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-defined CTE service areas. The RN to BSN Initiative is focused on moving students from the Associate Degree in Nursing (ADN) to a BSN. The DE's CTE consultant assigned to support health science worked with four-year colleges, community colleges, and employers (e.g., hospitals) on this initiative. Although not specific to CTE, the Division of Community Colleges also provided a liaison to the Liaison Advisory Committee on Transfer Students (LACTS). This working group, which meets annually, is tasked with helping improve transferability of arts and sciences coursework from the state's community colleges to Regents' four-year public institutions. Initial planning was started to form a similar group to focus on transferability of technical coursework. The first meeting is scheduled to occur during the early part of fiscal year 2014.

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. Several of the DE's CTE consultants serve as state advisors for the state's recognized CTSOs. DE staff assisted with 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; 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. For example, SkillsUSA and TSA held legislative conferences for student members. Students heard from legislators about current issues and learned about Iowa's legislative process. The HOSA – Future Health Professionals student officers attended leadership training and were able to meet with legislators and the governor. In addition, students met with representatives of the Medical Reserve Corp and are working to develop partnerships.

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

DE CTE and school improvement consultants provided technical assistance, guidance, and resources pertaining to “all aspects of an industry” as they participated in school improvement and Perkins IV monitoring visits. This topic was specifically addressed in all secondary school improvement visits, during the interview with CTE teachers, to ensure local instructors were integrating the nine (9) components of “all aspects of an industry” into their curriculum.

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 Secondary Career and CTE Task Force was established as part of the Iowa House File 604 in 2013 to make recommendations that reduce skill shortages, enhance economic growth, and ensures that all students have access to high quality, globally competitive career and technical education programs. This legislation directed the Department of Education to establish a Secondary CTE Task Force to review and make recommendations on secondary CTE programs. This review is to consider measures to ensure consistency in CTE program quality statewide.

The legislation directs the task force to review provisions of the Iowa Code and related provisions of the Iowa Administrative Code relating to vocational CTE. The task force shall consider measures to ensure rigorous standards, consistency in program quality statewide, alignment with postsecondary programs leading to middle-skill occupations with family-sustaining wages, curricula that align workforce skills with industry-recognized standards where such standards exist, responsiveness to labor market needs, robust business and industry participation, including participation on advisory committees, and efficient statewide delivery of programming. The task force shall also review the definition of “career academy” and review and recommend core components of career academies and regional centers. The task force and associated work teams have achieved tentative consensus around the type of activities that needs focusing: (a) articulate/sequence high school CTE courses within a defined career cluster to postsecondary programming with dual credit options; (b) integrate academic/technical curricula within a whole school reform effort; (c) build a career guidance system that is aligned to further education and workforce development, focusing on careers viable in the future; and (d) provide work-based learning as spectrum of curricular experiences, including pre-apprenticeship/apprenticeship options. Agenda and minutes for the task force meetings can be found at <https://www.educateiowa.gov/secondary-career-and-technical-education-cte-task-force>. Taskforce recommendations are to be presented to the legislature by November 2015.

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?

Yes

Iowa has been chosen, along with other states (Wisconsin, Minnesota, Kansas, New Jersey, Tennessee, Utah), to participate in the development of a Manufacturing Career Clusters Leadership Pilot, through an effort coordinated by the National Association of State Directors of Career Technical Education Consortium (NASDCTEc). The purpose of the pilot, using the program of study development framework (<http://cte.ed.gov/nationalinitiatives/rposdesignframework.cfm>), is engage a multi-state discussion around (a) making the career clusters framework a driver of improvement and quality; (b) an engine for change; and (c) a mechanism for engaging business/industry as co-investors. As part of the overall project, Iowa expects to focus on the following: (i) developing a manufacturing core that meets industry standards; (ii) connect technical skill assessments to course sequencing within manufacturing career pathways; and (c) engage business/industry in the manufacturing sector to develop high-end work-based learning such as teacher externships and student internships/apprenticeships. The project is expected to be completed by September 15, 2015.

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

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".

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?

Yes

DE consultants provided professional development and information to pre-professionals, new, and current CTE teachers and administrators to assist them in their positions.

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

No

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Step 4: Technical Skills Assessment

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

The CompTIA data exchange project is based on a multi-year roadmap for the development of 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 focuses on raising overall awareness of the need for improving data exchange, and a pilot project is being conducted between a consortium of states (Iowa, California, Florida, Oklahoma and Illinois) CompTIA – a leader in independent information technology assessment and certification, to develop subject matter experts, who would then be able to widen the project beyond the consortium states and be able to incorporate other certification agencies into the data exchange project. Iowa is excited to serve as the lead state and by partnering with the other states within the consortium, help move the Certification Data Exchange Project forward. The consortium is expected to receive technical assistance from the US Department of Education Office of Career, Technical and Adult Education's (OCTAE) leaders, Association for Career and Technical Education (ACTE) consultants. 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.

Per Iowa's approved Perkins six-year plan (see pages 10 and 62-63), the instruments used to assess CTE students' technical skill proficiency must be approved by a third party. The third party may be a nationally or state recognized industry organization, a provider of reliable and valid third party assessments, or a regional or local advisory committee for the CTE program being assessed. Since this is the state-designated process, the resulting approved technical skill assessments are accepted by the DE as "state approved." Due to the variety of means by which 3rd party approval can be obtained and the fact that the same assessment(s) are not used by each entity providing a given program, all assessment types reported in this section of the 2013 CAR have been designed as "State/Local Assessment." It is likely, however, particularly at the postsecondary level, some community colleges use assessment(s) used in certain program areas that could true "3rd Party Assessments" (e.g., commercial/industry assessments). The number of secondary students who were evaluated for technical skill proficiency and the number deemed proficient were self-reported by local districts through the DE's PlusCTE data system. District data were aggregated at the state level to populate indicator 2S1 for the CAR. For the 2013-2014 school year, 35,800 secondary CTE students identified as concentrators during the reporting year were reported as having completed technical skill assessments. Of those assessed, 33,092 students (92.43 percent) were reported as proficient. Since fiscal year 2011, data elements added to the state's PlusCTE system have allowed the state to collect information regarding districts' progress toward meeting POS requirements by program area (i.e., CIP). One of these elements specifically asked districts to indicate whether the technical skill assessment for the given program area has been approved (a screen shot of the added elements was included in the 2011 CAR report). This addition allows the DE to calculate the percentage of districts, by program area, that indicate the technical skill assessment has third party approval. For fiscal year 2014, this percentage was 70.00%. This compares to 77.16% in fiscal year 2013, 69.09 percent in fiscal year 2012 and 45.81 percent for fiscal year 2011 (baseline year). The decline in 2014 is being investigated but possible reasons could be a) the addition of new programming, but b) more likely, the closure of CTE programs across the state due to dedicated cadre of incoming CTE teachers as the more established ones are retiring.

For fiscal year 2013, the number of postsecondary students evaluated for technical skill proficiency and the number deemed proficient was self-reported by local districts through the DE's MIS data system. Previously, these data were submitted through the PlusCTE system. Community college data were aggregated at the state level to populate indicator 1P1 for the CAR. For the 2013-2014 academic year, 12,117 postsecondary CTE students identified as concentrators during the reporting year were reported as having completed technical skill assessments. Of those assessed, 11,281 students (93.10 percent) were reported as proficient.

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.

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
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Population	Number of Students in the	Number of Students in the	Percent of Students Assessed
Secondary Students	33092	35800	92.4357541899441
Postsecondary Students	11281	12117	93.1006024593546

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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.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
5P1	FEMALE, HISPANIC, WHITE, DISABLED, ECONOMICALLY DISADVANTAGED, SINGLE PARENT	Continue with Data Dashboard1 training initiatives in partnership with the National Alliance for Partnerships (NAPE) in equity. 2) Provide professional development to college staff and administrators on institutional reporting to provide clarity and consensus among multiple stakeholders in order to better understand participation rates for underrepresented students in CTE courses and in nontraditional program enrollment. 3) Work with colleges to identify viable occupational programs to implement recruitment strategies for targeted populations based on training outcomes in analyzing participation data Train program instructors on "Micromessaging to Reach and Teach Every Student2," which will equip them with strategies to address gender- and culturally based implicit biases that occur in the	Jeannette Thomas Education Consultant	12-31-15

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
6S1	MALE, NATIVE AMERICAN, DISABILITY, MIGRANT	<p>classroom and prevent students from exploring nontraditional careers – particularly for gender.</p> <p>2) Work closely with student support services to identify areas of need to provide additional academic and tutoring supports for struggling students.</p> <p>Continue with Data Dashboard1 training initiatives in partnership with the National Alliance for Partnerships (NAPE) in equity. 2) Provide professional development to college staff and administrators on institutional reporting to provide clarity and consensus among multiple stakeholders in order to better understand participation rates for underrepresented students in CTE courses and in nontraditional program enrollment. 3) Work with colleges to identify viable occupational programs to implement recruitment strategies for targeted populations based on training outcomes in analyzing participation data Train program instructors on “Micromessaging to Reach and Teach Every Student2,” which will equip them with strategies to address gender- and culturally based implicit biases that occur in the classroom and prevent students from exploring nontraditional careers – particularly for gender. 2) Work closely with student support services to identify areas of need to provide additional academic and tutoring supports for struggling students.</p>	Jeannette Thomas Education Consultant	12-31-15

Local Program Improvement Plans

As part of the state's annual Perkins IV application process, each recipient not meeting 90 percent of its agreed-upon local adjusted level of performance was required to develop and implement an improvement plan addressing the missed performance target(s). Due to the collection period, data used for determining need for improvement plans are always one year in arrears (e.g., fiscal year 2013 performance levels, calculated in December, 2013, were used for the fiscal year 2015 continuation grant applications, submitted in June, 2014). During fiscal year 2012, the state of Iowa had 80 eligible recipients at the secondary level, comprised of 48 consortia and 32 standalone districts. The postsecondary eligible recipients continued to be comprised of the state's 15 community colleges. The number of secondary and postsecondary eligible recipients that failed to meet at least 90 percent of the agreed-upon local adjusted levels of performance for core indicators in fiscal year 2012 are shown below. Each of the indicated recipients was required to submit and implement an improvement plan for the current program year (fiscal year 2015), unless their level of performance met or exceeded the state's current negotiated target for the missed indicator(s). Number of Secondary

Number of Secondary Eligible Recipients that Missed Performance Targets - Fiscal Year 2014 Reporting Period				Indicator	Number Missed
FY 12	Number Missed FY 13	Percent Missed FY 13	Change from FY 12	1S1	
18	15	18.75%	decrease	1S2	
19	22	27.50%	increase	2S1	
8	11	13.75%	increase	3S1	
1	1	1.25%	no change		

4S1	1	0	0.0%	decrease	
5S1	10	4	5.00%	decrease	
6S1	4	5	5.00%	decrease	
6S2	15	22	27.50%	increase	Number of

Postsecondary Eligible Recipients that Missed Performance Targets - Fiscal Year 2013 Reporting Period				Indicator	Number of
Number Missed FY 12	Number Missed FY 13	Percent Missed FY 13	Change from FY 12		
1P1	0	0	6.67%	no change	2P1
3	1		6.67%	decrease	
3P1	7	0	53.33%	increase	4P1
11	1	6.67%	decrease	5P1	
2	9	60.00%	increase	5P2	
7	2		13.33%	decrease	