

Consolidated Annual Report, Program Year 2014 - 2015

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 follow students once they leave institutions that are using Perkins funds. These agreements have permitted the DE to produce statewide performance reports, with several more in the pipeline. The report series began with an Education Program Outcomes report (<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 are shared with multiple districts. The DE is working on a new Secondary CTE Reporting Application that will be in place for the 2015-16 year which 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 the 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 provided 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 2014 - 2015

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 the Bureau Chief, and includes an Administrative Consultant, nine education program consultants (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. As Iowa's State CTE Director, the CTE Bureau Chief, serves in a liaison capacity on several statewide committees dealing with not only secondary and community college CTE, but also workforce and economic development. The CTE Administrative Consultant is responsible for managing the implementation of Perkins IV in school districts and community colleges. 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; health science; and agriculture – defined in Iowa code. An additional EPC is assigned to manage equity-related matters as defined by Perkins IV; another EPC has responsibility for dual and concurrent enrollment issues as well as monitoring state policy; and still another EPC manages all issues related to career guidance. Finally, several of these EPCs are responsible for guiding and overseeing career and technical student organizations (CTSOs) in Iowa.

Assessing Career and Technical Education (CTE) in Iowa was done in several different ways. First, 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 the 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 monitors Programs of Study information and progress during the 5-year comprehensive school visits. Third, DE CTE staff continued to share responsibility for conducting equity visits to public school districts and community colleges. The Office of Civil Rights (OCR)-approved targeting process was used with both sectors to determine the districts and colleges to visit, and the visiting teams performed extensive reviews of their practices and programs, with primary focus on their CTE programs, to assess compliance with federal civil rights legislation. During fiscal year 2015, two (2) community college equity visits took place, as well as two (2) follow-up visits regarding previously cited compliance issues. In addition, three (3) secondary school districts were visited.

Fourth, in fiscal year 2015, CTE colleagues from the Bureau of Community Colleges initiated a project to align the community college equity review process, currently led by the K12 School Improvement Bureau, with the community college accreditation process. There is enough overlap in these processes' review of nondiscrimination notifications, Title IX processes, and CTE program evaluation that the Division of Community Colleges decided to combine the reviews into one, albeit extended, visit. Planning for this process integration is underway, with a pilot combined Accreditation/Equity visit planned for April, 2016. This new review process will be fully implemented in August 2016.

Fifth, the DE continued its agreement with the National Student Data Clearinghouse (NSDC) to provide information regarding success of postsecondary program completers and leavers and their enrollment (entrance) and persistence in other postsecondary institutions. This enables matching of community colleges' Management Information System (MIS) data files against information in NSDC for following community college CTE students continuing their education in other postsecondary institutions. Sixth, CTE data collection processes pertaining to the Perkins IV performance indicators were reviewed with involved entities to continue the state's effort to build shared understanding of definitions and procedures. Secondary data elements are collected through two reporting mechanisms: the Student Reporting in Iowa (SRI) system (formerly the Electronic Access System for Iowa Education Records) and the CTE-specific reporting system, referred to as "PlusCTE". Beginning with fiscal year 2013, all postsecondary data elements are collected through the DE's community college MIS system. Summaries of 2014-2015 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 2015 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>). Use of this technology includes the electronic submission of the local application, review of these applications by DE CTE consultants, setting indicator performance targets, and approving claims for Perkins-eligible required and permissive activities. Starting in 2014, in the electronic submission of the local application, the state asked Perkins IV local eligible agencies (LEAs) to connect each required activity to specific Perkins indicators.

As 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 electronic program approval and modification processes, a means to improve Iowa's common course numbering system, and public access to information regarding Iowa community college curriculum. Additionally, the system is used to validate whether dual-enrolled courses offered through concurrent enrollment are CTE-related. Continued professional development on the system was offered through an annual one-day statewide workshop for the community colleges' CurricUNET administrators.

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

The DE's CTE consultant assigned to support business education worked closely on the IT Academy in developing roll out strategies, promotion and continued professional development support. The IT Academy is a partnership with 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.

During FY15, money from the State Longitudinal Data System Grant was earmarked to update the system for reporting of data needed for the CAR Report. The new system, called Secondary CTE Reporting Application (SCTERA) will be completed and available for FY16 reporting.

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 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 National Association of State Administrators of Family and Consumer Sciences (NASAFACS) the Association for Skilled and Technical Sciences, Project Lead-the-Way, and national CTSO state advisor meetings. Knowledge and skills acquired through this participation was used to provide guidance to Iowa's CTE instructors and administrators. 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 consultant for skilled and technical sciences presented on Rigorous Programs of Study to the Industrial Technology Pre-Service Teachers at University of Northern Iowa. The consultant for business and marketing education in partnership with Iowa Business Education Association (IBEA), offered a two-day workshop on standards-based grading in the business classroom.

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

The DE's CTE consultant supporting business and marketing education continued to organize the Quality Business and Marketing Program Team throughout the year. The major activities sponsored by the Quality Team included three regional collaborative workshops in partnership with IBEA.

This consultant also served on the leadership team for the development of a statewide Marketing Program of Study model, working with regional advisory committees and a team of secondary and postsecondary marketing teachers.

The DE's CTE consultant assigned to support health science held a workshop for all health science instructors in the state. Primary focus of the workshop was Simulation Center Training. This two-day conference offered support for the growing simulation centers in the state and provided hands-on opportunities for instructors.

The DE's CTE consultant assigned to support agricultural education assisted with the coordination and support of regional professional development meetings addressing writing skills and using valid, reliable assessments. These meetings were part of the statewide effort to develop/refine the model Program of Study for agriculture, involving Agricultural Education instructors from 176 high schools, 11 community colleges, and three (3) four-year colleges.

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

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

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

The DE continued to utilize resources provided through NAPE's 5-Step process/Program Improvement Process for Equity in STEM (a.k.a., PIPE-STEM™). This initiative uses a two-pronged approach to broaden commitment to gender equity in nontraditional careers and STEM initiatives. The training was delivered in multiple formats including face-to-face workshops, regional professional learning communities, and online webinars. The customized, "coaching" approach of the PIPE-STEM™ model worked well in conjunction with DE on-site technical assistance provided to the community colleges and through dissemination of relevant print and electronic information to DE CTE staff. 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.

Members of the state's Equity Leadership Team continued to network and collaborate with partners on recruitment and retention efforts, including the following: multiple outreach and exploratory workshops with the Iowa Math and Science Education Partnership; integration of micro-messaging training initiatives in PLTW program offerings and professional development presentations at statewide teacher/counselor conferences; and continued utilization of national experts to provide training at conferences and regional meetings for CTE instructors.

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.

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. Support from the DE allowed these institutions to conduct STEM focused diversity conferences to specifically target minority student participation in obtaining credentials for high skill, high wage occupations. A successful training program at Hawkeye Community College, which increased the participation of minority and low socio economic students in nontraditional and advanced manufacturing programs, was highlighted at a national equity in education conference.

The DE continued its partnership with the National Alliance for Partnerships in Equity (NAPE) to develop a state level nontraditional data "dashboard" using Perkins data (6S1, 6S2, 5P1, 5P2); provide consulting in the interpretation of the dashboard and its use in identifying performance gaps between student groups; and conduct technical assistance workshops to train educators and stakeholders on the use of the data dashboard. NAPE has provided the state with a modified five-step Program Improvement Process for Equity implementation to support Iowa LEAs, and regional coordinators to identify and implement evidence- and research-based strategies to close equity gaps identified through the data dashboard training. This training will assist LEAs and the state in increasing access and success in high-skill, high-wage, and high-demand nontraditional CTE career preparation programs, and in preparing their Perkins applications.

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

DE staff continued to partner with Iowa's community colleges to deliver multicultural programming on campuses to assist in improve cultural understanding and enhance communication among students, faculty, staff, and business and industry. Activities focused on diversity topics were also offered to members of the public with the community colleges' service areas. The DE's CTE consultant assigned to support equity provided technical assistance to community college equity coordinators/diversity officers. Topics included diversity awareness, recruitment of minority staff, bilingual communication, ethnicity/multiculturalism, and learning communities. Review and reporting of performance related to the Perkins IV indicators for special population students was completed by the DE's CTE staff. Collection of performance data for these populations is integrated into the state's data reporting systems (i.e., SRI, 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 populations. Enrollment of these identified student populations within CTE courses was specifically reviewed as part of the secondary and postsecondary equity visits. The DE's CTE consultant for equity participated in training initiatives aimed at increasing the participation and completion rates of underrepresented gender students in nontraditional careers, STEM, and technical education programs. This includes training on 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, including diverse women.

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

DE staff responded to numerous inquiries from secondary and postsecondary administrators and instructional staff regarding CTE- and Perkins IV-related topics. The DE CTE consultants assigned to each of the state's community college regions provided direct technical assistance to secondary districts and community colleges on the following topics: program development and assessment; reporting and utilizing local CTE program data (i.e., Perkins IV performance indicator data); Plus CTE; starting/strengthening CTSOs; documenting progress on Program of Study development; secondary to postsecondary program articulation; allowable use of Perkins IV funds; and CTE advisory committees/councils. Consultants also assisted the community colleges' program area deans (e.g., nursing and business program deans) and the Ag Alliance with strategic planning. Three consultants and the CTE Bureau Chief 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. This information assisted in answering questions from both Perkins IV sub-grantees and internal CTE staff.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

100000

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

739

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

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

The Perkins IV funds awarded through these grants were used to update curriculum and equipment for CTE courses/programs offered to secondary-aged students in the institutions. The allocation for the State Training School's allocation was based on 45,669 contact hours.

At the postsecondary level, one grant was awarded to the Iowa Department of Corrections, which coordinates distribution of funds among the state's community colleges that serve seven adult correctional institutions. The Perkins IV funds awarded through the grant were used to provide supplementary support services to individuals participating in CTE courses/programs offered by the correctional institutions. The allocation for the Iowa Department of Corrections was based on 325,514 contact hours.

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 Program of Study (POS) training and held statewide, face-to-face meetings 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®. Additionally, technical assistance resources were developed to support hospitality and tourism programs and are posted on the DE webpage.

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?

The DE's CTE consultant assigned to support business and marketing education served on the Financial Literacy Work Team for the state. For the next fiscal year, two Career and Technical Education teachers (one from FCS and one from Business) will be part of the review of the standards and benchmarks for Social Studies. This will include a review of the Financial Literacy Standards.

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

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

Postsecondary and secondary agriculture educators referenced the National Agriculture, Food and Natural Resources 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 231 high school Agricultural Education programs (100%) have completed steps to improve their programs by encompassing the six components of a CTE Program of Study.

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

One larger school district provides relevant project-based learning through the Health Academy. In the academy, students study core academic courses through the medical lens. FY2015 was the first year of implementation and has expanded to over 500 students enrolled in the program for FY2016. This program has been noted as an exemplary integrated program at both the state and national level with ACTE. Future plans include expansion with the district programs and sharing of practices across the state.

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

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

CTE staff have been assigned to intensively work on several statewide councils, task forces, and advisory committees. On these groups, staff provide the CTE perspective, specifically as it relates to statewide Perkins policy and practice. Several are worth noting: First, two CTE consultants were responsible to lead and manage subcommittees (one on career academies and the other on career guidance) for the statewide secondary CTE taskforce. Led by the CTE Bureau Chief, this taskforce began its work in December 2013 and issued its final report in October 2015: <https://www.educateiowa.gov/secondary-career-and-technical-education-cte-task-force>. Second, several staff from the Division of Community Colleges have been actively involved in state planning efforts arounds the Workforce Innovation Opportunity Act. Third, CTE staff have also been involved in the statewide Sector Partnerships Career Pathway Advisory Council, the purpose of which is to create a common understanding, including uniform definitions, for sector partnerships and career pathways. Fourth, the CTE Bureau Chief is part of a small team within the Iowa Department of Education that is developing a single uniform definition for career and college readiness. Additionally, the CTE Bureau Chief is part of an advisory team for the Regional Education Laboratory (REL) Midwest College and Career Success Research Alliance (CCSRA). Fifth, Division of Community College Staff, including several from the CTE Bureau, have been working across state agencies, community colleges, and the four-year universities in Iowa to address issues that promote the recruitment of veterans and their families into Iowa, provide resource information for veterans, to pursue higher education opportunities, and assist them in finding relevant post-military careers that are aligned to their qualifications. Known as the Home Base Iowa initiative, the state of Iowa is assisting veterans and their families in a variety of ways: <https://www.homebaseiowa.gov/>.

Each of the DE CTE consultants worked with business and professional partnerships through their respective discipline program management committees. These committees provide input to the consultants for planning statewide curriculum development, conducting professional development, and industry-wide employment concerns, such as the skills gap. The consultants also attend local and regional CTE advisory committee/council meetings throughout the state to assist local programs in building positive partnerships with business and industry. These partnerships help instructors determine the most beneficial CTE curriculum to teach in their respective areas and assist schools in locating work-based learning opportunities for instructors and students. Over the last few years, the advisory groups have also taken an active role in development of programs of study by providing input for and approval of critical competencies and technical skill assessments.

During fiscal year 2015, 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 professional development subcommittee of the Business and Marketing Program Management Committee continued to analyze student data to determine the impact of professional development workshops and activities

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

The DE's CTE consultant assigned to support business and marketing education continued the work with MBA Research, Inc. through the curriculum consortium statewide membership, and serves on the MBA Board of Trustees. This consultant partnered with MBA Research, Inc. to convene three panels of 47 business executives to discuss their current and emerging workplace needs and the impact on secondary career and technical education. The panels were organized by the three business-focused career clusters recognized at the national level: Business Management and Administration, Finance, and Marketing. Additionally, this consultant worked with the Iowa Work-Based Learning Coordinators to reorganize their professional organization and offer a statewide conference to provide professional development activities to the MOC and school-to-work coordinators across the state.

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

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

The DE continued its long-standing partnership with the Southeast Polk Rotary Club, the Rotary Club of Iowa, and a local school district to offer the Iowa Industrial Technology Expo. The partnership, which started in 2003, showcases the achievement of Iowa students. Over 1,000 entries were exhibited and evaluated during the 2015 expo.

The DE's CTE consultant assigned to support family and consumer sciences coordinated communications with the Iowa Restaurant Association, Iowa State University, Iowa Western Community College, Indian Hills Community College, Kirkwood Community College, Des Moines Area Community College and the Iowa State Extension to provide culinary professional development opportunities across the state.

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

The Health Science Program Management Committee met twice during fiscal year 2015 and reviewed goals, budgets, and determined activities for the year. The group decided to continue to host a SIM Center workshop for all health science instructors for the upcoming year and to offer a workshop on Test Writing and Item Analysis for all health science instructors at the secondary and post-secondary level. The committee continued work on the statewide model Program of Study for the health science area.

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

Yes

The DE CTE Career Guidance consultant worked with the legislated CTE task force and convened a career guidance work team to meet bi-monthly. The work team's objective was to review career guidance best-practices in Iowa and provide a "boots on the ground" perspective to the larger, voting member CTE task force. The task force then made career guidance recommendations to be sent to the Governor and General Assembly for the 2016 legislative session. The career guidance work team shared their experiences with the current, top down, state managed career guidance software system, mandated in 2008 and implemented in 2009. The work team also assisted in creating an Iowa counselor survey to assess attitudes about how college and career counseling is currently delivered to Iowa secondary and postsecondary students. The work team was a collaborative effort and the DE CTE Career Guidance consultant ensured members included representatives from secondary, postsecondary, the Iowa College Student Aid Commission, the DE's Division of Learning and Results (formerly PK-12 Education), the CTE Bureau Chief, and counselor training programs.

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

Yes

The DE continued to review statewide articulation agreements when conducting monitoring visits. Currently, statewide agreements exist for Child Growth and Development, Introduction to Early Childhood Education, Nutrition, and Marketing Field Experience

(<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.

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

Yes

Representatives from four-year (baccalaureate) programs were included as members of the Program Management Committees for the state's identified CTE service areas. The 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). The LACTS committee sponsors a CTE Articulation Conference each year in which administrators and faculty from the regents and community colleges meet to discuss particular CTE program articulation. This year, the conference shifted its emphasis from programs to the acceptance of military service credits. This topic is particularly important to community colleges because they tend to accept military credits into CTE programs, but the regents' institutions do not as of yet. Progress was made toward their understanding of the importance of articulating this tested work experience.

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

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

Yes

The DE provided a Perkins IV discretionary grant opportunity, totaling \$170,000, for Iowa's CTSOs. The annually-awarded funds are based on a three-part formula, which includes a general appropriation, a membership-derived appropriation, and an appropriation based on a matching funds requirement. Three of the DE's CTE consultants serve as state advisors for the state's recognized CTSOs. DE staff assisted with the coordination and implementation of leadership conferences, competitive events, and workshops for the following student organizations: FFA; FCCLA; FBLA; PBL; BPA (secondary and postsecondary); DECA; SkillsUSA; 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.

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 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

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

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". The DE also supported the Midwest Educators Forum on Entrepreneurship conference that was held in Mason City in June.

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

No

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

No

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Iowa

Step 4: Technical Skills Assessment

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

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

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students			
Postsecondary Students			

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Iowa

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
3P1	All disaggregated categories of students	See Comments under 3P1	Pradeep Kotamraju	08-31-16
5P1	Single Parents, Displaced Homemakers, LEP, and white	CTE staff person in charge of equity has been tasked with developing a plan for improving the indicator, with special attention to disaggregated categories of students where performance falls below state target. Working with NAPE, data dashboards have been developed, along with tool kits, and targeted technical assistance.	Jeanette Thomas	08-31-16
6S1	Male, Native American, Hispanic, White, econ Disadv., ESEA/IDEA, single parent, LEP, migrant	CTE staff person in charge of equity has been tasked with developing a plan for improving the indicator, with special attention to disaggregated categories of students where performance falls below state target. Working with NAPE, data dashboards have been developed, along with tool kits, and targeted technical assistance.	Jeanette Thomas	08-31-16
6S2	Male, Hispanic, White, econ	CTE staff person in charge of	Jeanette Thomas	08-31-16

Core Indicator	Disaggregated categories of Disadv., ESEA/IDEA, LEP	Action step to be implemented	Staff member	Timeline
5P2	Females, American Indians	equity has been tasked with developing a plan for improving the indicator, with special attention to disaggregated categories of students where performance falls below state target. Working with NAPE, data dashboards have been developed, along with tool kits, and targeted technical assistance.	Jeanette Thomas	08-31-16

Local Program Improvement Plans

Postsecondary

1 out of 15 colleges did not meet 1P1

9 out of 15 colleges did not meet 3P1 (See note under 3P1)

8 out of 15 colleges did not meet 5P1

Eligible recipients met the remainder of the postsecondary indicators by 90 percent.

Secondary

26 out of 79 LEAs did not meet 1S1

9 out of 79 LEAs did not meet 1S2

20 out of 79 LEAs did not meet 2S1

11 out of 79 LEAs did not meet 3S1

12 out of 79 LEAs did not meet 4S1

17 out of 79 LEAs did not meet 5S1

63 out of 79 LEAs did not meet 6S1

62 out of 79 LEAs did not meet 6S2