

**U. S. Department of Education
Office of Vocational and Adult Education**

**The Carl D. Perkins
Career and Technical Education Act of 2006
STATE PLAN COVER PAGE**

State Name: Iowa

**Eligible Agency Submitting Plan on Behalf of State:
Iowa State Board of Education**

**Person at, or representing, the eligible agency responsible for
answering questions on this plan:**

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Type of State Plan Submission (check *all* that apply):

- 6-Year
- 1-Year Transition
- Unified – Secondary and Postsecondary
- Unified – Postsecondary Only
- Title I only (*All Title II funds have been consolidated under Title I*)
- Title I and Title II

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**PART A: STATE PLAN
NARRATIVE**

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

1. **Prepare and submit to the Secretary a State plan for a 6-year period or a transition plan for the first year of operation of programs under the Act. [Sec. 122(a)(1)]**

The State of Iowa has prepared a transition plan for the first year of operation of programs (2007-08) under the Act.

2. **Describe the career and technical education activities designed to meet or exceed the State adjusted levels of performance, including a description of-**
 - (a) **career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that: Incorporate secondary and postsecondary education elements:**
 - i. **Incorporate secondary education and postsecondary education elements;**
 - ii. **Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education.**
 - iii. **May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits, and**
 - iv. **Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.**

The Iowa Department of Education staff has held several sessions to discuss the programs of study requirements under the Perkins Act IV. The intent of the discussions were to describe Career and Technical Education programs that would meet State and Federal requirements and address any other issues that would impact the definition for programs of study. The requirements in A2 (a) I-IV are addressed in a comprehensive statement that identifies the requirements for programs of study. During the transition year, eligible recipients will be convened to acquire their input regarding programs of study. This input will be used to make modifications within the state plan for a five-year period.

Requirements for Programs of Study:

- The programs of study described in this section of the transition plan are consistent with Iowa Code for secondary and postsecondary schools and the State Board of Education approved CTE program approval requirements and procedure. (Iowa Code 256.11(5)h; 258.3A; 258.4 (Requirements for Vocational Education); 260C.14 and 260C.18A 281-47.2(260C) (Requirements for Career Academies)
- CTE programs of study will consist of coherent and rigorous curriculum that includes academic and technical content that is a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education leading to an industry-recognized certificate or credential, including the bureau of apprenticeship and training, credit certificate, diploma, Associate of Applied Science (AAS) or Associate of Science (AS) with a career option in a specific career field.
- The CTE programs of study may include concurrent enrollment opportunities for postsecondary credit.
- As part of the local needs assessment process, school districts and community colleges shall evaluate opportunities for concurrent enrollment.
- CTE programs of study must include a sequence of at least three units of CTE coursework offered to the secondary level and linked to postsecondary education leading to an industry-recognized certificate or credential, including the bureau of apprenticeship and training, credit certificate, diploma, Associate of Applied Science (AAS) or Associate of Science (AS) with a career option in a specific career field. (Iowa Code: {256.11(5) h; 258.3A; 258.4 (requirements for Vocational Education); 260C.14 and 260C.18A 281-47.2(260C) (requirements for Career Academies)
- The CTE programs of study at the secondary level, will include competency-based applied learning that contributes to academic knowledge, higher order thinking skills, reasoning and problem-solving skills, work attitudes, general employability skills, leadership, and knowledge of all aspects of the industry including entrepreneurship. (Iowa Code Chapter 12.5(7))
- The director of the Iowa Department of Education will approve the CTE programs of study through the Iowa program approval process.
- The CTE coursework will be offered through comprehensive high schools and meets the Iowa high school graduation requirements.
- Eligible recipients will have an advisory committee with representation of both levels of instruction on the committee and meet all of the requirements of the Iowa program approval process.
- The Programs of Study will be evaluated through an annual review of the Perkins performance requirements for academic and technical attainment, placement and retention data, degree attainment data, and nontraditional career data for secondary and postsecondary programs. Additionally Iowa Code requires a more in-depth review of 20 percent of all CTE programs each year. (Iowa Administrative Rules Chapter 24, 24.5(4))

(b) In consultation with eligible recipients, develop and implement the CTE programs of study described in (a) above:

Programs of Study Process:

The Department of Education will engage the existing community college chief academic officers, community college CTE directors, school administrators, Iowa ASCD, and Tech Prep network to facilitate the development of Programs of Study. The development and design of programs of study will utilize the current Iowa Tech Prep model that integrates career, technical and academic requirements with the federal requirements.

- During the transition year, the Department of Education will continue use of a stakeholders group convened in 2006 to review and recommend changes to the CTE structure (service areas, clusters, and pathways) and the framework for programs of study. Additionally during 2006, an external assessment of Iowa's CTE structure was initiated. Recommendations are anticipated Summer 2007.
- During the transition year, eligible recipients will develop and implement at least one program of study within their district or consortium that mutually benefits all members of the consortium.
- All programs of study must meet the requirements set by the Department of Education for CTE program approval and must receive approval from the director of the Iowa Department of Education.
- At the end of the transition year, eligible recipients will have written agreements for the career-focused programs of study between educational entities. These agreements will define curriculum, operational policies and procedures, and credit provisions. Courses, both academic and technical and secondary and postsecondary, will include competencies (technical skill) for each course.
- Eligible recipients shall provide information regarding the programs of study through Project Easier, Plus CTE and AS-28 accordingly.
- Eligible recipients will have an advisory committee with representation of both levels of instruction on the committee.

(c) Support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions.

Articulation

One of the goals of Perkins III for both secondary and postsecondary education was to develop and improve linkage between the respective levels. State staff assisted with the establishment of articulation agreements between secondary and postsecondary CTE. During accreditation visits, Department of Education staff monitor to ensure that articulation agreements are established for each program. The state has implemented legislation that provides incentives to students, parents, and schools for providing postsecondary enrollment opportunities to secondary students through two legislative initiatives—supplemental weighting and Postsecondary Enrollment Options Act. The Department of Education also continued to provide leadership in the development of statewide

articulation within program areas from secondary to postsecondary, as well as from community college to college/university.

Throughout implementation of the Carl D. Perkins Act of 1990 and 1998, the state of Iowa has placed heavy emphasis on the linkage and articulation between secondary and postsecondary education. In addition, state legislation on CTE passed in 1989 required articulation for CTE programs. The Tech Prep consortia in Iowa have played a major role in promoting and implementing linkage/articulation between secondary and postsecondary education. Several community colleges deliver college level curriculum to secondary career and technical students through jointly administered programs.

The continued focus on linkage through articulation agreements in Perkins IV is positive. While the Perkins III provision was broadly connecting secondary and postsecondary programs, Perkins IV specifically refers to articulation agreements and Tech Prep as a means of achieving effective learning transition.

The state will continue to require eligible recipients to develop and implement articulation agreements between secondary education and postsecondary education institutions in the following ways:

- In order to implement the new federal legislation effectively and provide necessary technical assistance to Iowa's schools and colleges, additional professional development activities will be designed and conducted for state staff that addresses articulation between secondary and postsecondary.
- In-service training will be designed to provide assistance for teachers, curriculum directors, counselors, and administrators in developing and strengthening linkages through articulation agreements and concurrent enrollment opportunities between secondary and postsecondary education; and continuing to align and articulate curricula between secondary and postsecondary, as well as postsecondary to postsecondary to assist students in successful transition.
- Program articulation will be required within programs of study.
- A process will be developed to examine policy issues to assure a seamless transition for learners. Policies will be examined for barriers impacting transition from one learning level to another and the portability of credit to strengthen seamless transition.
- The DE will expand focus of the articulation from secondary to two-year programs and the transition from two-year programs to baccalaureate degree programs.

(d) Make available information about CTE programs of study offered by eligible recipients to secondary level:

Information about programs of study will be disseminated in a variety of methods and resources. CTE program consultants provide technical assistance to the eligible recipients about technical knowledge and skills and infused academic and career skills and knowledge. Professional development opportunities, utilizing the Iowa Professional Development Model (IPDM) for eligible recipients, will be conducted to provide best practices for integrated career and technical education programs. The areas of priority for professional development are academic integration,

applied learning, working with special population data quality, and the use of data for program improvement purposes.

Examples of resources include Iowa Choices (Iowa’s career information and decision-making system), electronic bulletins and updates, student course handbooks, secondary school curriculum guides, community college handbooks, and publications such as Iowa’s Community College Program Guide, and Iowa Career Resource Guide.

Iowa legislation requires all eighth grade students to complete an educational plan for high school graduation with parental involvement and approval. The educational focus of the eighth grade student plans will support the Programs of Study.

School counselors and teachers facilitate learning about career development education in grades 7 through grade 12 through career development information about career clusters, workplace skills, occupations, postsecondary opportunities, and educational opportunities with Programs of Study. Secondary school staff are encouraged to utilize electronic and print resources to inform students and parents about the opportunities available as students plan their coursework in high school and postsecondary college or training.

Section 118

The Department of Education Division of Community Colleges and Workforce Preparation is designated as the entity to meet compliance with Section 118 – Occupational and Employment Information. The DE convened a stakeholder group of counselors, teachers, administrators, community college staff, and others to develop the specifications for a statewide Career Information System (CIDS). Based on their recommendations, the DE has designated Iowa Choices, as the statewide Iowa CIDS. With their recommendations, Iowa Choices meets the following requirements for Section 118:

- *Assisting students in identifying “high-skill, high-wage, or high-demand” occupations and “emerging professions.”*
- *Assisting students to have access to regional occupational information for preparation for careers that exist in their area and provide a family-sustaining wage.*
- *Promoting a vast array of career options for all students, including nontraditional career areas.*
- *Encouraging students to take higher-level academics for preparation of a career goal.*
- *Preparing students for a successful postsecondary transition.*
- *Facilitating parent involvement.*

During the transition year, the DE and it’s partners, Iowa College Student Aid Commission and Iowa Student Loan Liquidity Corporation, will provide at no cost to Iowa middle and high schools, the access to the Iowa Choices (CIDS) for middle and high school students, youth correctional facilities, community colleges and public/private higher institutions, and Iowa Workforce Development centers.

Career information resources are a critical component for the professional development of counselors, administrators, and CTE instructors. These resources will be used to facilitate and support quality career guidance and academic counseling through school counselors, CTE instructors, transition coordinators, advisor/advisee programs, and academic core teachers at the secondary and postsecondary level to provide career development tools for curriculum and instructional strategies.

Local plans for secondary schools must specifically describe how career guidance and academic counseling will be provided to career and technical students. Information about how students can transition to postsecondary education must be described. Also, local plans for postsecondary schools will describe how resources will be provided to CTE program students, and provide a strong linkage on financial aid information and links to the associate degree and baccalaureate programs.

(e) For secondary and postsecondary career and technical education programs to be carried out, develop, improve, and expand access to appropriate technology in CTE programs.

Technology in CTE programs is incorporated into the delivery of program content. The Department will develop technical assistance designed to expand the use of technology in program delivery and professional development. Distance learning systems used for professional development and community college concurrent enrollment classes increases access for students and staff. Updated industry-related technology will be encouraged in skill certification for career and technical programs.

The state will develop a professional development process to deliver instructional methods utilizing technical skill applications. When applicable, joint professional development for secondary and postsecondary instructors will be delivered. The Department will encourage partnerships with business and industry to facilitate increased access to appropriate technology in career and technical education programs.

The use of technology for professional development will be encouraged. Professional development will be designed to include sharing of technology.

(f) The criteria to be used to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will---

The local application has been revised to include items requiring that eligible recipients describe how they are addressing (1) Promote continuous improvement in academic achievement, (2) Promote continuous improvement of technical skill attainment, and (3) Identify and address current or emerging occupational opportunities, in addition to other requirements as specified by the Act. The application also includes an assessment instrument that eligible recipients may utilize to determine their program's current status for each of the criteria. DE staff will utilize a criterion-based rubric (see **Appendix A**) to guide the review process of applications submitted by eligible recipient to determine compliance with the required criteria.

(g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

All career and technical education secondary programs in Iowa are located in comprehensive high schools. All enrolled students in these school systems have the opportunity to graduate with a regular high school diploma. The same requirements are in place for all students, including special population students.

The application for the Carl D. Perkins Career and Technical Education Act 2006 will require information from the school districts and consortia regarding the measures taken to encourage high school completion during the grant application and implementation process. General education students and special population student demographic data will be disaggregated. Local districts will be encouraged to utilize this data in their local needs assessments to develop strategies that may increase the number of students who graduate with a diploma.

(h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

Throughout the implementation of Perkins III, Iowa developed programs that provide a seamless pathway for students leading to an industry-recognized certificate or credential, including the Bureau of Apprenticeship and Training, credit certificate, diploma, Associate of Applied Science (AAS), or Associate of Science (AS) with a career option in a specific career field. These programs provide direct opportunity to access postsecondary education and prepare students to enter into high-skill, high-wage, or high-demand occupations. In addition, Iowa has requirements that high schools show the demand for skilled employees in related occupations as part of the state program approval process.

Multiple factors will be considered as eligible recipients develop programs that lead to high-wage, high-skill or high-demand occupations. The state will work with Iowa Workforce Development (Department of Labor) to provide assistance to the eligible recipients regarding regional determination of high-wage, high-skill, or high-demand. Iowa Workforce Development determines high-demand on a statewide level as an industry with an annual growth rate of 1.2 percent (1.2%). High-wage is determined on a statewide level as being above the mean annual wage for employment. Iowa Workforce Development will provide high-skill information on a regional level.

Industry skill certifications are increasing in importance to employers and students. In the fall of 2005, Iowa conducted surveys to gather baseline information about the skill credentials community college and high school students receive. Among the data collected was information about what programs are aligned with certifications, who issues the credentials, whether aligned instructional programs are certified or accredited by that entity, whether the entity has credential requirements for the instructors, whether the test is voluntary, whether students take the exam while enrolled or after graduation, and exam pass rates (if available/provided to the school or college).

The colleges reported a diverse array of certifications in a variety of career clusters. The state will use this information to make informed decisions on how the state will be able to address the performance indicator related to industry certifications and credentials.

The state will continue to foster alignment to industry-recognized skill standards and encourage the use of skill credentials. As “programs of study” are implemented, the state will encourage, when possible and appropriate, the utilization of industry-recognized skills standards and provide the opportunity for students to access industry skill credentials. Iowa programs of study will identify both academic and technical courses that prepare students for success in higher education and the workforce. Because career and technical education is offered as an integral part of Iowa’s comprehensive high schools, all Iowa students have the same graduation requirements.

(i) How funds will be used to improve or develop new career and technical education courses [Sec. 122 (c)(1)(D)]

The local application guidelines will provide information regarding use of funds to improve or develop new career and technical education programs of study. These programs will integrate rigorous and challenging academic and career and technical instruction and lead to an industry-recognized certificate or credential, including the Bureau of Apprenticeship and Training, credit certificate, diploma, Associate of Applied Science (AAS), or Associate of Science (AS) with a career option in a specific career field. The program of study will be designed to prepare career and technical students for high-skill, high-wage, or high-demand occupations in current and emerging professions and that link secondary and postsecondary education. Eligible recipients may choose to use funds to improve or develop new career and technical Programs of Study if their local application identifies and documents this is a need and ensures that the career and technical program of study will result in skills that are valued by the workforce. Perkins funds may be used to develop CTE curriculum that focuses on both preparation in core academic (ESEA) and career and technical programs of study, purchase required equipment including relevant technology that will strengthen academic and technical achievement, develop appropriate promotional materials, and provide support for entrepreneurship education and training. Perkins funds may also be used to provide professional development for instructors, counselors, and administrative personnel who are involved in career and technical education programs.

Because the majority of Iowa secondary schools participate in a consortium, the consortia will be encouraged to develop new career and technical education courses to expand or establish new programs of study as a consortia-wide initiative. Technical assistance will be provided from the state level for the development of new career and technical programs of study.

(j) Facilitate and coordinate communications on best practices among successful recipients of Tech Prep program grants under Title II and other eligible recipients to improve program quality and student achievement;

Multiple communication systems are in place among CTE consultants, Perkins recipients, and CTE instructors to communicate essential information to improve CTE programs (including Tech Prep) and student achievement. Activities to support program improvement include the following:

Professional Development

The system for delivering professional development at the state level is based on the Iowa Professional Development Model (**Appendix B**)

In order to implement the new federal legislation effectively and provide necessary technical assistance to the state's schools and colleges, additional professional development activities will be designed and conducted for state staff that addresses articulation between secondary and postsecondary.

In-service training will be designed to provide assistance for teachers, curriculum directors, counselors, and administrators in developing and strengthening linkages through articulation agreements between secondary and postsecondary education; and how to improve data quality and accountability systems and how to enhance the academic core in support of CTE.

The DE will develop technical assistance designed to expand the use of technology in program delivery and professional development.

The state will develop a professional development process to deliver instructional methods utilizing technical skill applications.

Program management committees have been established in each of the six CTE service areas. (agriculture, business, family and consumer sciences, health occupations, marketing and skilled and technical sciences) The work of the committees is to identify the professional development needs of their respective CTE instructors. The committees plan for the delivery and evaluation of the professional development services. The program management committees' recommendations will be utilized in the development of statewide professional development priorities and activities, coordinated by the DE.

Applications for local funds and for Tech Prep funds allows for professional development to be addressed in their programs to improve the academic and technical proficiency for students. Staff development occurs at the regional and state levels. Technical assistance will be provided to implement the new federal legislation and state requirements.

State and regional workshops and conferences are supported by the DE utilizing national presenters and professional associations. The DE will explore the reintroduction of a Perkins Administrators' Conference as a vehicle to deliver technical assistance and best practices supporting the priority initiatives during the five-year cycle of the state plan.

Consultant Distribution List – CTE consultants communicate on a regular basis with the instructors in their service area. Communication focuses on federal and state policies, staff development, data requirements, and other issues relative to CTE program improvement and student achievement.

Program Approval Process – Programs seeking DE approval must address the required components described, including those criteria representative of quality CTE programs. (**Iowa Code Administrative Rules, Chapter 12**)

Monitoring and Accreditation Process – Program consultants have the responsibility to monitor the Perkins grants and conduct an on-site visit once every three years. The intent is to directly observe evidence that the Perkins grant management components and background information are used appropriately. In addition, CTE consultants participate on accreditation site visits to review CTE practices and provide input for program improvement.

Perkins Application for Funds - CTE consultants will review and evaluate each component of the application. Issues regarding the successful completion of the application are communicated to the recipient for correction or additions. The funds are utilized to improve CTE programs and student success.

(k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement;

The state has provided for linkage of academic and career and technical education under Perkins III. Each eligible recipient has been asked to ensure that career and technical education students have been taught to the same challenging academic proficiencies as were taught to other students. A statement to this effect has been included in the Assurances/Agreement Section of the local plan. In addition, each program receiving Perkins assistance has been required to report its status relative to the performance measures and standards. The Perkins performance measure for the core indicator on secondary academic skills uses the state level database that reports the academic achievement of 11th grade students in reading and math. Data was accessible for use at the local level to assure that additional emphasis could be placed on academic skills within career and technical education programs.

Tech Prep programs have helped students meet high academic standards by integrating academic competencies into the career and technical curricula; providing learning experiences that challenge students to high levels of attainment and using assessments to document student gain and student learning/progress.

In-service training has been provided for teachers, curriculum directors, and administrators to include:

- developing strategies to assure students meet high levels of achievement in academic and technical proficiencies; and
- integration of career and technical and academic education, contextual learning.

As Perkins IV has added a specific focus on both academic and technical standards linked with high-skill, high-wage, or high-demand occupations in current and emerging professions, the state will support eligible recipients in the linkage of academic and career and technical to increase student academic and career and technical achievement in the following ways:

- An examination of the collaboration between career and technical education and the employer community and the specific academic and technical skills needed to support a “region”

workforce will be designed. This will determine how well career and technical education is preparing participants for “high-skill, high-wage, or high-demand” jobs.

- Research will be conducted to focus on how well career and technical education is integrating and aligning technical content with rigorous and challenging academic standards.
- Professional development will be designed for in-service and pre-service teacher and faculty education programs.
- Professional development will be designed to help career and technical education professionals learn how to better integrate academic (ESEA) and technical content, and help coordinate their curriculums with industry-recognized certificate requirements.

(I) Report on the integration of coherent and rigorous content aligned with challenging academic standards in CTE programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]

It is anticipated that OVAE will continue to utilize the CAR format to collect student attainment data from the states. Iowa will continue to align its implementation of Perkins IV with its efforts to implement NCLB legislation. Throughout the life of Perkins III, both programs defined a student as being academically proficient in the areas of math and reading if they scored at the 41st percentile (national norms) or higher on the math and reading assessment components of the Iowa Test of Educational Development. This alignment will continue into the implementation of Perkins IV. Iowa has the capability of tailoring our reporting to identify the student attainment in an individual Program of Study, as well as reporting on the consortium and career cluster level. The outcome of the student academic attainment measure will be evaluated on the state and the recipient levels.

8. Describe how the State will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]

The Division of Community Colleges and Workforce Preparation has the responsibility for providing technical assistance to recipients of federal funds for CTE. As designated by the State Board of Education and the director, the Division will administer the Perkins grant, monitor its requirements, assist in policy development, leadership, and provide technical assistance to promote the development of services and activities that integrate rigorous and challenging academic and career and technical instruction and that link secondary and postsecondary education for participating career and technical education students.

In administering the Perkins IV, Division consultants are assigned to specific regions and work with all secondary consortia and community college recipients in those areas. As a result, consultants have the opportunity to provide technical assistance regarding articulation between secondary and postsecondary CTE programs and carry out strategies to more effectively assist members of special populations to meet the state adjusted levels of performance. They are also able to assist in identifying professional development needs the areas may have and make recommendations to the local, regional and state levels regarding professional development needs.

In the provision of technical assistance under Perkins IV, the Division will work with other bureaus and divisions within the DE to:

- assist local districts in aligning CTE with the state core indicators under the school improvement initiative.
- assist eligible recipients in implementing and reporting on the requirements of the Act.
- implement an up-to-date management information system to assure accurate data.
- support school improvement activities as linked to career and technical education.
- integrate CTE and academic education.
- provide support for leadership, initial teacher preparation, and professional development focused on improving the quality of CTE personnel.

The Division of Community Colleges and Workforce Preparation will work with secondary schools, community colleges, baccalaureate degree granting institutions, and business and industry to:

- promote Tech Prep program development;
- continue strong articulation efforts between secondary and postsecondary education to create a seamless transition too postsecondary education;
- identify needs for postsecondary programming, including delivery of services to the secondary level;
- integrate academic and technical standards into career and technical education programs; and
- provide for a proactive, systematic program of professional development for professionals serving career and technical education students.

The Division of Community Colleges and Workforce Preparation will work with Iowa Workforce Development to:

- to pursue the development of an administrative records system as a data source for the evaluation of Perkins IV and WIA programs.
- identify criteria to evaluate program placement success, as required under the Workforce Investment Act.
- identify areas of economic development that relate to the development of new career and technical education programs.

B. Other Department Requirements

1. **Submit a copy of local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.**

Refer to Appendix C for the local application and instructions.

2. **Provide a description of the State's governance structure for vocational and technical education.**

Iowa's Education System

The State Board of Education, established by Iowa Code section 256.1 and appointed by the Governor, has the responsibility in the State of Iowa to establish policy and adopt accreditation rules for the operation of Iowa schools, area education agencies, and community colleges. In this role, the State Board of Education has responsibility for K-12 school districts, area education agencies, and community colleges serving students in credit courses and adult and continuing education students in noncredit courses. Additionally the Iowa State Board of Education constitutes the state board for career and technical education (IA Code 285.2)

The Iowa Department of Education is charged with carrying out the policies of the State by administering the education laws passed by the Iowa General Assembly and Congress. Another role of the Department is to provide leadership to local school districts, area education agencies, and community colleges that goes beyond the regulatory function of compliance with state or federal statutes or rules. That leadership is focused on the State Board of Education's stated goal for education in Iowa:

“To improve the level of learning, achievement and performance of ALL students so they will become successful members of their community and the workforce.”

The state is divided into education regions. In each region, area education agencies (AEAs) provide a basic core of services to K-12 districts, with some variations depending on the needs of the schools and students each serves. Funds for AEAs come from a combination of direct state aid, local property taxes, and various grants. The divisions within an AEA include: Special Education, Media Services and Educational Services. The board members are elected by and represent local district school Boards of Education. This system maintains the Iowa philosophy of local control through a structure that closely parallels that of local schools.

Boundaries of the AEAs were established to be coterminous with the boundaries of the merged area schools in 1974. Today, several AEAs have consolidated while the community college boundaries have remained reasonably stable since their creation. The community colleges of Iowa provide numerous campuses and instructional centers. These public postsecondary two-year institutions are organized as comprehensive community colleges. Each college serves a multi-county merged area, which may vary in size from

four to twelve counties. All Iowans of postsecondary school age are eligible to attend any of the community colleges.

The Division of Community Colleges and Workforce Preparation is responsible for coordinating statewide efforts to fulfill the community colleges of Iowa's commitment to access, quality, and responsiveness. The Division does this through numerous partnerships among the community colleges, high schools, public and private four-year colleges, business, and labor. The Division is also responsible for adult education programs, coordinates secondary and postsecondary career education, and supervises veterans' and military education for postsecondary institutions.

One of the major responsibilities of the Division is career and technical education in Iowa. Programs and services provided by this Division include assistance with effective practices, program approval, technical assistance, funding, and career and technical student organizations. Educational consultants have responsibilities for state identified CTE service areas, as well as entrepreneurship, academics, articulation, cooperative education, corrections, gender equity, guidance and counseling, labor market materials, program evaluation, regional planning, Tech Prep, and special populations. Examples of career and technical student organizations are Business Professionals of America, DECA, Delta Epsilon Chi, FBLA, FCCLA, FFA, Health Occupations Students of America, Phi Beta Lambda, Postsecondary Agriculture Students, SkillsUSA and Technology Student Association.

Within the Department of Education, linkages have been built between academic and career education through the development of a Career Pathways Framework organized around six broad career areas. This serves as a model or tool for local school improvement and will help ensure all students have the opportunity to explore careers. An assessment of the structure of Iowa CTE policies and practices is underway. The assessment and recommendations are anticipated Summer 2007.

The development of the Perkins IV State Transition Plan is a responsibility of the Iowa Department of Education, Division of Community Colleges and Workforce Preparation.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

1. Describe the State's program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations---

- (a) Will be provided with equal access to activities assisted under the Act.**
- (b) Will not be discriminated against on the basis of their status as members of special populations; and**
- (c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Section 122(c)(9)(A)-(C)]**

a) The DE will describe how special population students will be provided with equal access to activities assisted under the Act.

- A DE consultant is assigned at the state level to work with both secondary and postsecondary recipients regarding equal access of special populations and on promotion of nontraditional training and employment.
- Continuation of the Special Populations Leadership Team that includes representatives from community colleges across the state, K-12, AEAs, corrections, vocational rehabilitation, and higher education. Participants have an interest in special population students and provide guidance, input, and support for statewide equity efforts to insure equal access to activities and programs.
- Collection of data to evaluate access and achievement of the special population students.
- Provide technical assistance and professional development to teachers, administrators, counselors, and curriculum staff at LEAs and community colleges to address access and achievement of special population students.
- Convene community college equity and special population coordinators on a regular basis so there is sharing regarding successful strategies for serving special population students.
- Continue to emphasize articulation between secondary and postsecondary programs regarding the importance of assisting special population students to transition from secondary and postsecondary education.
- Promote development of secondary student individualized career planning with parent/significant adult input through dissemination of materials targeting this effort.
- Continuation of partnerships with Iowa Workforce Development, Iowa Department of Economic Development, the Department of Human Services, and the Iowa Commission on the Status of Women to promote nontraditional employment and training.
- Continuation of an annual Community College Diversity Seminar that initiates the annual professional development series focusing on nontraditional training and equal access of special population students to employment.
- Support the content of the *Diversity Iowa Website*, a resource for Iowa educators from kindergarten to postsecondary school in their efforts to recognize and reflect diversity in

their classrooms and to provide students with a welcoming, supportive, and effective learning environment. The website will provide assistance in their efforts to promote nontraditional occupations.

- Provide information to secondary guidance counselors, student services personnel, and other individuals regarding the value of nontraditional occupations and strategies to promote them with students and parents at the local level, including media promotion of nontraditional employment.
 - Provide strategies for career and technical student organizations to increase the involvement of students who are members of special populations.
 - An amount not to exceed \$100,000 will be available to serve individuals in the state correctional institutions, both those serving youth and those serving adults. The funds available will be utilized to provide services to individuals who choose to enroll in CTE programs. State correctional institutions seeking the use of funds will submit an application responding to the requirements of the Perkins Act in the same manner as applicants applying for basic grant funds. In addition, institutions utilizing these federal funds will be responsible for maintaining and reporting performance measure data on all Perkins funded activities.
- b) The DE and the recipients will not discriminate against special population students on the basis of their status as members of special populations.
- Local applicants will be required to sign an assurance that they will not discriminate and must also provide information regarding how equal access will be achieved. To assist in this, examples of strategies that promote nondiscrimination will be provided. Professional development activities provided by the DE and other agencies will assist recipients of Perkins funds to develop strategies to assure nondiscrimination.
- c) The recipients will provide programs designed to enable the special population students to meet or exceed state adjusted levels of performance and will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Section 122(c)(9)(A)-(C)]

Recipients will clarify in the local application how they will be accountable for achievement of special population students, including nontraditional enrollment and graduation performance measures. Eligible recipients must develop an improvement plan if they fail to meet the adjusted state standards, including those for special populations.

- The application will require recipients to describe how programs will be designed to assist special populations to meet or exceed the performance levels. DE staff will participate in and will help design staff development activities related to assisting special population students in order to provide technical assistance to eligible recipients.

- The application guidelines will explain the ramifications to recipients not meeting or exceeding the state levels of performance. To provide assistance to recipients, the DE will develop suggestions on how to identify high-skill, high-wage, or high-demand occupations at the regional level and how to assist students to obtain employment or further education.
- The Tech Prep application will require recipients to address promotion of nontraditional occupations and to describe strategies to be used in meeting the needs of students who are members of special populations.

IV. ACCOUNTABILITY AND EVALUATION

States that submit a one-year transition plan must submit all items in this section, except as noted in the box below. States that submit a six-year State plan must complete all items in this section.

States that submit a one-year transition plan, along with their eligible recipients, are required to reach agreement on performance levels for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) only for the core indicators under section 113(b) of the Act as provided below:

	<u>Indicators</u>	<u>Transition Plan</u>	<u>Six-Year Plan</u>
Secondary Level – 8 Indicators			
1S1	Academic Attainment – Reading/Language Arts	X	X
1S2	Academic Attainment – Mathematics	X	X
2S1	Technical Skill Attainment	Not required	X
3S1	Secondary School Completion	Not required	X
4S1	Student Graduation Rates	X	X
5S1	Secondary Placement	Not required	X
6S1	Nontraditional Participation	Not required	X
6S2	Nontraditional Completion	Not required	X
Postsecondary/Adult Level – 6 Indicators			
1P1	Technical Skill Attainment	Not required	X
2P1	Credential, Certificate, or Degree	Not required	X
3P1	Student Retention and Transfer	Not required	X
4P1	Student Placement	Not required	X
5P1	Nontraditional Participation	Not required	X
5P2	Nontraditional Completion	Not required	X

States that submit a one-year transition plan must submit a five-year plan prior to the second program year. At that time, the Department will reach agreement on performance levels for program year two (July 1, 2008 – June 30, 2009) for the indicators that were not initially required for program year one (July 1, 2007 – June 30, 2008). The Department will issue further guidance to States prior to the required submission of the five-year plan.

States that submit a transition plan, along with their eligible recipients, will not be subject to sanctions under sections 123(a) and (b) of the Act for the first program year for the core indicators that are not required as specified in the chart above.

A. Statutory Requirements

- 1. Description of procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]**

The Department will convene a subcommittee of the Perkins Five-Year Planning committee to address the proposed measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels. The subcommittee will be composed of career and technical education practitioners and data reporting officers from eligible recipients at both the secondary and postsecondary levels, staff from the Division of Community Colleges and Workforce Preparation as well as Department of Education personnel that have assignments addressing performance indicators in other federal programs administered by the Department.

State legislation (SF 449) requires career and technical programs be competency-based and that minimum competencies be identified at the state level. The process for developing competencies is established by sub-rule 281.46.7 (1) in the DE administrative rules and regulations. Local school districts and community colleges may elect to develop competencies in lieu of the state minimum competencies. A school district is provided the option of utilizing minimum competencies developed through a structured group interview process, involving a technical committee composed of incumbent workers within an occupational cluster of a service area. The law further requires the competencies be revalidated periodically. Iowa Code, Chapter 258.4(8) also requires the program sequence addresses the following: new and emerging technologies, job-seeking, job-keeping, and other employment skills, including self-employment and entrepreneurial skills that reflect current industry standards, leadership skills, entrepreneurial, and labor-market needs; and the strengthening of basic academic skills. Perkins III also required programs eligible for

federal funds include competency-based instruction, applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupational-specific skills of an individual. Since the passage of SF 449, another major legislative initiative, HF 2272, has further shaped the model framework. School improvement focuses upon district identified and adopted standards and benchmarks. The process of State Accreditation of Community Colleges is utilized in the review of CTE programs, as well as a CTE program approval process for all new CTE programs proposed by the community colleges across the State.

- 2. Description of the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]**

Data needed for the core indicators will be collected electronically by the State for both the secondary and postsecondary levels from the eligible recipients through the current data collection systems. Current performance levels for the indicators including those tied with ESEA performance (1S1, 1S2 and 4S1) are available through the state's Secondary Data collection system Project EASIER (Electronic Access System for Iowa Education Records). For the purposes of the adjusted levels of performance, the State will use the most recent aggregated eligible recipient data to determine a state baseline and project improvement for these levels.

The Department of Education's Project EASIER and Project EASIER Plus CTE are initiatives involved in the transfer of individual student records, which include data on CTE programs. The mission of the projects is to reduce data burden, encourage better decision-making by establishing and maintaining a cost effective method of accessing and transferring accurate and timely education information among school districts, postsecondary institutions and the Iowa Department of Education.

- 3. You must identify, on the forms in Part C of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]**

Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1). Based on our non-regulatory

guidance, we have pre-populated the measurement definitions on the Final Agreed Upon Performance Levels (FAUPL) form for your convenience. You do not need to describe how these definitions and measures are valid and reliable in your State plan narrative. A State that chooses to propose other student definitions and measurement approaches in its new State plan would have to describe how its proposed definitions and measures would be valid and reliable. (The Secretary is considering whether to issue regulations requiring a State to agree to use the student definitions and measurement approaches for the core indicators of performance for academic attainment in reading/language arts and mathematics and graduation rates as contained in the guidance document. If the Secretary decides to regulate on these issues and adopts final rules, a State may be required to amend its State plan.

See Part C: Accountability Forms

Iowa will use units as a valid and reliable measure to compare programs due to statewide definition in Administrative Code 281 12.5(14) *Unit*. A unit is a course which meets one of the following criteria: it is taught for at least 200 minutes per week for 36 weeks; it is taught for the equivalent of 120 hours of instruction; or it is an equated requirement as a part of an innovative program filed as prescribed in rule 12.9(256). A fractional unit shall be calculated in a manner consistent with this subrule. Multiple-section courses taught at the same time in a single classroom situation by one teacher do not meet this unit definition for the assignment of a unit of credit. However, the third and fourth years of a foreign language may be taught at the same time by one teacher in a single classroom situation each yielding a unit of credit.

- 4. Description of how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]**

It is anticipated that Office of Vocational and Adult Education (OVAE) will continue to utilize the Consolidated Annual Report (CAR) format to collect student attainment data from each state. Iowa will continue to align its implementation of Perkins IV with its efforts to implement ESEA legislation. Throughout the life of Perkins III, both programs defined a student as being academically proficient in the areas of math and reading if they scored at the 41st percentile (national norms) or higher on the math and reading assessment components of the Iowa Test of Educational Development. This alignment will continue into the implementation of Perkins IV. Iowa has the capability of tailoring our reporting to identify the student attainment in an individual program of study, as well as reporting on the consortium and career cluster levels. The outcome of the student academic attainment measures will be evaluated on the state and recipient levels.

Per the description in item #1 the Department will convene a subcommittee of the Perkins Five-Year Planning committee to address the proposed measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels. The subcommittee will

be composed of career and technical education practitioners from eligible recipients at the secondary and postsecondary levels, as well as Department of Education and personnel that have assignments addressing performance indicators in other federal programs administered by the Division of Community Colleges and Workforce Preparation within the Department of Education. This subcommittee will be given the charge of aligning performance indicators of other State and Federal programs to the greatest extent possible.

- 5. On the forms provided in Part C of this guide, you must provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the State’s performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(II)]**

Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State plan, and to reach agreement with the Department on “adjusted performance levels” for each of the core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.

- a. Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students’ attainment of “challenging academic content standards” and “student academic achievement standards” that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State’s academic assessments (i.e. the State’s reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students’ attainment of these State standards. Thus, a State’s core indicators must include career and technical education students’ proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State’s assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.

To measure attainment of these standards, a State must develop and reach agreement with the Department on “adjusted performance levels,” which constitute the State’s performance targets for a program year. Permissible targets (i.e. “adjusted performance levels”) would be a State’s “annual measurable objectives” (AMOs) from its State’s ESEA accountability workbook. (To ensure

that a State's schools are making "adequate yearly progress" (AYP) as required under section 1111(b)(2)(A) of the ESEA, section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the State's academic assessments each year.) Under the Perkins Act, a State may propose different performance levels (targets) instead of its AMOs as discussed below.

- b. Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level "student graduation rates (as described in section 1111(b)(2)(C)(vi) of the [ESEA])." Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State's schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide targets for graduation rates under section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year.

The Department strongly encourages your State to reach agreement on "adjusted performance levels" required under section 113 of the Perkins Act for the core indicators discussed in (a) and (b) above that are the same as your State's AMOs or targets that your State adopted to ensure that your State's schools are making AYP as required under section 1111(b)(2) of the ESEA. However, as noted above, your State may not have established targets for graduation rates under the ESEA, or your State may wish to propose performance levels for these core indicators that are different from your State's targets. If so, your State must provide baseline data using your State's most recent year's achievement data or graduation rate under the ESEA, propose performance levels, and reach agreement with the Department on "adjusted performance levels." (The Secretary is considering whether to issue regulations requiring a State to agree to "adjusted performance levels" under the Perkins Act that are the same as the State's AMOs or targets for graduation rate under the ESEA. If the Secretary decides to regulate on this issue and adopts final rules, a State may be required to amend its State plan.)

See Part C: Accountability Forms

Alignment of the State's measure for 4S1 – Graduation Rate, with the State's methodology under ESEA is difficult due to Iowa's use of summative data to account for dropouts, making it impossible to account for which of those students are CTE concentrators. Due to this difficulty we will not be able to provide baseline data for this measure. In Fiscal Year 2008, the State's data system will allow for a change in the methodology which will utilize individual data, thereby allowing for the measure to be aligned for the student populations targeted in both ESEA and Perkins IV.

6. Description of the process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(4)(A)(i)(II); sec. 122(c)(10)(B)]

Upon approval of the performance indicators by the federal Department of Education, the state Department of Education will, to the greatest extent possible, provide each eligible recipient with baseline data. These data will be used to reach an agreement regarding the eligible recipients' adjusted levels of performance. All eligible recipients will reach an agreement on the local adjusted level of performance using these data. The Perkins Act provides the eligible recipient the opportunity to accept the state agreed levels of performance. Where this option is accepted, the eligible recipient will be held accountable to the state agreed levels of performance and not the agreed levels based on the most recent data available.

The Department of Education will provide each eligible recipient with the most recent data that was reported to the state on their behalf. These data will be used in the negotiation process to reach an agreement on the recipient's agreed to targeted level for performance on each indicator. Recipients will have the opportunity to accept the state agreed level of performance for a given indicator or a performance level that demonstrate improvement per the most recent baseline data.

7. Description of the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]

On an annual basis, the eligible recipient will have the opportunity to request a review of their agreed levels of performance. This request will be made during the application process. Upon a request for review of their local agreed levels of performance, the following method will be utilized.

- The eligible recipient will provide a written rationale to why and to what extent the local agreed levels of performance should be adjusted.
- The eligible recipient will provide data that supports the request to adjust their local levels of performance.
- The state department of education will review the request and negotiate with the eligible recipient to make any adjustment to their agreed levels of performance.

- 8. Description of how data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable will be reported, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].**

Data will be collected electronically by the State for both the secondary and postsecondary levels.

The Department of Education's Management Information System (MIS) is the source, which the State utilizes to obtain input from eligible recipients at the postsecondary level. The purpose of the MIS is "...to collect data electronically from the community colleges to provide information about credit and non-credit students, credit student awards, programs and courses, human resources, and community college finances, and improvement and accountability of the system." The Department of Education conducts a multi-step process to ensure accuracy and reliability. An annual data dictionary and reporting manual are issued to ensure statewide reporting standards and definitions. Once data is submitted internal edits are conducted to identify reporting errors with the file layout or data elements. A summary report of the data submission is created and sent to the eligible recipient's administration for confirmation. Once confirmed by the eligible recipient, Department of Education staff further reviews the data to compare with previous years and identify possible issues to be resolved.

The Department of Education's Project EASIER (Electronic Access System for Iowa Education Records) and Project Easier Plus CTE are initiatives involved in the transfer of individual student records, which include data on CTE programs. The mission of the projects is to reduce data burden, encourage better decision-making by establishing and maintaining a cost effective method of accessing and transferring accurate and timely education information among school districts, postsecondary institutions and the Iowa Department of Education. The Department of Education Project EASIER staff conducts a multi-step process to ensure accuracy and reliability. An annual reporting manual is issued to ensure statewide reporting standards and definitions. Electronic data submission allows for the file to be filtered for errors and rejected if errors are detected. This filter will also issue warnings to indicate possible "out of bounds" responses. A summary report of the data submission is created and available for the eligible recipient's administration to certify. Once certified by the eligible recipient, Project EASIER staff further reviews the data to compare with previous years and identify possible issues to be resolved.

Underlying principles of the projects include a commitment toward reduction of paper-based state reporting, building on existing technologies available to schools, a commitment toward the elimination of paper-based college transcripts, the adoption of a common basis for facilitating meaningful information exchange, and greater security of confidential student information.

9. Description of how the State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

The annual grant letter approval that is issued to each local recipient, including consortia, will include specific language describing the agreed upon performance levels for the program year of the grant for each indicator as described in section 113(b) and 203(e) of the Act. These performance levels will then be entered in the recipient's (and each sub-recipients in the case of a consortium) specific web-based (Project EASIER plus CTE) reporting document for that given program year.

10. Description of annual evaluation of the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]

The Iowa code 258.4(7) requires LEAs and community colleges to conduct an annual review of at least 20% of the approved career and technical programs. At the secondary and postsecondary levels, the Department of Education confirms the compliance of these requirements and use of evaluation data for program improvement purposes through the LEA and community college accreditation and review process.

The Director of the Iowa Department of Education meets on a regular basis with other Iowa Department Directors to coordinate interagency activities and cooperative initiatives; additionally, a CTE consultant serves as the Department's liaison with the Iowa Workforce Development (IWD) and attends the IWD Board's monthly meetings; the State Board of Education and the IWD Board are initiating a joint meeting in 2007. The DE and IWD have jointly developed and disseminated career information resources and instructional tools to our schools. The Division also coordinates the Adult Basic Education and Family Literacy Grant, strengthening the linkage between CTE and basic education and GED programs. Iowa has been successful in conducting a data match between the administrative records (UI) records of IWD and the community college MIS; both agencies are jointly supporting an enhanced administrative records match capability for the state.

B. Other Department Requirements

1. **Except as noted above with respect to the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:**
 - (a) The student definitions that you will use for the secondary core indicators of performance and the postsecondary/adult core indicators of performance;
 - (b) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year, except that, for the indicators for which your State must use your State's standards, assessment, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will not need to submit baseline data; and
 - (c) Proposed performance levels as discussed above, except that, for the indicators for which your State must use your State's standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State's AMOs and targets for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.

See Part C

2. **You must identify the program areas for which the State has technical skill assessments, the estimated percentage of CTE students who take technical skill assessments, and the State's plan for increasing the coverage of programs and students reported in future program years.**

The State has not adopted statewide technical skill assessments for any program area. In 2006, the Department of Education conducted a survey of high schools and community colleges to gather baseline data on the utilization of industry skill assessments and credentials; however the number of CTE students who take such assessments remains indeterminable. The Department is exploring ways to increase the number CTE students pursuing and completing industry skills credentials. As a part of this process, Department personnel are participating in a variety of activities including the Next Steps Working Group's Technical Skills Assessment Study Group, Data Quality Institutes, and other efforts.

V. TECH PREP PROGRAMS

A. Statutory Requirements

1. Describe the competitive basis or formula you will use to award grants to Tech Prep consortia. [Sec. 203(a)(1)]

Each of the 15 area consortia of the state will receive a basic allocation of \$50,000. The balance awarded to each consortium will be based on the number of local education agencies in the area that choose to participate in the consortium. Superintendents of all secondary districts in each area must sign an affidavit regarding their choice to participate in the consortium. Ninety-five percent (95%) of the Tech Prep funds will be awarded to consortia in this manner. The remaining five percent (5%) will be used for administration at the state level.

Evaluation of Tech Prep consortia activities will include measurement of the increases in establishment of “Programs of Study” within a region. Where little progress is shown, the state reserves the right to reduce the allocation to the consortium and distribute funds to other consortia as a means to effectively develop Tech Prep programs.

B. Other Department Requirements

1. Submit a copy of the local application form(s) used to award Tech Prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.

Refer to Appendix D for the Tech Prep Application.

Refer to Appendix E for the Review Criteria to evaluate the Tech Prep application.

2. Provide a list of the consortia that the state expects to fund and the estimated or projected level of funding for each consortium.

Refer to Appendix F.

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

1. **Description of how the recipient agency (State Board) will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that it chooses to consolidate under Section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]**

The Transition Plan continues the formula for distribution of funds between the two sectors that was implemented by the state per the Perkins III legislation. The formula for the funds received through Perkins III was based on input from a taskforce composed of administrators of secondary school districts and community colleges. Three factors are utilized to determine the distribution of funds received through Section 112 (1)(a) to the two sectors. The factors gave consideration to the enrollments (contact hours) in career and technical education programs in each of the sectors, the costs incurred by each sector to operate the programs, and the factors (population data) utilized by the U.S. Department of Education to distribute Career and Technical Education Assistance to the States. These factors were selected because together they provided a means to give full consideration to the comprehensive nature of career and technical educational programs and the needed investment of additional resources in both sectors to enable the achievement of the state's vision for its Career and Technical Education system.

The distribution of funds between the two sectors is based on the following formula:

- One-third (1/3) of the funds is distributed based upon the proportional share of the total contact hours generated by the career and technical education programs in each sector.
- One-third (1/3) of the funds is distributed based upon the proportional share of the total operation costs incurred by each sector to conduct career and technical education programs.
- One-third (1/3) of the funds is distributed based upon the federal method of calculating each state's share of the total federal appropriation. The portion of funds that have awarded to state for the population group for ages 15-19 will be awarded to the secondary sector and the balance of the funds will be awarded the post-secondary sector.

Based on the formula described above, 56 percent of the funds received in Section 112(1)(a) will be distributed to the secondary sector and 44 percent of the funds will be distributed to the postsecondary sector.

- 2. List of allocations made available by the eligible agency (State Board) for career and technical education programs under Section 131(a)-(e) of the Act and description of how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Section 131(g)]**

The attached secondary allocation table (Appendix G) documenting the data utilized to develop each portion of the allocation and the total allocation for each district, will be distributed to Perkins contact persons and the chief administrator of each local educational agency and FY 07 Perkins fiscal agency in mid-April, 2007 via an electronic transmittal. This transmittal will also include the local FY 08 Perkins application and the instructions for completing the application. This will be augmented with an on-site technical assistance meeting in each community college region of the state.

- 3. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State. [Section 122(c)(6)(A); Sec. 202(c)]**

Please see Appendix H.

- 4. Description of how the recipient agency (State Board) will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]**

Funds distributed to a consortium must be used to benefit all members. As required by the Perkins Act, funds may not be returned to a member of the consortium based upon their contribution to the total consortium allocation. Decisions about fund distribution to members of the consortium will be made based upon a plan all members of the consortium develop.

- 5. Description of how the recipient agency (State Board) will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]**

Iowa currently does not have any consortia at the post-secondary level. If the need arises to create consortia the following process will take effect. Funds distributed to a consortium must be used to benefit all members. As required by the Perkins Act, funds may not be returned to a member of the consortium based upon their contribution to the total consortium allocation. Decisions about fund distribution to members of the consortium will be made based upon a plan all members of the consortium develop.

- 6. Description of how the recipient agency will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]**

Section 131.a.3 of Perkins IV states:

ADJUSTMENTS—Each eligible agency, in making the allocations under paragraphs (1) and (2), shall adjust the data used to make the allocations to—

- (A) reflect any change in school district boundaries that may have occurred since the data were collected; and
- (B) include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs.

When district boundaries change, the Department will do the following:

1. When districts merge after population and enrollment data has been collected, the Department will combine the population and/or enrollment data for the merging districts.
2. When a district dissolves after population and enrollment data has been collected, the Department will split the enrollment of the dissolving district between the receiving district(s) based on data obtained from the School Finance Team.

The Department will obtain enrollment data from the Bureau of Planning, Research and Evaluation for local educational agencies without geographical boundaries and include those figures when making allocations.

- 7. Description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in Section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in Section 131(a) and/or Section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in Section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in Section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.**

No alternative allocation formula is proposed.

B. Other Department Requirements

1. Submit a detailed project budget, using the forms provided in Part B of this guide.

See attached detailed budget based on preliminary estimates posted by the U.S. Department of Education's Budget Service on February 5, 2007 in Part B.

2. Provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under Sections 112(a) and (c) (reserve) of the Act.

See attached list of estimated allocations in Appendix I

3. Description of the secondary and postsecondary formulas used to allocate funds available under Section 112(a) of the Act, as required by Section 131(a) and 132(a) of the Act.

a. Distribution of Reserve Funds to Eligible Recipients (Section 112a)

Funds received through this Section (112a) will be distributed to postsecondary eligible recipients on a formula basis. Each recipient will be eligible to receive a grant of up to \$10,000.

b. Distribution of Funds to Secondary Education Programs (Section 131)

Funds received through this Section (131) will be allocated to local educational agencies within the state as follows:

Thirty percent (30%) will be allocated to such local educational agencies in the proportion to the number of individuals aged five through 17, inclusive, who reside in the school district served by such local educational agency for the preceding fiscal year compared to the total number of such individuals who reside in the school districts determined on the basis of the most recent satisfactory data provided to the secretary by the Bureau of the Census for the purpose of determining eligibility under Title I of the Elementary and Secondary Education Act of 1965.

Seventy percent (70%) of the funds will be allocated to each local educational agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local educational agency and are from families below the poverty level for the preceding fiscal year, as determined on the basis of the most recent satisfactory data used under section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared to the total number of such individuals who reside in school districts served by all of the local educational agencies in the state for such preceding fiscal year.

c. Distribution of Funds to Postsecondary Education Programs (Section 132)

Each community college or consortium of community colleges will be allocated an amount that bears the same relationship to the portion of funds made available under Section 112(a)(1) for the postsecondary sector as the sum of the number of individuals who are Federal Pell Grant recipients and recipients of assistance from the Bureau of Indians Affairs enrolled in career-technical or college parallel/career option programs. Funds made

available for a given fiscal year will be allocated base on the sum of the number of such recipients enrolled in such programs in the preceding fiscal year.

A consortium of community colleges will be required to operate joint projects that provide services to all postsecondary institutions participating in the consortium and mutually beneficial to all members of the consortium. Such funds will not be reallocated to individual members of the consortium for purposes of programs benefiting only one member of consortium. Consortia will also be required to describe in their application for funds the process they will utilize to allocate funds within the consortium.

4. Description of the competitive basis or formula to be used to award reserve funds under Section 112(c) of the Act.

Reserve funds will be made available to community colleges on a formula basis. (Refer to Appendix J)

5. Description of the procedures used to rank and determine eligible recipients seeking funding under Section 112(c) of the Act.

The eligible recipient will be ranked based on the college's percentage of career and technical education students. The colleges with the highest percentage of career and technical education students would be ranked the highest. Reserve funds will be made available on a regional basis to community colleges that propose to advance the academic core in support of career and technical education programs linked to economic development priorities of the state (i.e., Information Technology, Bioscience/Biotechnology, and Advanced Manufacturing)

6. Description of the procedures to be used to determine eligible recipients in rural and sparsely populated areas under Section 131(c)(2) or 132(a)(4) of the Act.

All eligible local education agencies because of their close proximity to other local educational agencies have been able to join a consortium and access services funded by their Perkins allocation. Thus no additional procedures are proposed to address rural and sparsely populated areas.

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

1. Provide a written and signed certification that----

- (a) The plan is submitted by the State agency that is eligible to submit the plan [34 CFR 76.104(a)(1)] [Note: The term ‘eligible agency’ means a State board designated or created consistent with State law as the sole State agency responsible for the administration, or the supervision of the administration, of career and technical education in the State. (Sec Sec.3(12)).]
- (b) The State agency has authority under State law to perform the functions of the State under the program. (34 CFR 76.104(a)(2))
- (c) The State legally may carry out each provision of the plan. (34 CFR 76.104(a)(3))
- (d) All provisions of the plan are consistent with State law. (34 CFR 76.104(a)(4))
- (e) A State officer, specified by title in the certification, has authority under state law to receive, hold, and disburse federal funds made available under the plan. (34 CFR 76.104(a)(5)) Note: If a state wishes the Department to continue sending the grant award documents directly to the state director, this individual’s title needs to be listed on this portion of the assurance.
- (f) The state officer who submits the plan, specified by title in the certification, has authority to submit the plan. (34 CFR 76.104(a)(6))
- (g) The agency that submits the plan has adopted or otherwise formally approved the plan. (34 CFR 76.104(a)(7))

As established by Iowa Code Section 256.1 (and provided in detail by this plan in B2, Program Administration, the State Board of Education has the authority to develop, submit the state plan, and carry out the functions of the state plan, and disburse funds.

B. Other Assurances

1. Submit a copy of the State plan into the State Intergovernmental Review Process. (Executive Order 12372; 34 CFR 79)
1. Provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters; and drug-free workplace requirements. (See <http://www.ed.gov/policy/fund/guid/gposbul/gpos12.html>)
2. Provide a complete and signed Assurance for Non-Construction Programs Form. (See http://wdcrobiis08/doc_img/sf424b.doc)
3. Provide a signed assurance that you will comply with the requirements of the act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. (Section 122(c)(11))
4. Provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a

direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(c)(12))

5. Provide a signed assurance that your state will waive the minimum allocation as required in Section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. (Section 131(c)(2))
6. Provide a signed assurance that your state will provide, from non-federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-federal sources for such costs for the preceding fiscal year (Section 323(a))
7. Provide a signed assurance that your state and eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. (Section 317(a))

PART B: BUDGET FORMS

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)
Based on April 4, 2007 estimates

A. I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	\$12,149,672
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ 0
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	\$ 12,149,672
D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x 85%</i>)	\$10,327,222
1. Reserve (<i>not more than 10% of Line D</i>)	\$ 150,000
a. Secondary Programs (0% of <i>Line D</i>)	\$ 0
b. Postsecondary Programs (100% of <i>Line D</i>)	\$ 150,000
2. Available for formula allocations (<i>Line D minus Line D.1</i>)	\$ 10,177,222
a. Secondary Programs (56% of <i>Line D.2</i>)	\$ 5,699,244
b. Postsecondary Programs (44% of <i>Line D.2</i>)	\$ 4,477,978
E. Leadership (<i>not more than 10%</i>) (<i>Line C x 10%</i>)	\$ 1,214,967
a. Nontraditional Training and Employment (\$ 100,000)	
b. Corrections or Institutions (\$ 100,000)	
F. State Administration (<i>not more than 5%</i>) (<i>Line C x 5%</i>)	\$ 607,483
G. State Match (<i>from non-federal funds</i>)¹	\$ 607,483

¹ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State	\$1,245,235
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$0
C. Amount of Title II Funds to Be Made Available For Tech-Prep (<i>Line A less Line B</i>)	\$1,245,235
D. Tech-Prep Funds Earmarked for Consortia	\$1,182,973
a. Percent for Consortia (<i>Line D divided by Line C</i>) [95 %]	
b. Number of Consortia	15
c. Method of Distribution (<i>check one</i>): <input checked="" type="checkbox"/> Formula <input type="checkbox"/> Competitive	
E. Tech-Prep Administration	\$62,262
a. Percent for Administration (<i>Line E divided by Line C</i>) [5 %]	

PART C: ACCOUNTABILITY FORMS

Student Definitions

A. Secondary Level:

CTE Participant: A secondary student who has earned one half (0.5) or more units in any career and technical education (CTE) program area.

CTE Concentrator: A secondary student who has earned one and a half (1.5) or more units in a single CTE program area (e.g., health care or business services).

B. Postsecondary/Adult level:

CTE Participant: A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

CTE Concentrator: A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry- recognized credential, a certificate, or a degree.

Table 1

FINAL AGREED UPON PERFORMANCE FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	State and Local Administrative Records via Project EASIER Plus CTE	B: 71.63%	L: 74.2% A:	L: 79.3% A:
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, have left secondary education.</p>	State and Local Administrative Records via Project EASIER Plus CTE	B: 75.33%	L: 74.2% A:	L: 79.3% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p>2S1 Technical Skill Attainment 113(b)(2)(A)(ii)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took the assessments during the reporting year.</p>	<p>State and Local Administrative Records via Project EASIER Plus CTE</p>	<p>B: Not available</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
<p>3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	<p>State and Local Administrative Records via Project EASIER Plus CTE</p>	<p>B: Not available</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p>4S1 Student Graduation Rates 113(b)(2)(A)(iv)</p>	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	<p>State and Local Administrative Records via Project EASIER Plus CTE</p>	<p>B: NA%</p>	<p>L: 90.3% A:</p>	<p>L: 91.3% A:</p>
<p>5S1 Secondary Placement 113(b)(2)(A)(v)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	<p>State and Local Administrative Records via Project EASIER Plus CTE</p>	<p>B: 95.62%</p>	<p>L: A:</p>	<p>L: A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records via Project EASIER Plus CTE	B: 34.00%	L: A:	L: A:
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records via Project EASIER Plus CTE	B: 29.61%	L: A:	L: A:

Table 2

FINAL AGREED UPON PERFORMANCE FORM (FAUPL)

B. POSTSECONDARY LEVEL/ADULT

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took technical skill assessments during the reporting year.</p>	State and Local Administrative Records via Community College Management Information System	B: Not available	L: A:	L: A:
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	<p>Numerator: Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	State and Local Administrative Records via Community College Management Information System	B: Not available	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p align="center">3P1 Student Retention or Transfer 113(b)(2)(B)(iii)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	<p>State and Local Administrative Records via Community College Management Information System</p>	<p>B: Not available</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
<p align="center">4P1 Student Placement 113(b)(2)(B)(iv)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	<p>State and Local Administrative Records via Community College Management Information System</p>	<p>B: Not available</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
5P1 Nontraditional Participation 113(b)(2)(B)(v)	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records via Community College Management Information System	B: 23.32%	L: A:	L: A:
5P2 Nontraditional Completion 113(b)(2)(B)(v)	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records via Community College Management Information System	B: 15.35%	L: A:	L: A:

