IOWA

FY045 CAR Narrative Report

3P2 Revised March 2006

~~IOWA~~

~~DRAFT~~

Draft 12 24 03

EXECUTIVE SUMMARY section

EXECUTIVE SUMMARY

I.PROGRAM ADMINISTRATION

Formatted: Bullets and Numbering

Formatted

A. Report on State Administration

Formatted

a.Report on State Administration

Formatted

Formatted: Bullets and Numbering

During FY 03FY043 the Bureau of Community Colleges and Career and Technical Education in Iowa continued the process of streamlining its performance reporting process for Perkins grant recipients by refining itsthorough the refinement of the web-based reporting system. The Bureau also reviewed the state's performance data and established new strategies to address those areas that needed improvement. Through a joint effort with the Bureau of Administration and School Improvement, the Department's accreditation process for K-12 school districts continues to includes career and technical education (CTE) evaluation requirements, including the Perkins program performance criteria.

The Iowa Department of Education (DE) is the eligible agency that administers the use of Carl D. Perkins Vocational and Technical Act of 1998 grant funds. More specifically, the Bureau of Community Colleges and Career and Technical Education within the Division of Community Colleges and Workforce Preparation has the responsibility for implementing the is act in Iowa. The Iowa State Board of Education approved the five-year Perkins plan in March 1999. Implementation of the new act began July 1, 1999. The Administrator for the Division of Community Colleges and Workforce Preparation serves as the lead administrator responsible for the plan.

b.B. Report on State Leadership

Formatted: Bullets and Numbering

Formatted

Formatted: Bullets and Numbering

1.Required uses of funds

Iowa used funds to address each of the required activities. AThe areas that were given increased attention in FY 03FY0534 were professional development activities, support for programs tohat improve the academic and the vocational, and technical skills of students, providing preparation for nontraditional training and employment, and support foring partnerships to enable students to achieve state academic academic standards andand vocational skill attainment attainment.

2.Permissive uses of funds

Formatted: Bullets and Numbering

The primary use of these funds in FY 03FY0543 continues to be was technical assistance to career and technical programs and support forof career and technical student organizations.

3.Core indicator activities

Formatted: Bullets and Numbering

The primary activity during FY 03FY0543 was technical assistance to local programs, at at bothboth the the secondary and postsecondary levels, to usetilize the data from the core indicators to as one piece of information for the improvement of the programs.

c.Implications for next fiscal year/state plan

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Draft 12 24 03

- Continue to improve partnerships with state entities to develop a seamless system of education from secondary school to postsecondary opportunities and ultimately to employment.
- Improve the academic achievement of students in CTE programs.
- Increase leadership activities to impact enrollment, retention, and placement of students in nontraditional career programs.
- Refine the data collection system for use in decision-making in the program improvement process.
- Provide professional development for administrators at the secondary and postsecondary levels.

1. Implement a study of the achievement gap in special student populations including students with disabilities, the economically disadvantaged, LEP, and students with educational barriers, as well as students from different racial/ethnic groups.

1.Continue to improve partnerships with state entities to develop a seamless system of education from the secondary school to postsecondary opportunities and ultimately to employment.

2.Improve the academic achievement of students in CTE programs.

3.Increase leadership activities to impact the enrollment, retention, and placement of students in nontraditional career programs.

4.Refine the data collection system for use in decision-making in the program improvement process.

5.Provide professional development for administrators at the secondary and postsecondary levels.

6.Implement a study of the achievement gap in both academic and vocational skill attainment in the special student populations including s of students with disabilities, the economically disadvantaged, LEP, and students with educational barriers, as well as the gaps for studentsthose from different racial/ethnic groups. ?????????

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Draft 12 24 03

II.PROGRAM PERFORMANCE

a.State Performance Summary

At the secondary level, the state exceeded the target performance rating in all categories. At the postsecondary level, the state exceeded all targets with the exception of 4P2 (nontraditional completion), where the state did not meet the target performance by 1.01%. TKC

B. b. Definition of Vocational Concentrator and Tech Prep Students

A secondary vocational concentrator is a student who has a combination of completed and presently enrolled vocational units totaling at least two vocational units (two years) in the vocational program being reported.

A postsecondary vocational concentrator is a student who has a combination of completed and presently enrolled vocational courses representing a full semester/quarter load in the vocational program being reported.

A secondary tech prep student is a student enrolled throughout the year, in one or more courses that are part of the tech prep program sequence.

A postsecondary tech prep student is a student who has completed the secondary education portion of a tech prep program and is now enrolled in the postsecondary portion of the program.

A secondary vocational concentrator is a vocational student who has completed a vocational program sequence of three or more units (three years) as identified by the school district (program completer). COMPLETER DELETE

A postsecondary vocational concentrator is a vocational student who graduates or leaves a program after completing the entire sequence of occupational courses in the program, with or without fulfilling all the necessary requirements leading to a degree, diploma, or certificate (vocational program student completer). DELETE

A tech prep student is a student who completes a program comprised of the six components identified for defining a program as a tech prep program. DELETE

C. C. c. Measurement Approaches and Data Quality Improvement

The state continues itstheir refinement of the data collection system at bothboth the the secondary and postsecondary levels. Steps have been taken to incorporate sSecondary vocational student datia wereas will be iincorporated into the Project Easier, a system that collects all other secondary education student data that was . Implementationto be implemented in is slated for FY05.
Refinement of the web-based method of collecting the data continues as well. DELE

D. TE

Formatted: Bullets and Numbering
Formatted
Formatted: Bullets and Numbering
Formatted
Formatted
Formatted: Bullets and Numbering
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted: Bullets and Numbering
Formatted

Draft 12 24 03

D.

E. **d. Effectiveness of Improvement Strategies in Previous Program Year**

Strategies included professional development and evaluation for the improvement of programs at the secondary and postsecondary levels. Attention was given to increase partnerships to provide a seamless system of education. The state also addressed the achievement gap both in vocational skill attainment and in academic areas for special populations and for students from diverse racial/ethnic groups. In addition, the DE provided professional development to strengthen teacher education faculty.

The strategiesStrategies for web-based reporting usedtilized during FY 0FY0432 resulted in fewer data reporting problems needing to bebeing addressed with districts and colleges. Edits and Eerror messages on the web-based system provided an improved means to improve ensure thate informationdata being entered into the system waswas appropriate. TKG

E. e. Improvement Strategies for Next Program Fiscal Year 2007Year and Beyond

Improvement strategiesStrategies will include professional development and evaluation for the improvement of programs for students at bothboth the the secondary and postsecondary levels. AThere will be attention will be given to increaseing the partnerships necessary to provide a seamless system of education. The state will also address the achievement gap in both in the vocational skill attainment and in academic areas for special populations and for students from diverse racial/ethnic groups. In addition, the DE will provide professional development to strengthen teacher education faculty.

Formatted: Bullets and Numbering

Formatted

I. PROGRAM ADMINISTRATION

APart I. Report on State AdministrationState Administration (Section 121)

A. Sole State Agency and Governance Structure

Coordination of Plan Implementation: The Iowa Department of Education is the eligible agency that administers the use of Carl D. Perkins Vocational and Technical Act of 1998 grant funds. More specifically, the Bureau of Community Colleges and Career and Technical Education within the Division of Community Colleges and Workforce Preparation has the responsibility for implementing this act in Iowa. The Iowa State Board of Education approved the five-year Perkins plan in March 1999. Implementation of the new act began July 1, 1999.

The plan is administered by the Bureau of Community Colleges and Career and Technical Education. The Aadministrator for the Division of Community Colleges and Workforce Preparation serves as the lead administrator responsible for the plan.

Allocations to Iowa's 15 community colleges and the Ssstate's arealocal education agencies (ALEAs) are determined by the formula outlined in the Iowa State Plan. Institutions receive notice of their allocations in early spring, and applications are reviewed in June with the goal of approval before July 1. Individual consultants are assigned to specific areas of the state and are responsible for providing technical assistance in their assigned areas for both the secondary and postsecondary levels.

The Iowa State Plan is being implemented in the context of the following purpose:

> **The purpose of Iowa's vocational and technical education system is to provide all Iowans with access to articulated secondary/postsecondary programs that provide the technical knowledge and skills necessary for success in Iowa's workforce.**
>
> ~~**The purpose of Iowa's vocational and technical education system is to provide all Iowans with access to articulated secondary/postsecondary programs that provide the technical knowledge and skills necessary for success in Iowa's workforce.**~~

Formatted

In support of both the Pplan and the fulfillment of this purpose, the State of Iowa is engaged in an ongoing process to examine workplace needs and to develop strategies to address them. The programs in career and technical education (CTE) implemented under the Perkins Act are essential elements to meet those needs in Iowa. Thus the coordination of the implementation process is based in part on a continuous quality improvement model.

All Perkins grant recipients are monitored by means of on-site visits by Bbureau staff at least once every three years. Staff conducting the visits use a standardized monitoring guide developed by the Bbureau staff. The DepartmenEt's comprehensive school improvement/accreditation process, in which all K-12 districts are reviewed by an on-site visitation team once every five years, was revised to incorporate a standardized protocol. The protocol includes a section for CTE that addresses program evaluation /improvement issues and the use of performance indicator data.

Draft 12 24 03

The Department currently utilizes a web-based year-end reporting process to collect performance data on all CTE programs offered by Iowa's community colleges and K-12 districts. The collected data were analyzed according to core indicators and negotiated performance standards. Perkins grant recipients were informed regarding the programs and areas needing improvement. These data are also being used in this report to the U.S. Department of Education.

During FY-02 the DepartmentE developed a web-based individual student record reporting system, Project Easier, towhich was ill be implemented by all of the state's K-12 districts in the 2004-05 academic year. This system has been designed to collect student enrollment information and all performance information needed to complete state and federal performance reports including the secondary portion of the Perkins year-end report. IBeginning in FY 05, performance data on secondary career and technicalCTE programs wereill be -collected through the Project Easier this reporting process., and p Performance data on post–secondary career and technical programs will continue to be collected viathrough the CTE web-based year–end reporting process and the community college Management Information System (MIS). This process was further refined in FY04. The collected data wereare analyzed according to core indicators and negotiated Final Agreed Upon Performance Levels (FAUPL). Perkins grant recipients are informed regardingof the secondary programs needing improvement through a program specific report of the FAUPL attainment. The post-secondary programs are notified of their program specific FAUPL attainment through a series of reports. These data are also used in this report to the U.S. Department of Education.

The Iowa Center for Career and Occupations Resources (ICCOR) is housed within the Bureau of Community Colleges and Career and Technical Education and the working relationship between the staff of ICCOR and the CTE consultants is very strong. Because of this co-location, the working relationship between the staff of ICCOR and the consultants working directly with CTE is very strong. The Ccenter explored the development of an additional partnership with the Iowa College Aid Commission for the purpose of providing for the ongoing operation of the computerized career information and planning system (CHOICES). It was agreed that the partnership would be implemented in FY 05 and that this portion of ICCOR would be transferred to the commission. This new partnership will provide additional recourses that will be utilized to promote the increased usage of current relevant career planning information by parents, students, instructors, and counselors of Perkins recipients.

the responsibility for teacher workshops highlighting CHOICES would be transferred to the commission to increase the number of workshops.

Formatted

Formatted

Draft 12 24 03

Ongoing consultation with partners: Implementation of the State Plan continues to require numerous meetings at the state and local levels in order to assure that local education agencyLEA personnel are knowledgeable about the requirements of the Act. Specific meetings and consultations were held with both postsecondary and secondary level personnel and included the following:

- Fall and spring workshops for Perkins contacts and fiscal agents, both secondary, and postsecondary;.
- Monthly meetings with community college career and technical directors and deans on Perkins related issues, including the use of data from the program performance reporting system;.
- Monthly meetingsMeetings with the regional tech prep coordinators on issues related to the improvement of transition between secondary and post-secondary CTE programs;.
- Annual review of the community college management information system (MIS) to see if additional forms of data were needed; and.
- Involvement with workforce investment partners to review performance measures.
- Collaboration with local education agencies, community college CTE deans and directors, and tech prep coordinators to better identify strategies to measure competency attainment.
- Collaboration with community colleges to design a strategy to identify individual students enrolled in tech prep and to collect the necessary data.

Internal consultant and administrative meetings: On a regular basis, Bbureau leadership convenesleadership convenes work teams composed of withof Perkins consultants to address implementation issues related to the State Plan. Area tech prep coordinators meet regularly as well, with Perkins consultants participating in these meetings. During FY054, Bbureau staff reviewed and analyzed state performance data and determined strategies for leadership activities deemed necessary in light of the data collectednecessary.

Linkage to implementation of the Workforce Investment Act: Information regarding the requirements for the role of community colleges receiving Perkins funds in the one-stop shops established under the Workforce Investment Act was developed in the Iowa Department of EducationDE and shared with all constituents. A consultant from the Bureau of Community Colleges and Career and Technical Education serves as a direct liaison with Iowa Workforce Development, including attendance at State Workforce Development Board meetings, in order to assure the best possible partnerships on issues of mutual concern. Information regarding all programs and services provided through use of Perkins Act funds are made available to them.

B. Organization of Vocational and Technical Education Programs

Career and technical education programs are currently aligned with a career pathway framework. The Career Pathways concept was originated through Tech Prep and model standards and benchmarks have been developed through the joint efforts of the Association of Business and Industry (ABI), Department of Education, Department of Economic Development, Department of Workforce Development, and the School-to-Work office. It is only a model and a resource, not a mandate. This is reflective of supporting legislation through School-to-Work and Chapter 12 of the Iowa Code (Comprehensive School Improvement and HF-2272). Essential elements of the framework are as follows:

1. Academic Knowledge and Skills: A K-12+structure of basic literacy knowledge and skills related to reading, language, math, and science (at a minimum). Actual knowledge and skills are developed locally.
2. Employability Knowledge and Skills: These are the workplace know-how skills needed to succeed in the workplace. It includes a listing of employability standards and benchmarks for all students.
3. Career Area Knowledge and Skills: A structure of knowledge about all aspects of a sector of the economy or sector of employment in the following areas: Agriscience and Natural Resources, Arts and Communications, Business/Information and Marketing, Engineering/Industrial and Technological Sciences, Family and Human Services, and Health Sciences.
4. Occupational Cluster Knowledge and Skills: A 9-14 structure of standards and benchmarks, addressing specific occupational skills necessary for students preparing for entry in career interest with a broad cluster of related occupations. These were developed within each of the following service areas:

Formatted: Bullets and Numbering

Formatted

Formatted

Agriscience and Natural Resources, Business and Information Technology, Engineering/Industrial Technology, Health Sciences, Family and Human Services, and Marketing.

Draft 12 24 03

Part II. Report of State Leadership (Section 124) Report on State Administration

Coordination of Plan Implementation: The Iowa Department of Education is the eligible agency that administers the use of Carl D. Perkins Vocational and Technical Act of 1998 grant funds. More specifically, the Bureau of Community Colleges and& Career and Technical Education within the Division of Community Ccolleges and Workforce Preparation has the responsibility for implementing this act in Iowa. The Iowa State Board of Education approved the five-year Perkins plan in March of 1999. Implementation of the new act began July 1, 1999.

The State plan is administered by the Bureau of Community Colleges and Career and Technical Education. The Administrator for the Division of Community Colleges and Workforce PreparationDevelopment serves as the lead administrator responsible for the plan.

Allocations to Iowa's the 15 community colleges and the state's arealocal education agencies (AEAs) are determined by the formula outlined in the Iowa State Plan. Institutions receive notice of their allocations in early spring and applications are reviewed in June with the goal of approval before July 1. Individual consultants are assigned to specific areas of the state and are responsible for providing technical assistance in their assigned area for both the secondary and postsecondary levels.

The Iowa State Plan is being implemented in the context of the following purpose:

The purpose of Iowa's vocational and technical education system is to provide all Iowans with access to articulated secondary/postsecondary programs that provide the technical knowledge and skills necessary for success in Iowa's workforce.

In support of both the Pplan and the fulfillment offulfilling this purpose, the State of Iowa is engaged in an ongoing process to examine workplace needs and the to develop strategies to address them. TCareer and technical education and the programs in CTE implemented under the Perkins Act are essential elements to meet thosee needs inof Iowa. Thus the coordination of the implementation process is based in part onf a continuous quality improvement model.

All Perkins grant recipients are monitored by means ofvia an on-site visits by Bureau staff at least once every three years. SStaff conducting the visits use tilized a standardized monitoring guide developed by the Bureau staff. The Department's comprehensive school improvement/accreditation process, in which all K-12 districts are reviewed byvia an on-site visitation team once every five years, was revised to incorporate a standardized protocol. The protocol includes a section for career and technical educationCTE that addresses program improvement issues and the usetilization of performance indicator data.

In FY02 tThe Bureau implemented a web-based year-end reporting process to collect performance data on all career and technical educationCTE programs offered by Iowa's community colleges and K-12 districts during FY 02. This process was refined in FY 03FY03. The collected dThese data were analyzed according to the core indicators and the negotiated performance standards. Perkins grant The recipients were informed regarding the programs and areas needing improvement. These data are also being ustilized in this report to the U.S. Department of Education.

The staff from Iowa Center for Career and Occupations Resources (ICCOR) is also housed within the Bureau of Community Colleges and Career and Technical Education. Because of this co-location, the working relationship between the staff of ICCOR and the consultants working directly with career and technical educationCTE is very strong. This also enhances the use of current relevant career planning information by Perkins recipients.

Ongoing consultation with partners: Implementation of the State Plan continues to require numerous meetings at the state and local levels in order to assure that local education agency personnel are knowledgeable about the

requirements of the Act. Specific meetings and consultations were held with both postsecondary and secondary level personnel and included the following:

- Fall and spring workshops for Perkins contacts and fiscal agents, both secondary and postsecondary.
- Monthly meetings with community college career and technical directors and deans on Perkins related issues, including the use of data from the program performance reporting system.
- Monthly meetings with the regional tech prep coordinators on issues related to the improvement of transition between secondary and post-secondary career and technical educationCTE programs.
- Annual review of the community college management information system (MIS) to see if additional forms of data were needed.
- Involvement with workforce investment partners to review performance measures.
- Collaboration with local education agencies, community college CTE dDeans and dDirectors, and tech prep coordinators to better identify strategies to measure competency attainment.
- Collaborationing with community colleges to design a strategy to identify individual students enrolled in tech prep and to collect the necessary data.

Internal consultant and administrative meetings: At least monthly, the Bureau representatives of Community Colleges and Career and Technical Education meets with Perkins consultants to address implementation issues related to the State Plan with identified Perkins consultants. Area tech prep coordinators meet regularly as well, with and Perkins consultants regularly participatingte in theose meetings. During FY 03FY03, Bureau staff reviewed and analyzed the state performance data and determined strategies for leadership activities deemedthat were necessary to address in light as a result of the data collected.

Linkage to implementation of the Workforce Investment Act: Information regarding the requirements for the role of community colleges receiving Perkins funds in the one-stop shops established under the Workforce Investment Act was developed in the Iowa Department of Education and shared with all constituents. A consultant from the Bureau of Community Colleges and Career and Technical Education serves as a direct liaison with Iowa Workforce Development, including attendance at the State Workforce Development Board meetings, in order to assure the best possible partnerships on issues of mutual concern. Information regarding all programs and services provided through use of Perkins Act funds are made available to them.

b.B. Report on State Leadership (Section 124)

Perkins III leadership funds support a wide array of activities in Iowa. Consultant staff, partially funded byout of leadership funds, address both the required and permissive lists of leadership activities. SThe staff with program specialties (agriculture, industrial technology, family and consumer sciences, business, marketing, and health occupations) provides significant leadership to the community colleges, secondary schools, and teacher preparation institutions across the state. Under their leadership, the Department of EducationDE staffalso issues contracts for activities that address leadership priorities. The fFollowing are examples of activities that have been conducted using leadership funds during FY2005 43. They are provided in the order listed in the Perkins III Act.

1. I. Required uses of funds

An assessment of the vocational and technical education programs…that includes as assessment of how the needs of special populations are being met and how such programs are designed….

- In addition to collecting data to evaluate meeting the required indicators, the Sstate of Iowa collecteds data annually on career and technicalCTE using standard designed questionnaires for both secondary and postsecondary programs which receiveding Perkins funds in 2004 5. The questionnaire wasis divided into sections to reflect thereflecting federal requirements for "the required" and "the permissive" use of funds as outlined in the Official Guide to the Perkins Act of 1998. The results of the analyses werewerecare used

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted
Formatted: Bullets and Numbering
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted

to support and to continue to improve on the targeted indicators, to determine causes for not reaching the reaching targeted goals, and most importantly for future planning.

- The DE continued its their contract with the National Student Data Clearinghouse, exploring the system's capability to provide information regarding success of program completers and leavers and their entrance and persistence into postsecondary institutions. The contract enabled a match of the college MIS data files against the clearinghouse data; individual community colleges were also able to track their students into other post-secondary institutions. During FY05, more community colleges took advantage of the contract to conduct their own institutionaltuitional research utilizing this data source. The pilot-test conducted during FY-04 and FY05 has provided evidence of the system capabilities and has been useful in the creation of a refined model of evaluation.

The Business and Information Technology Program Management Committee facilitated the development of assessment resources correlated to the business and information technology standards and benchmarks. In addition, the committee facilitated the development of entrepreneurship resources for all business instructors.

- The Business and Information Technology Program Management Committee facilitated the development of assessment resources correlated to the business and information technology standards and benchmarks. In addition, the committee facilitated the development of entrepreneurship resources for all business instructors.

A contract with the Iowa FFA Association allowed the organization to develop, collect, and analyze the annual FFA chapter report. Data were reported on each secondary agricultural education student, rather than an aggregate of all students. Information on nearly 16,000 individual students was available for use in an analysis of minority and under-represented populations in secondary agricultural education programs. These data will be used to develop a strategic plan to encourage and recruit these populations into agriculture education programs and FFA.The DE entered into a contract with the National Student Data Clearinghouse to pilot test the system's capability to provide information regarding success of program completers and leavers and their entrance and persistence into postsecondary institutions. The contract enabled a match of the MIS data files against the clearinghouse data; individual community colleges were also able to track their students into other post secondary institutions. The DE sponsored a workshop for DE and community college administrators and educators regarding the capability and benefits of the clearinghouse. The DE conducted a pilot test of the system during FY 04.

- A contract with the Iowa FFA Association allowed the organization to develop, collect, and analyze the annual FFA chapter report. Data were reported on each student, rather than an aggregate of all students. Information on nearly 16,000 individual students was available for use in an analysis of minority and under-represented populations in secondary agricultural education programs. These data will be used to develop a strategic plan to encourage and recruit these populations into agriculture education programs and FFA.

Three members of the career and technical educationCTE staff participated in the Focus 2003 Leadership for the New Economy that was held in in Madison, Wisconsin. The purpose of their attendance goal of attending was to learn and understand how national standards and certifications can assist programs in assessing academic and skill attainment. The state did acted on the information learned gathered at this conference and moved forward to disseminate national skill standard and certification information within the state.

A contract with the Iowa FFA Association allowed the organization to develop, collect, and analyze the annual FFA chapter report. Data were reported on each student individually, rather than simply as an aggregate of all students. Thus information on nearly 16,000 individual students was available for use in an analysis of minority and under-represented populations in secondary agricultural education programs. These data will be used to develop a strategic plan to encourage and recruit these populations into agriculture education programs and FFA.A contract with the Iowa FFA Association allowed the organization to develop, collect, and analyze the annual FFA chapter report. DThe data were reportedcollected on each individual student individually, rather than simply as an reporting only aggregate of all studentsd data. Thus information on e data collected on nearly 16,000 individual students provided informationwas available for use in an an analysis of minority and under-represented populations in secondary agricultural education programs. These data will be used to develop a strategic plan to encourage and recruit these populations into agriculture education programs and FFA.

Developing, improving, or expanding the use of technology in vocational and technical education….

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted

Formatted

Formatted: Bullets and Numbering

Formatted

Formatted

Formatted: Bullets and Numbering

Draft 12 24 03

- The Business and Information Technology Program Management Committee, in partnership with the Iowa Business Education Association, provided two-day workshops for business educators involving Microsoft Office 2003, Excel, Access, PC Troubleshooting, Web Page Design, Entrepreneurship, Soft Skills, and Digital Photography. Instructors were given the opportunity to sit for certification testing for Microsoft Office Specialist Certification. These workshops were held in four areas of the state.
- Program consultants continued to use the websites and e-mail distribution lists/listservs to disseminate information and instructional materials to secondary and postsecondary instructors.
- The following Iowa career and technical student organizations maintain websites: Iowa Association of SkillsUSA, Iowa Association of FFA, Business Professionals of Iowa (BPA), DECA, An Association of Marketing Students, Health Occupations Student Association (HOSA), Family, Career and Community Leaders of America (FCCLA), Future Business Leaders of America/Phi Beta Lambda (FBLA/PBL), Postsecondary Agriculture Students (PAS), and Technology Student Association (TSA).
- The Department of Education, in partnership with the Iowa Industrial Technology Education Association, provided instructors with six hours of applied training.~~technical update sessions that included:, Project Lead the Way, Automotive Technology, Welding Technology, Surveying, MasterCam, Pro Desktop and Curriculum assessment. Instructors were provided six hours of applied training in each of these areas. This training was held in conjunction with the Iowa Industry and Technology Educators conference~~

~~The Business and Information Technology Program Management Committee, in partnership with the Iowa Business Education Association, provided two2 day workshops for business educators involving Microsoft Word, Access, PowerPoint, Excel, Web Design, and iPAQ (PDA). Instructors were given the opportunity to sit for certification testing for Microsoft Office Specialist Certification. These workshops were held in three areas of the state.~~

- ~~Program consultants continue to utilize the websites and e-mail distribution lists/listservs to disseminate information and instructional materials to secondary and postsecondary instructors.~~
- ~~The following Iowa student organizations maintain websites: I Iowa Association of SkillsUSA, Iowa Association of FFA, Business Professionals of Iowa (BPA), Distributive Education Clubs of America (DECA) DECA, An Association of Marketing Students, , Health Occupations Student Association (HOSA), Family, Career and Community Leaders of America (FCCLA), Future Business Leaders of America/Phi Beta Lambda (FBLA/PBL), ...and Technology Student Association (TSA).~~

Professional development programs….

Professional Development continues to be an emphasis for the use of leadership funds. The f~~F~~ollowing are examples of specific professional development activities:~~.~~

- Through state membership in the Consortium for Entrepreneurship Education, CTE teachers receive a quarterly newsletter that includes a lesson plan for integrating entrepreneurship into their curriculum. Through this consortium, Iowa also receives information concerning best practices ~~and review of~~ curriculum materials from all ~~national~~ consortium members. Iowa business, marketing and alternative education teachers have received CD's with curriculum information on entrepreneurship and strategies~~tactics~~ to be used in the classroom.
- The Business and Information Technology Program Management Committee, in partnership with the Iowa Business Education Association (IBEA), provided a professional development ICN session for business educators in 15 areas involving problem solving and teamwork curriculum.
- The DE staff provided facilitation for Business and Information Technology area representatives regarding their duties for area professional development. DE staff also provided professional development sessions at the IBEA conference and the Career and Technical Student Organizations (CTSO) advisors' conference and provided business curriculum, including model assessments and

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

entrepreneurship resources to business and information technology area representatives to provide to instructors at their area meetings.

- The DE in partnership with Iowa Business Education Association coordinated the Iowa Business Education Association Conference and the Business Professional Educators of Iowa annual conferences. The conferences provided professional development on topics such as: listening skills, internet based courses, the future of small business, business law, personal finance, learning styles, identity theft, 8th grade technology literacy, No Child Left Behind, Pphotoshop, Iowa teaching standards, distance learning, assessment, video conferencing, job markets, as well as career and technical student organizations.
- The Agricultural Education Professional Development (AEPD) program provided coordination and development of professional development seminars. In FY05, 57 percent% (184 of 323) of secondary and postsecondary educators participated in the program. The AEPD program responded to the assessed needs of agriculture education professionals. which included: Technology use; effective teaching skills and involvement of parents and the community; assistance to instructors in the meeting of performance standards; support services/programs that address the needs of special populations.

The Agricultural Education Professional Development (AEPD) program provided coordination and development of professional development seminars. In FY05, 57% (184 of 323) secondary and postsecondary educators participated in the program. The AEPD program responds to the assessed needs of agriculture education professionals, including:

Technology use;

Effective teaching skills and involvement of parents and the community;

Assistance to instructors in the meeting of performance standards; and

Support services/programs that address the needs of special populations.

The The Ag Alliance partnership conducted a faculty in-service for 57 postsecondary agriculture instructors, which addressed the impact of bio-engineered crops in the international market.

Technical assistance was provided in the implementation of Quality Faculty Plans (QFP), a new approach to faculty development at Iowa's community colleges. By requiring all instructors to create their own individualized professional development strategy, CTE instructors at Iowa community colleges are now encouraged to choose for themselves the professional development activities most appropriate for their subject area and/or career stage.

- DE The Department of Education in partnership with the Iowa Industrial Technology Education Association coordinated the Iowa Industry and Technology Educators conference. that. The conference provideds professional development on technological advancements in technical areas, engineering curriculum resources, instructional strategies, and legislative updates, and . The conference provided networking opportunities.
- Industrial Technology education has maintained a professional development website since 2003. Community colleges, area education agencies, Department of Education and industry have the ability to post professional development opportunities throughout the year. Online surveys and tracking are used to plan future professional development. Other services offered through the website are employment postings, listserv, resources, equipment sharing, and donations.
- The DE has fostered the pre-engineering curriculum developed by Project Lead the Way (PLTW). DE has been successful in encouraging fourteen districts to begin implementation of PLTW in the fall of 2005. Boone Community Schools was the first to register in the program; larger and smaller school district followed close behind. Cedar Rapids Community Schools was the largest district, which implemented PLTW and West Harrison Community Schools (Mondamin, Iowa) was the smallest district, indicating the diverse appeal of the program. Kirkwood Community College, Eastern Iowa Community College District, and Northeast Iowa Community College Three colleges are planning to implement PLTW career academies in partnership with area secondary schools. More than 250 educators and business leaders received information on PLTW through a series of eight regional and three statewide conferences coordinated by the Iowa Department of Education.

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted

Formatted: Bullets and Numbering

Formatted

Formatted

Formatted: Bullets and Numbering

Draft 12 24 03

The Department of Education has fostered the pre-engineering curriculum developed by Project Lead the Way (PLTW). Iowa has been successful in encouraging fourteen secondary districts to begin implementation of PLTW in the fall of 2005. Boone Community Schools was the first to register in the program; lLarger and smaller school district followed close behind. Cedar Rapids is the largest district that is implementing PLTW and West Harrison is the smallest district, indicating the diverse appeal of the program. Kirkwood Community College, Eastern Iowa Community College District and Northeast Iowa Community College are planning to implement PLTW career academies in partnership with area secondary schools. More than 250 educators and business leaders received information on PLTW through a series of eight regional and three statewide conference coordinated by the Iowa Department of Education. Two additional statewide conferences are schedule for November 3rd that will focus on teachers and November 8th that will focus on counselors.

- Regional professional development workshops for Family and Consumer Sciences teachers were held throughout the state. Workshops focusinged on Perkins reporting, including all aspects of the industry, standards and benchmarks, curriculum development, articulation, and reading in the content area.
- The DE in partnership with the Iowa Family and Consumer Sciences Educators for Progress (IFCSEP) coordinated the Iowa Family and Consumer Sciences (FCS) statewide teachers conference. The conference provided professional networking opportunities through round-table discussions and break-outbreakout sessions. Some of the topics addressed were: reporting accurate data for Perkins, integrating math, reading and science into the FCS curriculum, enhancing their curriculum with Family, Career and Community Leaders of America (FCCLA) strategies, financial literacy, and a variety of other content specific topic areas relating to FCS.
- The DE in partnership with Iowa School Counselors Association held the 1st First Counselor Academy to increase the school counselor's knowledge and skills with data to increase student achievement. Sessions focused on Perkins data, standards and benchmarks, partnership opportunities, and technology use of assessment and data collections.
  - Over 200 secondary and postsecondary career and technical (CTE) education administrators and instructors participated in a statewide staff development conference that addressed nationally recognized industry-based skill standards and certifications. The purpose of the conference was to increase the understanding as how these standards and certifications could be utilized in CTE programs to address program performance issues, especially in the area of skill attainment.
  - The conference was designed with the assistance of staff formerly of the National Skill Standards Board and a steering committee composed of secondary and postsecondary representatives from each of the career areas. It featured presentations that provided introductory information regarding the rationale for the use of skill standards and certification, criteria for their selection, and benefits to employers, individuals, and educational program providers.
  - The Agricultural Education Professional Development (AEPD) program provides coordination and development of professional development seminars. In FY04, 59% (191 of 323) secondary and postsecondary educators participated in the program. The AEPD program responds to the assessed needs of agriculture education professionals, including:
    - Technology use;
    - Effective teaching skills and involvement of parents and the community;
    - Assistance to instructors in the meeting of performance standards; and
    - Support services/programs that address the needs of special populations.

- Over 200 secondary and post-secondary career and technical education administrators and instructors participated in a statewide staff development conference that addressed nationally recognized industry-based skill standards and certifications. The purpose of the conference was to increase the understanding as how these standards and certifications could be utilized in career and technical education programs to address program performance issues, especially in the area of skill attainment.

The conference was designed with the assistance of staff formerly of the National Skill Standards Board and a steering committee composed of secondary and postsecondary representatives from each of the career areas. It

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

featured presentations that provided introductory information regarding the rationale for the use of skill standards and certification, criteria for their selection, and benefits to employers, individuals, and educational program providers. The conference also featured presentations by providers of numerous skill standards/certification who provided information regarding the availability of certifications and strategies for their incorporation into career and technical education programs.

- The Agricultural Education Professional Development (AEPD) program provides coordination and development of professional development seminars. In FY04, 59% (191 of 323) secondary and postsecondary educators participated in the program. The AEPD program responds to the assessed needs of agriculture education professionals, including:
  - Technology use;
  - Effective teaching skills and involvement of parents and the community;
  - Assistance to instructors in the meeting of performance standards;
  - Support services/programs that address the needs of special populations.

- The Ag Alliance partnership conducted a faculty inservicein, whichservice for 57 postsecondary agriculture instructors, which addressed the impact of bio-engineered crops in the international market. 57 postsecondary agriculture instructors attended.

The Agricultural Education Professional Development (AEPD) program provides coordination and development of professional development seminars. In FY 03FY03, over 150 secondary and postsecondary educators participated in the program. The AEPD program responds to the assessed needs of agriculture education professionals, including:

a.Technology use;
b.Effective teaching skills and involvement of parents and the community;
c.Assistance to instructors in the meeting of performance standards;
d.Support services/programs that address the needs of special populations.

- The Iowa Department of Education conducted six statewide in-services addressing safety regulations in food production and processing. Participants learned about the implications of HACCP (Hazard Analysis and Critical Control Point) on producers and processors. One hundred and ninety-three (193) secondary and postsecondary agriculture instructors participated in the workshops.
- Through state membership in the Consortium for Entrepreneurship Education, CTE teachers receive a quarterly newsletter that includes a lesson plan for integrating entrepreneurship into their curriculum. Through this consortium, Iowa also receives best practices and review of curriculum materials from all national consortium members and disseminates this information to teachers as well. The National Standards and Benchmarks for Entrepreneurship Education were finalized.Through state membership in the Consortium for Entrepreneurship Education, career and technical educationCTE teachers receive a quarterly newsletter that includes a lesson plan for integrating entrepreneurship into their curriculum. Through this consortium, Iowa also receives best practices and review of curriculum materials from all the national consortium members and disseminates this information to teachers as well. .
- The Business and Information Technology Program Management Committee, in partnership with the Iowa Business Education Association (IBEA), provided two2-day workshops for business educators involving Microsoft Word, Access, PowerPoint, Excel, Web Design, and iPAQ (PDA). Instructors were given the opportunity to sit for certification testing for Microsoft Office Specialist Certification. These workshops were held in three areas of the state.
- The state DE staff provided facilitation for Business and Information Technology Area area representatives regarding their duties for area professional development. A sState consultantDE staff also provided professional development sessions at the Iowa Business Education Association (IBEA) conference and career and technical student organization advisors' conference and the Career and Technical Student Organizations (career and technicalCTSO) student organization advisors' conference and p. Provided curriculum to the business and information technology area representatives to usetilize at their area

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Draft 12 24 03

meetings. Four additional area representatives presented the financial literacy information on which that they had been trained on the previous year.

- Facilitated the discussion between the business and technicalcareer and technical students organizations to considerlook at possible tential coordination of activities.
- In services were provided throughout the state for teachers on the need for and collection for of pPerformance dData and how to manage the collection of the data was to be conducted.
- Regional professional development workshops for Family and Consumer Sciences teachers. Workshops focused on Perkins reporting, including all aspects of the industry, standards and benchmarks, curriculum development, articulation, and reading in the content area.
- The DE in partnership with the Iowa Industrial Technology Education Association coordinated the Iowa Industry and Technology Educators conference. The conference provides professional development on technological advancements in technical areas, standards based instruction, instructional strategies, lab safety management, and CTSO leadership integration. The conference provided networking opportunities.
- The DE has developed a web-based professional development system for Industrial Technology education. This system began operating in September 2003. More than 30 professional development opportunities were posted throughout the year with opportunities offered by community colleges, area education agencies, DE and industry. Online surveys and tracking were used to plan future professional development. Seventy percent of the teachers who attended the annual Iowa Industrial Technology Education Conference in October 2003 indicated that they have used the website.
- The DE explored the potential benefits of the pre-engineering curriculum developed by Project Lead the Way (PLTW). Two members of the CTE staff participated in a Project Lead the Way Annual State Leader and Affiliate Directors Summit meeting to learn about PLTW and assess whether or not PLTW curriculum can assist Iowa schools in achieve integration of math and science into CTE programs.
- DE staff assisted in the planning of a statewide professional development program for secondary and postsecondary faculty in the use of current CTE research and labor market data for program improvement.
- Technical assistance was provided in the implementation of Quality Faculty Plans (QFP), a new approach to faculty development at Iowa's community colleges. By requiring all instructors to create their own individualized professional development strategy, CTE instructors at Iowa community colleges are now encouraged to choose for themselves the professional development activities most appropriate for their subject area and/or career stage.
- Iowa's first Community College Administrators Forum was conducted, bringing together more than 100 administrators to share best practices in CTE and other fields.
- Tech Prep presentations were made to the community college representatives and school district administrators to foster collaboration.
- Regional professional development workshops for Family and Consumer Sciences teachers were held across the state. The workshops focused on Perkins program reporting, including all aspects of the industry, standards and benchmarks, curriculum development, program articulation to post-secondary and reading in the content area.Regional workshops for Family and Consumer Sciences professional development were held across the state, with approximately 125 secondary teachers in attendance. The workshops focused on Perkins program reporting, including aAll aAspects of the iIndustry , standards and benchmarks, curriculum development, and reading in the content area.

The Iowa Ddepartment of Education initiathas developed a professional development system for iIndustrial tTechnology education. This system was developed with four principles in mind:. (1) the sSystem would be web based; (. 2) Program the program wouldmust be financially sustainable; (. 3) the program wouldMust recognize, value, and market the existing professional development offered by schools, colleges, AEAs area education agencies, and appropriate industry training opportunities;. and (. 4) Pthe system would provide E-mail communication links.

- The Iowa Department of Education in partnership with the Iowa Industrial Technology Education Association coordinated the Iowa Industry and Technology Educators conference. The conference provides professional development on, technological advancements in technical areas, standards based

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

instruction, instructional strategies, lab safety management, and CTSO leadership integration. Conference also provides the forum for instructors to interact and network with colleagues for both the secondary level and the college level.

- The Iowa Department of Education has developed a web-based professional development system for Industrial Technology education. This system began operating in September 2003. More than 30 professional development opportunities were posted throughout the year with opportunities offered by community colleges, area education agencies, department of education and industry. The online surveys and tracking were used in planning future professional development for teachers. Seventy percent of the teachers who attended the annual Iowa Industrial Technology Education Conference in October 2003 indicated that they have used the website.

- The Iowa Department of Education explored the potential benefits of the pre-engineering curriculum developed by Project Lead the Way (PLTW). Two members of the CTE staff participated in a Project Lead the Way Annual State Leader and Affiliate Directors Summit meeting held in Albuquerque, New Mexico. The purpose of their attending was to learn about PLTW and assess whether or not PLTW curriculum can assist Iowa schools in achieve integration of math and science into CTE programs. The Department of Education believes that PLTW can influence the integration of math and science into CTE programs and will provide leadership to foster PLTW in Iowa.

- Assisted in the planning of a statewide professional development program for secondary and postsecondary faculty in the use of current CTE research and labor-market data for program improvement.
- Provided technical assistance in the implementation of Quality Faculty Plans (QFP), a new approach to faculty development at Iowa's community colleges. By requiring all instructors to create their own individualized professional development strategy, CTE instructors at Iowa community colleges are now encouraged to choose for themselves the professional development activities most appropriate for their subject area and/or career stage.
- Conducted Iowa's first Community College Administrators Forum, bringing together more than 100 administrators to share best practices in CTE and other fields.
- The Division provided professional development to school district and community colleges through workshops and conferences. In Tech Prep, presentations were made to the community college representatives and school district administrators to foster collaboration. Workshops were conducted for the school districts and secondary school districts and community colleges to clarify federal legislation and the need for data. Other presentations were conducted for the Iowa Tech Prep coordinators and more information was shared at the Iowa Career and Technical Conference in Ames.
- This system began operating in September 2003. Fifteen professional development opportunities have been posted within the first month of operation with ten opportunities offered by community colleges, area education agencies or industry. The initial surveys and tracking are indicating that the system is successful. Seventy percent of the teachers who attended the annual Iowa Industrial Technology Education Conference in October 2003 indicated that they have used the website.
- A The Safety CD-ROM workshop was conducted for 35thirty-five community college tech prep coordinators, Area Education Agency (AEA) representatives, and Department of Education staff held at the Gateway Center in Ames on November 13th, 2002. The Tech Prep cCoordinators were invited to take the lead in formingto form a two-person teams representingative of the community colleges and the AEAs. Thirteen (13) of the 15fifteen area teams participated in a train-the-trainer workshop and returned to return to their respective areas to and conduct similar workshops. The purpose of the workshop was to help assist educators to develop strategies to hat can be implemented in schools to impact change and reduce potential for safety hazards. The Department of Education purchased 50fifty sets of the Safety CD-ROMs for distribution to community colleges and school districts. Each set contains 12twelve Safety CD-ROMs. CD-ROM interactive training allows students to be trained on an individual basis at their convenience.

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Support for vocational and technical education programs that improve the academic and vocational and technical skills of students….

MarkED is a not-for-profit consortium of 40 states of which the State of Iowa is member. T and this organization focuses on curriculum research, professional development, and advocacy of business, management, marketing, and entrepreneurship education. Marketing teachers received curriculum guides, training, and professional development from MarkED. MarkED presented a workshop on the latest marketing/business curriculum and presented materials on Perkins and Tech Prep during a one-day workshop in Iowa.

A leadership and career development summer workshop was held for students in FCCLA with approximately 110 students in attendance. FCCLA sponsored and organized a leadership development conference with approximately 600 in attendance. Business Professionals of America, Future Business Leaders of America, and Phi Beta Lambda hosted leadership conferences for approximately 1,400 students.

- Postsecondary and secondary agricultural educators cooperatively developed a Model Secondary Agricultural Education Curriculum Outline cooperatively. Faculty members from the College of Agriculture, at Iowa State University, worked with high school and community college instructors to identify important agricultural concepts.

Formatted: Bullets and Numbering

Formatted

Formatted: Bullets and Numbering

Draft 12 24 03

- Industrial Technology Education has established partnerships with numerous professional associations, across Iowa. —These partnerships were developed for manufacturing, construction, transportation, -and engineering/communications education. Partners represent apprenticeship training from union and merit organizations, military guard, and professional development organizations related to specific trade fields. These aAssociation involved iinvolvements includes: , sponsorship and coordination of professional development events for specific content areas, curriculum development and implementation, safety training, and CTSO contest coordination. These partnerships are provide ing services directly to community college and secondary programs, teachers and students.
- The Department of Education has partnered with the Southeast Polk Rotary Club, the Rotary Club of Iowa, and a local school district to offer the Iowa Industrial Technology Expo since 2003. The Expo showcases the achievement of over 900 entries from Iowa students. The local Rotary Club and the local school district provide the coordination, judges, and facilities for this statewide event. The state Rotary Club encourages their local organizations to partner with the local schools and to assist schools with logistical support as well as the funding needed to support these opportunities for Iowa students.
- The University of Northern Iowa's (UNI) industrial technology teacher education department provided~~s~~ a library of all new curriculum developed by The Multi-state Academic and Vocational Curriculum Consortium (MAVCC) resulting from the partnership between UNI and the DE.
- FCCLA sponsored and organized a leadership development conference with approximately 600 students and advisers in attendance. A summer leadership and career development workshopdevelopment workshop was held for students in FCCLA with approximately 110 students in attendance. A day-longdaylong workshop was held for the newly elected FCCLA state officers., which focusedsing on leadership skills, team building, and strategies to build a stronger membership base throughout Iowa.
- FCCLA sponsored a workshop for new and experienced advisers discussing the organizations competitive STAR Events, **S**tudents **T**aking **A**ction with **R**ecognition. The workshop focused on all aspects of organizing, planning, and integrating the competitive events throughout the FCS curriculum.
- The Bioscience/Biotech Focus Groups funded by the Iowa Department of Education and hosted by various community colleges around the State, were held to discuss the capacity of Iowa's educational institutions to meet Iowa's current and future bioscience/biotechnology workforce. Business representatives, along with college and secondary educators attended. The emphasis centered on the preparedness of high school graduates to enter and to be successful in post-secondary bioscience/biotechnology programs, and how to encourage young adults to pursue careers in these fields. Employers were asked to help identify the skill sets needed of their employees and the groups looked at the capacity of our post-secondary institutions to deliver in-service opportunities to high school science teachers in the "new" work of science.

Formatted: Bullets and Numbering

The Bioscience/Biotech Focus Groups funded by the Iowa Department of Education and hosted by various community colleges around the State, were held to discuss the capacity of Iowa's educational institutions to meet Iowa's current and future bioscience/biotechnology workforce. Individuals invited to these focus groups were: Secondary science teachers; Community college bioscience and biotechnology instructors; High school and community college administrators; University science teacher preparation program representatives; University and college bioscience and biotech program instructors and administrators; Representatives of Iowa's biotech industries and employers; Department of Education PreK-12 and Community College administrators and consultants; and University/College researchers in cutting edge bioscience and biotech related areas, which have the capacity to influence the future economic development. The emphasis centered on the preparedness of high school graduates to enter and to be successful in post-secondary bioscience/biotechnology programs, and how to encourage young adults to pursue careers in these fields. Secondly, employers were asked to help identify the skill sets needed of their employees. Third, the groups looked at the capacity of our post-secondary institutions to deliver in-service opportunities to high school science teachers in the "new" work of science.

In summary, the groups had the opportunity to talk with area business representatives, receive information about what the hosting community college does in the area of bioscience/biotechnology, and started discussion about program linkages and professional development possibilities for faculty at both the high school and community college levels.

Draft 12 24 03

- The Bioscience/Biotech Focus Groups funded by the Iowa Department of Education and hosted by various community colleges around the State, were held to discuss the capacity of Iowa's educational institutions to meet Iowa's current and future bioscience/biotechnology workforce. Individuals invited to these focus groups were:

Secondary science teachers

Community college bioscience and biotechnology instructors

High school and community college administrators

University science teacher preparation program representatives

University and& college bioscience and biotech program instructors and& administrators

Representatives of Iowa's biotech industries and employers

Department of Edof Ed ucation PreK-12 and& Community College administrators and& consultants

University/College researchers in cutting edge bioscience and biotech-related areas which have the capacity to influence the future economic development

The emphasis centered on the preparedness of high school graduates to enter and to be successful in post-secondary bioscience/biotechnology programs, and how to encourage young adults to pursue careers in these fields. Secondly, employers were asked to help identify the skill sets needed of their employees. Third, the groups looked at the capacity of our post-secondary institutions to deliver in-service opportunities to high school science teachers in the "new" work of science.

In summary, the groups had the opportunity to talk with area business representatives, receive information about what the hosting community college does in the area of bioscience/biotechnology, and started discussion about program linkages and professional development possibilities for faculty at both the high school and community college levels.

DE staff Pparticipated on school improvement visits. Assisted and assisted school districts/community colleges with new program curriculum.

- A leadership and career development summer workshop was held for students in Family, Career, and Community Leaders of America (FCCLA), with approximately 110 students in attendance. FCCLA sponsored and organized a leadership development conference, with approximately 600 in attendance.A lLeadership and career development summer workshop was held for students in Family, Career, and Community Leaders of America (FCCLA), with approximately 90 students in attendance. FCCLA sponsored an organized leadership development conference, with approximately 600 in attendance.
- MarkED is a not-for-profit consortium of 40 states of which the State of Iowa is member and this organization focuses on curriculum research, professional development, and advocacy of business, manangementmanagement, marketing, and entrepreneurship education. Marketing teachers participate in receivinged curriculum guides, training and professional development from MarkED. during the year at the annual Conclave and Professional Conference.

Entrepreneurship Education was suggested as a pilot project for six teachers from each discipline to attend in FY04.One region of the state (Area One) created three cohort groups to implement "Reading Across the Content Areas" for vocational and technical teachers. These groups are maintaining data to show improvement of student scores.

- The State of Iowa continues itstheir membership in the Multistate Academic and Vocational Curriculum Consortium (MAVCC) to develop, produce, and disseminate quality vocational curriculum. The competency-based curriculum materials helpassist students to improve their academic and technical skills. MAVCC curriculum materials contribute to the development of a high-performance workforce tohat meets employers' needs.
- Postsecondary and secondary agricultural educators developed a Model Secondary Agricultural Education Curriculum Outline cooperatively.

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Draft 12 24 03

- A focus of the use of leadership funds was Iowa's Program Improvement Committees in each of the occupational areas were convened to address the use of leadership funds. Eight (8) committees were established, and individual budgets were developed for activities.
- Some of the activities were as follows:
  - Technical Reading Instruction Workshop for instructors
  - Leadership and Career Development activities for students (e.g., 16,100 students documented an average of 15 agricultural skill competencies per year of involvement in the Agricultural Education cluster; 84.1 % of 11th grade FFA members scored academically proficient in Math; and over 6,000 students reported skill attainment through internships.
  - Entrepreneurship in the Family and Consumer Sciences classroom

Co-sponsored annual meeting of Regents Academy for Math and Science, providing mini-grant funding to support innovative teaching strategies in math and science for CTE students.

- A focus of the use of leadership funds was Iowa's Program Improvement Committees in each of the occupational areas. Eight (8) committees were established, and individual budgets were developed for activities. Some of the activities weare as follows:
  - ✓Technical Reading Instruction Workshop for instructors
  - Leadership and Career Development activities for students (e.g., 15,095 students documented an average of 17.8 agricultural skill competencies per year of involvement in the Agricultural Education cluster; 4,694 students reported skill attainment through entrepreneurship programs; and 6,130 students reported skill attainment through internships.

Providing preparation for nontraditional training and employment

- **Educational Equity Reviews**

The Department of Education staff conducted comprehensive Educational Equity Reviews in ten school districts, three area educational agencies, and one community college. The school district reviews are conducted as a component of the State's school improvement/accreditation visits. The Area Education Agency (AEA) Reviews are conducted as part of the state's AEA accreditation process. The community college educational equity review is conducted separately as an independent oversight activity. Career and& technical program components are closely reviewed for gender equity issues during the course of these visits.

- **Indian Hills Equity Resource Center**

The Department of Education contracts with the Indian Hills Ceommunity College to house a multicultural, gender fair and diversity resource center with an emphasis on non- traditional careers in Career and& Technical Education. The resource center includes print, multi-media and software equity resources. The ceenter is in the process of transitioning to an Electronic Diversity Pathways System, which will guide users to websites with gender equity and diversity resources. The rResource cCenter also provides support services for meetings of the Educational Equity Leadership Team and the Community College Diversity Seminar, as well as other Eequity/Ddiversity related meetings.

- **Educational Equity Leadership Team**

Two meetingsMeetings were held in October 2004 and February 2005 with the Department's Educational Equity Leadership Team. The Leadership Team is a group of postsecondary and secondary educators from diverse backgrounds who the Department uses as a sounding board for our equity and non-traditional career activities. Recommendations and ideas generated by the team influence the Department's implementation of its gender equity and diversity activities. There is gender balance and racial diversity on the team.

Formatted: Bullets and Numbering
Formatted: Bullets and Numbering
Formatted: Bullets and Numbering
Formatted: Bullets and Numbering
Formatted: Bullets and Numbering
Formatted: Bullets and Numbering
Formatted
Formatted: Bullets and Numbering
Formatted
Formatted: Bullets and Numbering

Formatted

Draft 12 24 03

- Activities in FY04 were follow-up activities to the training provided in FY02 and FY 03 on strategies and best practices for recruiting and retaining students in careers nontraditional for their gender. The Taking the Road Less Traveled and Destination Success materials developed by MAVCC and the National Alliance for Partnerships in Equity (NAPE) were the foundation for most of the training. Fourteen of Iowa's fifteen community colleges received incentive grants in FY04 to support the colleges' efforts to implement strategies learned from the training, and to extend the training to members or their staffs that had not been involved earlierstaffs.
- In FY 03 Perkins consultantDE staff worked as a group to develop a rubric to be used with the Perkins basic grant allocation process to help districts and community colleges evaluate their affirmative steps in recruiting and retaining students in nontraditional careers. This rubric was used by the Perkins staffThe DE staff used this rubric as they read and approved FY 04 Perkins Basic Grants.
- During FY 04 a teamteams from each of the community colleges were trained to be trainers in the (SAGE) Student Achievement Grounded in Equity (SAGE program) program. The goal of the program is to provide faculty in higher education (and others working with adult learners) with an inclusive instructional approach to facilitate increased student achievement and retention. Eleven of the fifteen community colleges were provided with grants to support implementing the SAGE training. Each of the eleven colleges implemented the training during FY 04.Activities in FY 03FY03 were follow-up activities to the training provided in FY 02FY02 on strategies and best practices in recruiting and retaining students in nontraditional careers for their gender. Community colleges were awarded incentive grants where a program or program area was identified and specific strategies used to address the issue. These strategies have and will would be implemented in FY 03FY03 and FY 04FY04.
- Perkins consultant staff worked as a group to develop a rubric to be used with the Perkins basic grant allocation process for FY 04FY04 to helpthat would assist districts and community colleges evaluate their affirmative steps in recruiting and retaining students in nontraditional careers.
- As part of the consortium activities with both MAVCC and the National Alliance for Partnerships in Equity (NAPE), a CD-ROM was developed as a supplement to the *Taking the Road Less Traveled d*. CDs were purchased to use in professional development sessions with vocational teachers and staff. The supplement, *Destination Success*, provides the templates and the step-by-step "how to's" of the strategies identified in the MAVCC's *Taking the Road Less Traveled*.

Supporting partnerships… to enable students achieve state academic standards and vocational and technical skills

- The Iowa Department of Economic Development and the Sstate's John Pappajohn Entrepreneurial Centers have joined to support entrepreneurship education. A pilot project for teacher discipline specific workshops for teachers in each discipline to attend a workshop on entrepreneurship education and integration of entrepreneurship to current curriculum was presented in June 2005.
- The CTSOs structure -maintains and fosters partnerships through their competitive events and leadership development. structure.
- The Department of Education, in partnership with Grand View College.College, provided professional development workshops for family and consumer sciences teachers discussing entrepreneurship in the FCS classroom, integrating FCCLA throughout the FCS curriculum, and strengthening culinary skills in the FCS curriculum.
- A consultant from the Bureau of Community Colleges and Career and Technical Education serves as a direct liaison with Iowa Workforce Development, with , including attendance at the State Workforce Development Board meetings, to coordinate partnerships on issues of mutual concern. Information regarding all programs and services provided through use of Perkins Act funds are available to Iowa Workforce Development.them.

Formatted: Bullets and Numbering
Formatted
Formatted
Formatted: Bullets and Numbering
Formatted
Formatted
Formatted: Bullets and Numbering

Draft 12 24 03

- The University of Northern Iowa's (UNI) industrial technology teacher education department provides a library of all new curriculum developed by MAVCC resulting from the partnership between UNI and the Department of Education.

Industrial Technology Education has established partnerships with eight professional industrial associations across Iowa. These partnerships were developed for, Mmanufacturing, Cconstruction, Ttransportation and Eengineering/Ccommunications education. Partners represent apprenticeship training from both union and merit organizations and professional development organizations related to specific trade fields. The Iowa Association of SkillsUSA will maintain and foster additional partnerships though their competitive events structure. Two associations are involved in providing services directly to community college and secondary Industrial Technology Education teachers.

The CTSOs maintain and foster partnerships though their competitive events structure.

- Two meetings were convened of all community college high school program coordinators with thee DE to discuss issues, to share best practices and to seek common understanding of federal and state policies regarding transition and linked programs and accountability.

The University of Iowa considered acceptance of a proposal for an AAS and AAA capstone program tentatively called the Bachelor of Applied Studies. This program provides the opportunity for postsecondary vocational program completers to pursue the Bachelors Degree with hours earned from the Community College program. Iowa's two other Regents Universities are also studying the possibility of similar programs.

The DE has partnered with the Southeast Polk Rotary Club, the Rotary Club of Iowa, and a local school district to offer the Iowa Industrial Technology Expo. The Expo showcases the achievement of over 900 entries from Iowa students. The local Rotary Club and the school district provide all of the coordination, judges, and facilities for this statewide event. The state Rotary Club encourages their local organizations to partner with the local schools and to assist schools with logistical support as well as the funding needed to support these opportunities for Iowa students.

A consultant from the Bureau of Community Colleges and Career and Technical Education serves as a direct liaison with Iowa Workforce Development, including attendance at the State Workforce Development Board meetings, to coordinate partnerships on issues of mutual concern. Information regarding all programs and services provided through use of Perkins Act funds are available to them.

The University of Northern Iowa's (UNI) industrial technology teacher education department provides a library of all new curriculum developed by MAVCC resulting from the partnership between UNI and the DE.

The Governor's Council for Agricultural Education utilizes business and industry personnel to provide leadership for improvement of agricultural education program standards.

The Iowa Department of Economic Development and the state's John Pappajohn Entrepreneurial Centers have joined to support entrepreneurship education. A pilot project for teachers in each discipline to receive the John Pappajohn Entrepreneurial Center's curriculum was established.

The University of Iowa is considering acceptance of a proposal for an AAS and AAA capstone program tentatively called the Bachelor of Applied Studies. This program provides the opportunity for post-secondary vocational program completers to pursue the Bachelors Degree with at least 120 hours earned from the Community College program. Iowa's two other Regents Universities are also studying the possibility of similar programs.

- The Department of Education has partnered with the Southeast Polk Rotary Club, the Rotary Club of Iowa, and a local school district to offer the Iowa Industrial Technology Expo. The Expo showcases the achievement of over 900 student entries from students across the state of Iowa. The local Rotary Club and the school district provide all of the coordination, judges, and facilities for this statewide event and the state Rotary Club encourages their local organizations to partner with the local schools and to assist schools with logistical support as well as the funding needed to support these opportunities for Iowa students. The three program management committees with in the Industrial Technology, Construction,

Formatted

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted: Bullets and Numbering

Manufacturing and Transportation areas have written a proposal to build partnerships with business and iIndustry inwith Iowa. The project will focus on building partnerships within all the cluster areas under Industrial Technology, SkillsUSA, and TSA. This project is schedule to start in December 2003.

- The Department of Education has partnered with the Southeast Polk Rotary Club, the Rotary Club of Iowa, and a local school district to offer the Iowa Industrial Technology Expo. The Expo showcases the achievement of over 500 student entries from students across the state of Iowa. The local Rotary Club and the school district provide all of the coordination, judges, and facilities for this state-wide event and the state Rotary Club encourages theirre local organizations to partner with their local schools and to assist the schools with logistical support as well as the funding needed to support financial support needed to allow these opportunities for Iowa students.
- Information regarding the requirements for the role of community colleges receiving Perkins funds in the one-stop shops established under the Workforce Investment Act was developed in the Iowa Department of Education and shared with all constituents. A consultant from the Bureau of Community Colleges and Career and Technical Education serves as a direct liaison with Iowa Workforce Development, including attendance at the State Workforce Development Board meetings, in order to assure the best possible partnerships on issues of mutual concern. Information regarding all programs and services provided through use of Perkins Act funds are available to them.
- A partnership with the University of Northern Iowa's (UNI) iIndustrial tTechnology teacher education department provides a library of all curriculum developed by the Multi State Academic and Vocational Curriculum Consortium, Inc. (MAVCC), of which Iowa is a member.
- The Department of Education's business education consultant convened an initial strategic planning session regarding the vision of business and information technology. This initial meeting featured a former state economist.

The Department of Education continues to develop to work with partnerships between Iowa the community colleges and the state's four-year (Regents) institutions through the facilitation ofby facilitating meetings to discuss issues such as program articulation. For example, the community college bBusiness deans met with the admissions representatives from the Regents institutionsIowa's state-supported universities regarding program articulation of students in thecommunity college business programs at the community college to the four-year institutions.

- A task force has been formed with the Iowa Department of Economic Development and the state's John Pappajohn Entrepreneurial Centers to market and disseminate curriculum for entrepreneurship education in Iowa.
- The Governor's Council for Agricultural Education utilizes business and industry personnel to provide leadership for improvement of agricultural education program standards.
- Participated in discussions leading to the creation of a baccalaureate degree – the Bachelor of Applied Technology – which will combine two years of CTE instruction at the community college with two years of general education and elective courses at an Iowa Regents university.
- The Iowa Department of Economic Development and the state's John Pappajohn Entrepreneurial Centers have joined to support entrepreneurship education in Iowa by piloting a project for teachers in each discipline to receive the John Pappajohn Entrepreneurial Center's curriculum.

Serving individuals in State institutions such as correctional institutions and institutions serving individuals with disabilities

- The Department of Education staff works with the Iowa's Department of Corrections and the Iowa Department of Human Services to support the opportunities for students in the correctional facilities to evaluate career pathways by implementing CHOICES (career exploration) software.
- Inservice activity was provided for Department of Corrections teachers to develop entrepreneurship education within current curriculum.

The Department of EducationDE staff works with the Iowa's Department of Corrections and the Iowa Department of Human Services to support the opportunities for students in the correctional facilities to evaluate career pathways by implementing CHOICES (career exploration) software.

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted

Formatted: Bullets and Numbering

Draft 12 24 03

In service activity was provided for Department of Corrections teachers to develop entrepreneurship education within current curriculum.

The DE staff works with the Iowa's Department of Corrections and the Iowa Department of Human Services continue to to support the opportunities for students in the correctional facilities to evaluate career pathways by implementing *Choices*CHOICES software.

- In-service was provided for Department of Corrections to review and perform assessment of its vocational and technical education programs. In-service was also provided to teachers about curriculum design and career and technical opportunities.
- Youth facilities are participating in building homes for local Habitat for Humanity projects as well as other community projects through career and technical programs.

Serving individuals in State institutions such as correctional institutions and institutions serving individuals with disabilities

- Iowa's Department of Corrections and the Iowathe Department of Human Services created opportunities for students in the correctional facilities to evaluate career pathways by implementing *Choices* software. Department of Education provided *Choices* training for the Department of Corrections Perkins grant recipients.
- In-service was provided for Department of Corrections to review and perform assessment of its vocational and technical education programs for the Department of Corrections.
- Youth facilities are using Perkins funds to teach students work skills, such as carpentry and electrical wiring. These students are also participating in building homes for the local Habitat for Humanity projects.
- Adult corrections programs showing improvement in FY03improved this fiscal year included data processing and graphic design

Support for programs for special populations that lead to high skill, high wage careers

- Department of EducationDE staff participated on the steering committee for "Business Horizons," a program to introduce business concepts to at-risk students in the state. This camp-like experience at Simpson CollegeUniversity introducedds students to the world of work and the possibilities to be found in entrepreneurship and business opportunities.
- Hispanic student enrollment in agricultural education courses wasis not representative of the general population. Using annual Perkins data and FFA Annual Report data, a university graduate student conducted research to develop strategies to attract Hispanic students to agricultural education programs. Data was also used during the procurement of a USDA grant to target Hispanic student involvement in postsecondary education programs. The grant resulted in the first annual Latino Agricultural Pilot Leadership Program. The program was designed to introduce Latino students to postsecondary opportunities in agriculture.

- **Community College Diversity Seminar**

Community College Diversity Seminar

The Department of Education planned and implemented the first annual Community College Seminar on Diversity. The focus of the agenda was tThe recruitment, enrollment, retention, and successful completion of students in career areas non-traditional for their gender. was one aspect of diversity that received a focus on the agenda. It gave the participants the opportunity to share and learn with and from one another. It also provided information about resources and programs that might be used to achieve goals related to non-traditional careers, as well as the following goals in the State Board's Strategic Plan for Ceommunity Ceolleges.:

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted

Formatted

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted

Draft 12 24 03

The implementation of activities and services that increase awareness of the importance of gender equity and ethnic diversity as it relates to social and economic development; .

The implementation of strategies to increase the awareness of K-12 students to opportunities in non-traditional careers; .

The implementation of activities to strengthen support systems that contributes to successful transfer or employment minority students and other non-traditional students; and .

The development of methods to evaluate the effectiveness of strategies designed to reduce disparities in enrollment, retention and graduation by gender and racial/ethnic background.

The agenda included a presentation on Destination Success: Tools for Improving Student Outcomes in Non-traditional Programs, a follow-up to Tthe Road Less Traveled. The workshop was facilitatedpresented by Jane Huston, Executive Director of (MAVCC) The Multi-state Academic and Vocational Curriculum Consortium (MAVCC). There were also presentations on the retention of students in non-traditional, and data management as a gender equity tool. Two community college presidents spoke to the issue of systemic support for diversity and students in non-traditional careers.

Formatted

Formatted

- **Nont-Traditional Career Mini-gGrants**

Formatted: Bullets and Numbering

The Department of Education provided incentive mini-grants to community colleges to supplement their local efforts to recruit, enroll, retain and graduate students in non-traditional careers. Thirteen community colleges applied for and received these mini-grants. Activities generated by these mini-grants included the following:

Regional Nont-Traditional Career Conferences;
Wired dDifferently Days for Girls (Information Technology);
Nont-Traditional Career Camps;
Gender Equity Days for High School Students;
DIVA Tech Programs (Industrial Technology);
SAGE Training (Student Achievement Grounded in Equity);
Women in Highway Construction (Iowa DOT);
Males in Health Careers &and Fashion Design presentations; and
Role Model Dinner s-and Mentoring Programs.

- Hispanic student enrollment in agricultural education courses is not representative of the general population. Using annual Perkins data and FFA Annual Report data, a university graduate student is conductingconducted research to develop strategies to attract Hispanic students to agricultural education programs.Hispanic student enrollment in agricultural education courses is not representative of the general population. Usingtilizing annual Perkins data and FFA Annual Report data, a university graduate student is conducting research to develop strategies to attracton attracting Hispanic students to agricultural education programs

Formatted: Bullets and Numbering

Department of EducationDE staff participated on the steering committee for "Business Horizons," a program to introduce business concepts to at-risk students in the state. This camp-like"camp" experience at Drake Simpson University introduces students to the world of work and the possibilities to be found in found through entrepreneurship and business opportunities.

Draft 12 24 03

- DE staff Iinitiated development of a statewide family literacy and career information model designed to improve academic achievement of Iowa students in math, science, and education – and thereby increase their chances for successful employment in the state's 21st century economy.:

According to the Iowa Annual Condition of Education Report, 2004, eleventh grade approximate average number of students with disability (students with IEP) tested on ITBS and ITED for the 2002-2004 were 3,820; 3,740; and 3,810 for mathematics, science, and reading comprehension respectively (pp. 135, 136, and 137). At the same period, the percentage of special population students at the eleventh grade performing at or above proficient level on ITBS and ITED was 32.4 in Mathematics (p.176), 28.8 in reading and comprehension (p.155) and 37.2 for science test (p.183). Currently, the state is embarking on Project Easier to enable it disaggregate data by programs and by special populations. Except for ITED test in Mathematics, students with disability had a 1.3 percent performance increase in Reading Comprehension and 2.2 percent performance increase in Science ITED test in 2004.

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

2. H. Permissive uses of funds

Formatted: Bullets and Numbering

Leadership funds were used in the following four permissible activities identified in Perkins III:

Technical assistance for eligible recipients

State program consultants provided technical assistance to secondary districts and community colleges on program development; program assessment; federal reporting, how to utilize the data locally, career and technical student organizations; articulation of secondary programs and community college programs, including Tech-Prep programs; strategic planning with community colleges program-area deans, (such as nursing and business program deans and Ag Alliance), occupational skill development in the Family and Consumer Sciences classroom, (specifically in childcare, culinary, and hospitality related careers). This training typically involved CTE teachers and administrators. The educational services sections of the AEA were also involved in order to increase the capacity of the local area to meet the needs of CTE instructors on:

Formatted: Bullets and Numbering

1.Program development; .t

Program assessment, ;

3. Federal reporting and how to utilize the data locally; .

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

4. Career and technical student organizations; .

5. Articulation ofing secondary programs and community college programs, including Tech Prep programs,.;

Strategic planning with community colleges program-area deans, such as nursing and business program deans and Ag Alliance;.Strategic planning with community colleges program- area dDeans, in the community colleges such as with the nNursing and business pProgram dDeans and b the Business dDeans, business deans, and Ag Alliance.

Occupational skill development in the Family and Consumer Sciences classroom, specifically in childcare, culinary, and hospitality related careers.:

This training typically involveds career and technicalCTE teachers and administrators. Whenever possible, tThe educational services sections of the the Area Education Agencies (AEAs) tion of the region's areArea Education Agency is also involved in order to increase the capacity of the local area to meet the needs of the career and technical educationCTE instructors.

teachers and administrators. The educational services sections of the AEA were also involved in order to increase the capacity of the local area to meet the needs of CTE instructors.

Draft 12 24 03

Improvement of career guidance and academic counseling programs….

- Four one-day regional workshops were conducted addressing implementation strategies for the Iowa Comprehensive Counseling and Guidance Development Guide (ICCGPDG). It is based on the processes and competencies developed in connection with the National Career Development Guidelines and the American School Counseling Association's standards and benchmarks for counseling and guidance programs. The guide addresses both career and academic counseling and the interrelatedness of the two. The workshops were developed in cooperation with the Iowa Comprehensive Counseling and Guidance Group (ICCGG), which is comprised of secondary and community college counselors, AEA consultants, and counselor educators.
- A committee of community college counselors continued to work with DE staff on development of a companion guide to the ICCGPDG focused on community college counseling programs.
- An Iowa School Counselors' Academy was held for elementary and secondary counselors and educators to use data to increase student achievement and improve the connections between students students' academics and post-secondary success in the workplace. Utilizing the Iowa Comprehensive Counseling and Guidance Development Guide (ICCGPDG) and the National Career Development Guidelines (NCDG), the counselors wrote individual and school action plans to focus on career and academic guidance.
- Community college student services personnel held a professional development workshop on strategies to improve data collection and student services. Special focus was directed to supportive services for effective recruiting and retaining students of diverse cultures and students with special needs in community college career and technical education programs.
- A Community College Student Services leadership workshop was held on "Mental Health on College Campuses" to assist in career –and academic guidance for this student population and to assist with , collaborative in partnerships with Vocational Rehabilitation in , to utilizing career assessments and provide strategies for classroom behavioral concerns.

Four one-day regional workshops were conducted addressing implementation strategies for the Iowa Comprehensive Counseling and Guidance Development Guide (ICCGPDG). The guideIt is based on the processes and competencies developed in connection with the National Career Development Guidelines and the American School Counseling Association's standards and benchmarks for counseling and guidance programs. As such, theThe guide addresses both career and academic counseling and the interrelatedness of the two. The workshops were developed in cooperation with the Iowa Comprehensive Counseling and Guidance Group (ICCGG), which is comprised of secondary and community college counselors, AEA Area Educational Agencies (AEA) consultants, and counselor educators.

- A committee composed of community college counselors continued to work with DepartmentDE staff on the development of a companion guide to the Iowa the Comprehensive Counseling and Guidance Development Guide (ICCGPDG) that is focused on community college counseling programs.
- State leadership was provided to counselors at the secondary and postsecondary levels to on the improvement of career guidance and academic counseling programs through the work of an Advisory Committee and by the dissemination of the Iowa Comprehensive Counseling and Guidance Development Guide (ICCGPDG). The guide is based on the processes and competencies developed in connection with of the National Career Development Guidelines and the American School Counseling Association's standards and benchmarks for counseling and guidance programs. As such, the guide addresses both career and academic counseling and the interrelatedness of the two. The ICCGPDG has been incorporated into the counselor education programs at the University of Iowa, the University of Northern Iowa, Iowa State University and Buena Vista University.
- The Iowa Comprehensive Counseling and Guidance Group (ICCGG), comprised of secondary and community college counselors, AEA consultants, counselor educators, and Iowa Department of Education staff developed an implementation strategy that focused on increasing awareness of the Guide and on the initial one1-day workshop s to initiate implementation of the K-12 level.

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted

Formatted: Bullets and Numbering

Formatted

Formatted: Bullets and Numbering

Formatted

Draft 12 24 03

- Community college counselors began work on a companion guide that focused on the community college counseling programs. They held their initial meeting on June 2003.

Establishment of agreements between secondary and postsecondary vocational and technical education….

- The DE continued to provide leadership in the development of statewide articulation within program areas. This provides students with the portability of their skill competency in a subject area to any community colleges within the state. For example, this year state staff continued to facilitate a statewide articulation in Computer Business Applications and plan for upcoming meetings regarding Keyboarding and Accounting.
- Eighty-one percent of the secondary agricultural education instructors attended six statewide in-services focused on dual enrollment and articulation opportunities in agricultural education.
- The Iowa Tech Prep Network has successfully created Tech Prep programs in every area of the state. These programs are designed with a minimum of three units of instruction provided at the secondary level. Instruction must articulate with a community college and conclude with an AAS degree. Many secondarySecondary students are receivingreceive college credit while in high school for advanced level instruction.

There are currently 18,716 students being served in secondary education tech prep programs and 1,555 post-secondary tech-prep students being served in Iowa.

The DE continued to provide leadership in the development of statewide articulation within program areas. This provides students with the portability of their skill competency in a subject area to any community colleges within the state. For example, this year state staff continued to facilitate a statewide articulation in Computer Business Applications.

Eighty-one percent of the secondary agricultural education instructors attended six statewide in-services focused on dual enrollment and articulation opportunities in agricultural education.

- Seventy-four percent of the secondary agricultural education instructors attended six statewide in-services focused on dual enrollment and articulation opportunities in agricultural education.
- The DE staff continued to facilitate the interaction between secondary districts, community colleges, and four-year colleges. This level of interaction encouraged secondary school districts to articulate courses with community colleges and foster students' transfer of credits.

Formatted

Formatted

Formatted: Bullets and Numbering

Formatted

Formatted: Bullets and Numbering

Formatted

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Draft 12 24 03

- The Iowa Tech Prep Network has created Tech Prep programs in every area of the state. TIn addition to academics, these programs are designed with a minimum of three units of career and technical instruction provided at the secondary level. Instruction must articulate with a community college and conclude with an AAS degree. Secondary students receive college credit while in high school for advanced-level instruction.
- There are currently 17,07325,351 secondary education tech-prep students being served in secondary education tech-prep programs and 2,099 post-secondary tech-prep students being served –in tech-prep programs in Iowa.

Formatted: Bullets and Numbering

- -
- There are currently 18,710 students being served in secondary education tech-prep programs and 1,555 post-secondary tech-prep students being served in Iowa.
- The Iowa Tech Prep Network has successfully created Tech Prep programs in every area of the state. These programs are designed with a minimum of three units of instruction provided at the secondary level. I, the instruction must articulate with a community college and conclude with an AAS degree. Many secondary students are receiving college credit while in high school for advanced- level instruction. There are currently 15,260 students being served within Tech Prep programs in the state.
- The state continues to provide leadership in the development of statewide articulation within program areas. This provides students with the portability of their skill competency in a subjectn area to any one of the community colleges within the state. For example, this year state staff facilitated the initial stage of a statewide articulation in Computer Business Applications.
- Seventy-four percent (183 of 248) secondary agricultural education instructors attended six (6) state-wide inservices focused on dual enrollment and articulation opportunities in agricultural education.
- The Division continued to facilitate the interaction between secondary districts, community colleges, and four-year colleges. This level of interaction encouraged secondary school districts to articulate courses with community colleges and foster students' transfer of credits. A visible example was the interaction between the Mississippi Bend Area Education Agency and Eastern Iowa Community College in agriculture and Tech Prep programs. The Department staff facilitated workshops between school district and community college staff to promote articulation and transfer.

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Student Organizations

- The DE staff assisted business and career and technical student organization advisors. Membership Growth Awards at both the secondary and postsecondary levels were awarded to Business Professionals of America.
- The Office of the Governor, the Iowa State Board Education, the Iowa Department of Education, the Iowa Department of Workforce Development and the Iowa Association for Career and Technical Education sponsored a recognition ceremony for thirty-eight student leaders in career and technical education student organizations. The event recognized students for outstanding achievements accomplished at state and national levels. Following the ceremony the students were guests at a luncheon. Later in the day, the students had the opportunity to meet with their state legislator or senator in the Iowa Capitol Building.

Formatted: Bullets and Numbering

The DE staff assists business career and technical student organization advisors. Membership Growth Awards at both the secondary and postsecondary levels were awarded to Business Professionals of America were awarded Membership Growth Awards at both the secondary and postsecondary levels.

Formatted

Draft 12 24 03

The Office of the governor, the Iowa State Board of Education, the Iowa Department of Education, the Iowa Department of Workforce Development and the Iowa Association for Career and Technical Education sponsored a recognition ceremony for thirty-eight student leaders in career and technical education student organizations. The event recognized students for outstanding achievements accomplished at state and national levels. Following the ceremony the students were guests at a luncheon. That afternoon the students had the opportunity to meet with their legislator or senator on Capitol Hill.National SkillsUSA provided informational training sessions at by the request of the community colleges. National SkillsUSA conducted nine in-services at community colleges and presented to the community college presidents, highlighting the opportunities within SkillsUSA and providinged information on the integration of integrating SkillsUSA into Iowa cCommunity cColleges. Over one hundred and twenty (120) community college administrators and department chairs participated in the in-services.

- State staff continue to assist in the coordination and implementation of the leadership conferences and training for the student organizations with which they are affiliated. Every career and technical program area is complemented byrepresented with an affiliated student organization within the state. Te, as this activity is co-curricular, rather than extra, curricular, in the state of Iowa.

- Department of Education staff continueds to assist in the coordination and implementation of leadership conferences and training for the student organizations. Every CTE program area wasis complemented by an affiliated student organization within the state. This activity is co-curricular, rather than extra-curricular.The Iowa Department of Education in partnership with Iowa Association of SkillsUSA and the Iowa Association of TSA combined resources in order to provided professional development training to advisor to enhance their chapter management skills. This training include, chapter management strategies and chapter standards.
The Department of EducationDE staff in partnership with the Iowa CTSOs provided professional development training to advisors to enhance their chapter management skills. This training included chapter management strategies and chapter standards.State staff continue to assist in the coordination and implementation of leadership conferences and training for the student organizations with which they are affiliated. Every career and technical program area is complemented by an affiliated student organization within the state. This activity is co-curricular, rather than extra-curricular, in the state of Iowa.
-
- Three new chapters were started for DECA, an association for marketing students with two more being proposed for the State of Iowa in the year 2005-06.
State of Iowa wasis planning to host of the DECA Central Leadership Regional Conference on November 18-20 in Des Moines, IowaA. This conference is a regional conference for the 13 midwesternMidwestern states of the United States.
- Membership in the Iowa FFA Association set a twenty-year high.
The Iowa Department of Education, the Iowa Department of Economic Development, and the Iowa Association for Career and Technical Education cooperated to honor outstanding A new adviser mentoring system was developed by the DE for FCCLA advisers statewide. Experienced advisers serve as mentors for new advisers, with the DE state adviser coordinating the process and organizing telenet conferences for both the mentors and mentees.
- -A new adviser mentoring system was developed by the DEThe Department of Education developed a new adviser mentoring system for FCCLA advisers statewide. Experienced advisers serve as mentors for new advisers, with the DE state adviser coordinating the process and organizing telenet conferences for both the mentors and menteeees.
- Eleven11 new FCCLA chapters were affiliated statewide, increasing the total chapters from 88 to the current 99. The additional FCCLA chapters increased the total membership by 200+.over 200, and Iowa received the central state award for the largest increase in membership.

Formatted: Bullets and Numbering

Formatted

Formatted

Formatted

Formatted

Formatted: Bullets and Numbering

Draft 12 24 03

III.2. Core indicator related activities

Formatted: Bullets and Numbering

Get Tom's Stuff !!!

-

¥

Student attainment and core indicator data collected by the web-based statewide data reporting system in FY053 were used in the monitoring process as one piece of information in the continuous improvement process. The data were used in the development of the budget proposal for the Perkins Basic Grant application for FY065. In this process, each grantee was required to address core indicators where the district/college/or consortium did not meet the FY054 target. The core indicator data will again be distributed to local districts, community colleges, and consortia as applications are developed for FY-065 funding. The secondary district level report of the FAUPL was prepared and distributed to the secondary districts in early October, more than two months sooner than was the FY03 FAUPL report.

During FY 03FY0304 the Department of Education helpedprovided leadership for and assisted local districts and community colleges learn how to use utilize their core indicator data to provide direction for program improvement and staff development activities. For example, in the secondary agricultural education programs, the core data showed that in secondary agricultural education programs FFA members scored higher levels of proficiency were more likely to score proficient in reading, math, and science than non FFA students did. As a result of this informationstudy, a special task force has been organized to assigned the responsibility to continue reviewing the data and to present its findings this informatioat n to instructional staff during the organized summer and school year staff development events for agriculture instructors.

During FY045 the Department of EducationDE staff helpedassisted local districts and community colleges instructors in learning how to use core indicator data to provide direction for program improvement and staff development activities. For example, core data showed that in secondary agricultural education programs FFA members scored higher levels of proficiency in reading, math, and science than non-FFA students did. As a result of this information, a special task force has beenwas organized to review the data and to present its findings at summer and school-year staff development events. for agriculture instructors.

Other efforts included providing data and conducting workshops in several areas of the state to increase the accuracy in the reporting ofthe data and to look at explorways e thprograms might be e redesigned of program offerings in order to improve students' attainment of the academic and vocational skill attainment. For example, with the assistance of a CTE consultant from the Department of Education, an areain one area of the state, the Tech Prep coordinator conducted a program for area school superintendents, explaining their responsibilities in addressing deficiencies in their 2003-2004 applications and in implementing plans for improvement in their districts. Later the Tech Prep coordinator met with all local CTE administrators and teachers to help them interpret reported data and to develop strategies to improve areas of deficiency. worked to ensure that every school within the area understood the individual report each school received for their career and tech programs including their tech prep programs. Through the assistance of the state consultant for the area, the Tech Prep coordinator presented the pertinent information to the area superintendents at a monthly meeting. The superintendents understood that it was their responsibility to address the deficiencies within their 2003-04 applications as well as the responsibility to implement the plans within their school districts. The Tech Prep coordinator then met with every local administrator and career and technical education staff to assist them in interpreting the report and developing strategies to use to improve in the areas of deficiency.

Workshops were Other efforts included providing data and conductinged workshops in several areas of the Sstate to increase accuracy in the reporting of data and to look at ways vocational programs might be

Draft 12 24 03

redesigned to improve students' academic and vocational skill attainment. For example, with the assistance of a CTE consultants from the Department of EducationDE, an area Tech Prep and Perkins coordinators conducted a programs for area school superintendentsdistricts and community colleges.. These workshops explaineding their responsibilities in addressing student attainment deficiencies in through their 20044-2005 applications and in implementing plans for improvement in their districts. Additionally the Tech Prep coordinator met with all local CTE administrators and teachers to help them interpret reported data and to develop strategies to improve areas of deficiency. Workshops providing hands-on experience for teachers and administrators in how to enter student attainment data into the on-line reporting system were held in three of the fifteen areas of the state.

The statewide data reporting system using web-based technology again used for reporting FY 03 data. The individual information will again be distributed to the local districts, community colleges, and consortia as one piece of data to consider as they plan for the FY 05 use of Perkins funds. Additional edits to the web-based reporting system provided fewer instances of follow up for correcting errors in the data submitted by the districts and community colleges.

Student attainment and core indicator data collected by means of the web-based statewide data reporting system in FY03 were used in the monitoring process as one piece of information in the continuous improvement process. The data was used in the development of the budget proposal for the Perkins Basic Grant application for FY05. In this process, each grantee was required to address those core indicators where the district/college/or consortium did not meet the FY04 target. The core indicator data will again be distributed to local districts, community colleges, and consortia as applications are developed for FY 05 funding. The secondary district level report of the FAUPL was prepared and distributed to the secondary districts in early October, more that two months sooner than was the FY03 FAUPL report. CThe data from the core indicator data collected by means of the web-based statewide data reporting system sin FY0304 wereas used in the monitoring process as one piece of information in the continuous improvement process. The data hwas also been used in the development of the budget proposal for the Perkins Basic Grant application for FY 04FY04. In this process, eEach grantee was required to address those core indicators where the district/college/or consortium did not meet the FY0304 target. In FY04 core indicator data will again be distributed to local districts, community colleges, and consortia as applications are developed for FY 05 funding. Additional edits to the web-based reporting system in FY04 are expected to result in fewer instances of follow-up to correct errors in the data submitted by the school districts and community colleges.

Three members of the CTE staff participated in the Focus 2003 Leadership for the New Economy held in Madison, Wisconsin. The purpose of their attendance was to learn and understand how national standards and certifications can assist programs in assessing academic and skill attainment. The state acted on the information gathered at the conference and moved forward to disseminate national skill standard and certification information within the state.

Three members of the career and technical education staff participated in the Focus 2003 Leadership for the New Economy that was held in Madison Wisconsin. The goal of attending was to learn and understand how national standards and certifications can assist programs in assessing academic and skill attainment. The next step is to provide information to the stakeholders throughout the state and develop a strategy for implementation.

Formatted: Bullets and Numbering

Draft 12 24 03

c.Implications for next fiscal year/state plan

Formatted

IThe following implications for the FY054 year include the following:

Formatted

The review of the FY04 Student Attainment Data indicated that though all secondary FAUPLs were met for the total population, special population students and students from non-white populations frequently missed the FAUPL. The total postsecondary population did not attain the FAUPL for 1P2 Vocational Skill Attainment and 3P1 Total Placement. For the postsecondary students, special population students and students from non-white populations also frequently missed the FAUPL. In order to strengthen and support the state's overall student performance, the state will focus its leadership resources and technical assistance to recipients on the following use of required funds: academics, professional development, evaluation, quality CTE programs, and secondary and postsecondary linkages. Continue to improve partnerships with state entities to develop a seamless system of education from the secondary school to postsecondary opportunities and ultimately to employment.

- Facilitate the interaction between secondary districts, community colleges, and four-year colleges in order to articulate programs and to prepare CTE students for further postsecondary education if desired or needed.
- Expand working relationships with industry, business, and labor, as well as as the Iowa Economic Development and Iowa Workforce Development departments.
- Continue to work with teacher preparation programs in Iowa to ensure that highly qualified teachers are available for CTE classrooms.
- Work with community colleges on the implementation of their professional development plans for instructional staff in CTE programs.
- Participate in the Iowa Learns Council, a PK-16 work group convened by Iowa Governor Tom Vilsack.

Formatted: Bullets and Numbering

2.Improve the academic achievement of students in CTE programs

Formatted: Bullets and Numbering

- Increase the number of chapters of CTSOs at the secondary and postsecondary levels, as data shows that co-curricular participation increases the engagement of students in CTE the programs and an improves nerease in their their academic achievement.
- Increase the participation of students, especially minority students and nontraditional students, who are underrepresented in CTSOs.
- Ustilize the Ccareer cluster Cluster project to provide instructional staff with instructional strategies to improve student performance use in CTE programs that increase achievement level of CTE students.

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

3.Increase leadership activities to impact core indicators # 4 (Participation in and Completion of Nontraditional Programs)

Incentive grants to fourteen community colleges to support the continuation of their efforts to plan and implement new and creative strategies to recruit and retain students in careers that are nontraditional in terms of gender.

The provision of training of trainers in the SAGE (Student Achievement Grounded in Equity) program for Iowa's community colleges. The program is designed to help instructors explore ways to provide a more interactive, supportive, inclusive and welcoming learning environment for higher education students and adult learners in nontraditional career areas..

Draft 12 24 03

Incentive grants to eleven community colleges to support the implementation of SAGE training for instructors in program areas where enrollments have been gender typedIncentive grants for planning and implementation of new strategies to recruit and retain students for nontraditional (gender) careers.

Dissemination of the MAVCC's *Destination Success*. CD that provides staff at the district or college level with the specifies to implement the the strategies described in the *Taking the Road Less Traveled* materials.

4. Refine the data collection system for use in decision-making in the program improvement process.

Continue refinement of MIS data post-secondary data collection system to ensure that data are timely, accurate and that reliability of data is improved.

Work with the Bureau of Information Technology services in the design and implementation of an on-line system that will provide feedback for districts, community colleges, and consortia on the district/community college student attainment relative to the FAUPL.

Starting in FY05, the secondary student data will no longer be collected through the Career and Technical Information system. The secondary data collection system called "Project Easier" has been expanded to include the data elements that are unique to secondary vocational education students. This change will move the vocational student data collection and reporting closer to the mainstream of the secondary districts and will allow for more complete reporting back to the District leadership.

Continue refinement of state data collection system to ensure that data are is accurate and that reliability of the data is improved.

Work with others throughout the agency in the implementation of an on-line system for reporting student data that will also provide feedback for districts, community colleges, and consortia on the Perkins performance indicators.

5.Provide professional development for administrators at the secondary and postsecondary levels.

Implement the plans to be developed by the Division of Community Colleges and Workforce Development's professional dDevelopment wWork tTeam.

6.Implement a study of the achievement gap in both academic and vocational skill attainment in the special populations of students with disabilities, economically disadvantaged, LEP, and students with educational barriers, as well as the gaps for those from different racial/ethnic groups.

Coordinate activities of the Division of Community College and Workforce Preparation with the Department of Education's sStrategic wWork tTeam on the aAchievement gaGap.

Ustilize the study group model as part of the division's professional development process as recommended by the Division's sStaff dDevelopment aAd hHoc gGroup

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Draft 12 24 03

I. PROGRAM PERFORMANCE Part III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs
(Sections 131 and 134)

Iowa's public education is delivered via three hundred seventy-one (371) comprehensive K-12 school districts, six specialized state K-12 schools, and fifteen (15) comprehensive community college districts. The state does not offer any education services at either level via an area vocational and technical education school. During FY05, three hundred seventy-seven (377) secondary local education agencies were eligible for grants through Section 131 for the purpose of improving career and technical education programs. Thirty-four (34) secondary agencies applied for funds independently and three hundred forty-three (343) agencies applied jointly through fifty (50) consortiums. Fifteen (15) community colleges applied for funds independently.

Part IV. Accountability (Section 113)

A. State's Overall Performance Results and Program Improvement Strategies

α. State Performance Summary

Secondary Performance Indicators:

During FY 02FY02 the Iowa Department of Education changed the secondary career and technical educationCTE data collection system from a paper reporting process to a web-based reporting process. The data collection system was expanded to include all CTE programs. During FY 03FY03, this web-based system was refined to ensure that the data being collected was appropriate by providing error messages to those entering the data.

Table 1 provides information that allows a comparison of the secondary performance levels for FY 01FY01 through FY 03FY033. Over time, the secondary programs performance rating has improved, with the FY 03FY033 data showing that the target was exceeded in all areas.

State Performance Summary

Secondary Performance Indicators: A review of the multi-year performance ratings presented in tTables 1 and 4 , 1 and 4 indicates the attainment levels es that Iowa has not "failed to meet" any of the State Level Federally Agreed Upon Performance Levels (FAUPLs) for two consecutive years for , either the secondary education or the postsecondary education students. , The data in the remaining tables indicate that not every sub-indicator is met for each Special Population or Race/Ethnic group. These detailed results are reviewed and addressed on the local recipient level as well as through the use of leadership funds.

Strategies to improve performance indicators for failing to meet the target Total Placement are discussed in the Section II E Improvement Strategies for Next Program Year.

Table 11

FY-01 through FY-05 Secondary Performance Rating

Formatted
Formatted
Formatted: Bullets and Numbering
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted

Draft 12 24 03

Aand FY-05 Target and Actual Performance Levels

Subindicator Title	FY 01 Actual vs. Target Performance Rating	FY 02 Actual vs. Target Performance Rating	FY 03 Actual vs. Target Performance Rating	FY 04 Actual vs. Target Performance Rating	FY 05 Target Performance Level %	FY 05 Actual Performance Level %	FY 05 Performance Rating
1S1 Academic Attainment	E	E	E	E	69.00	70.68	E
1S2 Skill Attainment *	E	E	E	E	70.50	83.69*45.00	ED
2S1 Completion	E	M	E	E	99.55	99.69	E
3S1 Total Placement	D	E	E	E	98.54	95.40	D
4S1 Nontraditional - Participation	E	E	E	E	19.03	34.02	E
4S2 Nontraditional - Completion	E	E	E	E	18.63	31.13	E

Legend: D – Did not meet, E – Exceeds, M – Met

*** The reporting of the 1S2 Vocational Skill Attainment numerator data was negatively influenced by the transition to the Project Easier reporting system. The data reported on the 1S2 table is a statistical projection based on a stratified sample of individual student records reported through Project Easier. Project Easier is an individual student record system that was implemented statewide during the past academic year by the state of Iowa.*

has been statistically enhanced to overcome errors in the software package utilized by approximately 20% of the districts reporting. The errors have been corrected by the software developer and will be in place for the 2005-06 reporting cycle.

Formatted

Formatted

Table 11 shows the FY-01 through FY-05 Secondary Performance Table, the FY-05 target and actual performance levels. In this table, the Sstate met and exceeded the target levels in Academic Attainment (1S1); Skill Attainment (1S2); Ceompletion (2S1); non-traditional participation (4S1) and completion (4S2). However, the State did not meet the target levels for Skill Attainment (1S2) and that of Total Placement (3S1) where the Sstate missed the target level by 3.14 points. The Ttable also shows that the Sstate met and/ored exceeded the target levels for these two areasthis performance indicator in FY-02, FY03, and FY04. and will attribute the FY05 deficit in these two levels to the newly introduced statewide data collection process for FY05. Iowa will continue to review and improve the data collection process.

Table 1 provides information that allows a comparison of the secondary performance levels for FY-01 through FY 05.

~~Draft 12 24 03~~

Postsecondary Performance Indicators: For FY05, the data collection process at the postsecondary level remained the same. The State used multiple data sources from the CTE Information System, the postsecondary MIS, and the State Unemployment Insurance System in compiling the table.

Formatted

Table 2
FY01, FY02, FY03, FY04 Postsecondary Performance Ratings
and FY05 Target and Actual Performance Levels

Subindicator Title	FY01 Actual vs. Target Performance Rating	FY02 Actual vs. Target Performance Rating	FY03 Actual vs. Target Performance Rating	FY04 Actual vs. Target Performance Rating	FY05 Target Performance Level %	FY05 Actual Performance Level %	FY05 Performance Rating
1P1 Academic Attainment	E	E	E	E	98.54	99.08	E
1P2 Skill Attainment	D	D	E	D	95.25	90.27	D
2P1 Completion	E	E	E	E	98.54	99.08	E
3P1 Total Placement	E	E	E	D	95.99	100	E
3P2 Retention	E	E	E	E	92.00	~~81.45~~93.57*	~~D~~E
4P1 Nontraditional - Participation	D	E	E	E	18.25	22.30	E
4P2 Nontraditional - Completion	D	E	D	E	13.71	14.98	E

Legend: D – Did not meet, E – Exceeds, M – Met 3P2 - *Revised March 2006

Table 2 shows the postsecondary performance ratings for FY01 through FY05. At the postsecondary level, the State met and exceeded the targeted performance levels in Academic Attainment (1Pl); Completion (2P1); Total Placement (3P1); Retention (3P2); Nontraditional Participation (4P1) and Nontraditional Completion (4P2). However, State failed to meet postsecondary target performance level~~s~~ on Skill Attainment~~, and Retention.~~ The State is continuing the effort to review the new data collection process and define clarity in data entry by schools~~. The table also shows that in previous years, Iowa met and exceeded these performance levels.~~

Draft 12 24 03

B. State's Performance Results for Special Populations and Program Improvement Strategies

Formatted

Table 2 provides the subgroup performance for special populations and for Tech Prep students at the secondary level. .

Table 23
FY-05 Secondary Performance Levels

Formatted

FY 05 Secondary Performance Levels Reported In Percentages by Target, Grand Total and Special Populations Levels Expressed as Percentage

	Target	Grand Total	Disab	Econ Disad	Nontrad Train	Single Parent	Disp Home	Ed Bar	LEP	Tech Prep
1S1 Academic Attainment	69.00	70.68	30.71	55.69	73.92	57.81	0	48.68	0	74.32
1S2 Skill Attainment	70.50	83.69~~45.00~~	77.43~~41.64~~	83.23~~45.73~~	72.27~~38.86~~	58.67~~31.55~~	0	87.59~~47.09~~	0	90.51~~42.73~~
2S1 Diploma/Credential	99.55	99.69	99.10~~99.10~~	99.88~~99.88~~	99.65~~99.65~~	100~~100~~	100~~100~~	99.62~~9.62~~	0	99.86 ~~99.86~~
Total Placement 3S1 Advanced Training 3S1 Employ./Military~~ment & Military~~	98.54	95.40 81.69 13.71	94.87 64.40 30.46	93.08 70.41 22.67	95.82 81.46 14.36	85.98 74.39 11.59	0 0 0	91.97 67.88 24.09	0 0 0	98.17 83.29 14.88
4S1 Nontraditional ~~-~~ Participation	19.03	34.02	34.59	33.64	99.89	30.34	0	36.65	23.68	31.59
4S2 Nontraditional - Completion	18.63	31.13	17.92	31.96	99.94	29.96	0	32.26	100	27.27

Table ~~2~~3 shows the FY-05 secondary performance levels by target levels, grand total, and by special populations. The S~~s~~tate as a whole (see Grand Total column~~)~~,) ~~the state~~ met and/or exceeded all the target level with the exception of ~~Skill Attainment and~~ Placement. The table also shows ~~that~~ the S~~s~~tate has done remarkably well to ensure that people with disabilities~~y~~ participate and succeed in career and technical programs. A subgroup of Special Populations (Economic Disadvantaged) ~~met and~~ exceeded the target level in diploma/credentials by 0.33 percent~~%percent~~.

The ~~T~~target levels and ~~P~~performance levels of secondary Tech--Prep students are~~were~~ included in Table 3~~2~~. Here the S~~s~~tate exceeded the ~~T~~target levels in Academic Attainment (74.32 percent~~%~~); Skill Attainment (90.51); Diploma/Credentials (99.86 percent~~%~~); Nont~~-T~~raditional Participation (31.59 percent~~%~~); and Nont~~-T~~raditional

Draft 12 24 03

Completion (with 27.27 percent%) an increase of 12.56 percent% and 8.64 for Nont- Traditional Participation and Completion respectively. The Sstate also performed exceptionally well in Nont- Traditional Training by exceeding the target performance levels by 4.92 percent% in Academic Attainment.

Draft 12 24 03

Table 34

FY-05 Secondary Performance Levels Reported by Target, Grand Total, Race and Ethnicity Performance Levels Expressed as a Percentage

	Target	Grand Total	Ind/ Alask	Asian	Black/ Af Am	Hisp	White	Unknown
1S1 Academic Attainment	69.00	70.68	68.73	74.34	46.96	47.38	72.41	0
1S2 Skill Attainment	70.50	83.69~~45.00~~	59.88~~32.03~~	73.55~~39.54~~	40.74~~21.91~~	66.00~~51.09~~	85.91~~46.19~~	0
2S1 Diploma/Credential	99.55	99.69	98.31	98.32	100	99.74	99.71	0
Total Placement 3S1 Advanced Training 3S1 Employment & Military	98.54	95.40 81.69 13.71	95.00 68.33 26.67	90.24 82.32 7.93	85.15 69.06 16.09	89.23 76.92 12.31	96.11 82.43 13.68	
4S1 Nontrad.~~itional~~ - Participation	19.03	34.02	34.14	37.07	39.70	33.31	33.75	100
4S2 Nontrad. Completion ~~4S2 Nontraditional Completion~~	18.63	31.13	33.63	37.97	36.77	30.71	30.81	0

The S~~s~~tate secondary data was also analyzed and reported by ethnic groupings. Table 4~~3~~ shows the FY-05 secondary performance levels by Target, Grand Total, and ~~by~~ Race and Ethnicity. ~~Here the~~The ~~state met and exceed~~S~~s~~tate exceeded the target performance levels in Academic Attainment (70.68 percent~~%~~); Diploma/Credentials (99.69 percent~~%~~); Non~~t-T~~raditional Participation (34.02 percent~~%~~) and Non~~t-T~~raditional Completion (~~at~~ 31.13 percent~~%~~) ~~percent~~.

~~The Table 3 indicates that all ethnic groups met and exceeded the target levels with the exception of Black/Black African-American and Hispanic ethnic groups.~~ In Academic Attainment (1S1), the Asian group exceeded the target level by 5.34 percent~~%~~ while Whites exceeded the target level by 3.41 percent. ~~The Indian/Alaskans ethnic group also exceeded the target level for Academic Attainment by 0.27%.~~ The State will continue to improve the Academic Attainment at all levels by race and ethnicity. The S~~s~~tate will continue to use multiple data sources including the CTE Information system, the postsecondary M~~m~~anagement I~~i~~nformation S~~s~~ystem~~s~~ (MIS) and the State Unemployment Insurance~~formation~~ System to improve data collection process to ~~improve~~report the S~~s~~tate performance levels.

Postsecondary Performance Indicators: For FY 05 the data collection process at the postsecondary level remained the same. The State used multiple data sources from the CTE Information System, the Postsecondary MIS, and the State Unemployment Information system in compiling the Tables.

Table 4

FY 01, FY 02, FY 03, FY 04 Postsecondary Performance Ratings and FY 05 Target and Actual Performance Levels

Subindicator Title	FY 01 Actual vs. Target Performance Rating	FY 02 Actual vs. Target Performance Rating	FY 03 Actual vs. Target Performance Rating	FY 04 Actual vs. Target Performance Rating	FY 05 Target Performance Level %	FY 05 Actual Performance Level %	FY 05 Performance Rating
1P1 Academic Attainment	E	E	E	E	98.54	99.08	E
1P2 Skill Attainment	D	D	E	D	95.25	90.27	D
2P1 Completion	E	E	E	E	98.54	99.08	E
3P1 Total Placement	E	E	E	D	95.99	100	E
3P2 Retention	E	E	E	E	92.00	81.45	D
4P1 Nontraditional - Participation	D	E	E	E	18.25	22.30	E
4P2 Nontraditional - Completion	D	E	D	E	13.71	14.98	E

Legend: D – Did not meet, E – Exceeds, M – Met

Table 4 shows the postsecondary performance ratings for FY 01 through, FY02, FY03, FY04 and FY 05. At the postsecondary level, the State met and exceeded the targeted performance levels in Academic Attainment (1P1); Completion (2P1); Total Placement (3P1); Non Traditional Participation (4P1) and Non Traditional Completion

Draft 12 24 03

(4P2). However, State failed to meet postsecondary target performance levels on Placement and in Skill Attainment and Retention. Again, the State is continuing the effort to review the new data collection process and defineing clarity in data entry by schools. The Table also shows that the State in previous years met and exceeded these performance levels.

Table 5

FY-05 Postsecondary Performance Levels Reported by Target, Grand Total, Special Populations and Tech Prep Performance Levels Expressed as a Percentage

	Target	Grand Total	Disab	Econ Disad	Nontrad Train	Single Parent	Disp Home	Ed Bar	LEP	Tech Prep
1P1 Academic Attainment	98.54	99.08	100	98.69	14.98	98.06	92.68	100	100	58.66
1P2 Skill Attainment	95.25	90.27	91.95	97.99	N/P	89.41	90.38	96.13	100	99.27
2P1 Completion	98.54	99.08	100	98.69	14.98	98.06	92.68	100	100	58.66
3P1 Total Placement 3P1 Advanced Training 3P1 Employment & Military	95.99	100 31.41 68.59	100 35.21 64.79	100 35.38 64.62	21.57 21.27 0.30	100 33.14 66.86	100 35.29 64.71	29.88 29.45 0.43	100 33.16 66.84	82.18 41.72 40.46
3P2 Retention *	92.00	81.4593.57	69.6892.59	81.6894.02	N/P	82.7695.65	74.42100	N/P	63.1690.91	NP
4P1 Nontraditional – Participation	18.25	22.30	22..11	20.99	100	44.74	39.68	100	25.08	21.35
4P2 – Completion Nontraditional	13.71	14.98	15.21	14.33	100	12.34	12.82	100	26.09	16.44

Note: Not Provided (N/P)— At this time, the postsecondary MIS does not collect data on "Other Educational Barriers." 3P2 * Revised March 2006

Table 5 shows the postsecondary performance levels by Ttarget levels, Ggrand total, Sspecial Ppopulations, as well as the tech prep performance levels. TAgain, the State exceeded the Postsecondary target levels in sixfive 5 of– the seven7 performance level areas when viewed as a whole. The State exceeded the target performance levels for the economically disadvantaged subgroup of the special populations. The Table– 5also shows the performance levels of Tech Prep students by percent. This subgroup met and exceeded the target level at 99.27 percent for Skill Attainment (IP2). Here this subgroup met and exceeded the target level at 99.23 %percent. The State also met and exceeded the postsecondary target level by 1.46 %percent in Academic Attainment. The State will continuously work to improve on the data gathering process, as well as providing clarity to the people in the field and improving the validity and reliability of data sources.

Table 6

FY-05 Postsecondary Performance Levels Reported by Target, Grand Total, Race and Ethnicity Performance Levels Expressed as a Percentage

	Target	Grand Total	Ind/ Alask	Asian	Black/ Af Am	Hisp	White	Unk
1P1 Academic Attainment	98.54	99.08	98.11	100	100	100	99.02	99.23
1P2 Skill Attainment	95.25	90.27	68.39	86.73	85.71	80.71	91.33	83.03
2P1 Diploma/Certificate	98.54	99.08	98.11	100	100	100	99.02	99.23
3P1 Total Placement 3P1 Education 3P1 Employment & Military	95.99	100 31.41 68.59	93.83 28.40 65.43	100 36.36 63.64	100 36.02 63.98	100 38.55 61.45	100 30.86 69.14	100 34.58 65.42
3P2 Retention *	92.00	81.4593.57	76.0986.67	73.7590.32	73.0888.07	75.1695.83	82.3093.68	73.9994.02
4P1 Nontraditional – Participation	18.25	22.30	27.18	26.84	23.32	24.75	21.80	25.02
4P2 Nontraditional - Completion	13.71	14.98	20.00	23.33	13.64	20.10	14.45	18.69

* - 3P2 Revised March 2006

Table 6 shows the FY-05 postsecondary performance levels by target levels, grand totals and by ethnic grouping in percent. As shown in the table, the State as a whole (see grand total) met and exceeded the target levels in Academic Attainment (1P1); Diploma/Certificate (2P1) Total Placement (3P1); Retention 3P2; Nont-

Traditional Participation (4P1); and in Non-Traditional Completion (4P2). All ethnic groups met and exceeded the target level of 98.54 percent% with the exception of Indian/Alaskan natives. In Placement, the State met and exceeded the target performance levels for all ethnics but one, indicating a commitment of postsecondary institutions to encourage students to succeed. The table also shows the performance levels of students whose ethnic origins were unknown. The State will continue to improve the data collection process for improved data base for future career and technical reports and for decision makingdecision-making.

Draft 12 24 03

Table 1

FY 01, FY 02, FY 03 & FY 04 Secondary Performance Rating and FY 04 Target and Actual Performance Levels

Sub indicator Title	FY 01 Actual vs. Target Performance Rating	FY 02 Actual vs. Target Performance Rating	FY 03 Actual vs. Target Performance Rating	FY 04 Target Performance Level	FY04 Actual Performance Level	FY 04 Actual vs. Target Performance Rating
1S1 Academic Attainment	E	E	E	63.77%	65.25%	E
1S2 Vocational skill Attainment	E	E	E	70.25%	86.09%	E
2S1 Diploma/Credential	E	M	E	99.55%	99.56%	E
3S1 Total Placement	D	E	E	98.54%	98.81%	E
4S1 Participation Nontraditional	E	E	E	18.98%	33.10%	E
4S2 Completion Nontraditional	E	E	E	18.53%	23.13%	E

Legend: D - Did not meet, E - Exceeds, M – Met **Table 1**

FY 01FY01 & FY 02FY02 PERFORMANCE RATING AND FY 03FY03 ACTUAL AND TARGET LEVELS OF PERFORMANCE

Secondary Indicators

Sub indicator	Sub_ indicator Title	FY 01FY01 Actual vs. Target Performance Rating	FY 02FY02 Actual vs. Target Performance Rating	FY 03FY03 Target Performance Level	FY03 Actual Performance Data (%)	FY 03FY03 Actual vs. Target Performance Rating
1S1	Academic Attainment	E	E	63.72%	69.15%	E
1S2	Vocational Skill Attainment	E	E	70.00%	79.09%	E
2S1	Completion	E	M	99.55%	99.75%	E
3S1	Total Placement	D	E	98.54%	99.70%	E
4S1	Nontraditional Participation	E	E	18.86%	33.84%	E
4S2	Nontraditional Completion	E	E	18.43%	24.38%	E

C. Definitions

Formatted: Bullets and Numbering

Formatted

Vocational Participant

Table 1 provides information that allows a comparison of the secondary performance levels for FY01 through FY04. Since FY02, the secondary programs performance rating has met or exceeded the negotiated values; however, the FY04 Actual Performance Levels are lower in five of the six subindicators on the table. While this may be attributable to better data collection, it has implications for future planning and review.

Legend: D - Did not meet, E - Exceeds, M - Met

Secondary Program: A student enrolled in one or more courses that are included in a program sequence as identified by the school district as a vocational program.

Postsecondary Program: A student who has enrolled in one or more courses that are included in an approved vocational program and who has declared the program as their major and been accepted into the program by the college.

Vocational Concentrator

Secondary Program: A secondary vocational concentrator is a student who has a combination of completed and presently enrolled vocational units totaling at least two vocational units (two years) in the vocational program being reported.

Postsecondary Program: A postsecondary vocational concentrator is a student who has a combination of completed and presently enrolled vocational courses representing a full semester/quarter load in the vocational program being reported.

Vocational Completer

Secondary Program: A program completer is defined as a student who has completed a vocational program sequence as identified by the school district (three or more sequential units).

Postsecondary Program: A student who graduates or leaves a program after completing the entire sequence of occupational courses in the program, with or without fulfilling all the necessary requirements leading to a degree, diploma, or certificate.

Tech-Prep Student

Secondary Program: A student enrolled in one or more technical courses that are included in the Tech-Prep program sequence as identified in the written agreement between the cooperating institutions.

Postsecondary Program: A student who has completed the secondary portion (a sequence of academic and technical courses) per the written agreement between the cooperating institutions, and is enrolled in one or more courses that are included in the aligned postsecondary vocational program and who has declared the program as their major and been accepted into the program by the college.

Formatted

D. Measurement Approaches

Iowa's data reporting systems at both the secondary and postsecondary levels were further refined for FY05. The web-based reporting system added additional edits and checks to improve data accuracy. New edits for the web-based reporting were designed to ensure the inclusion of responses for all required data elements. In addition, the year-end report questionnaire devised to collect information on strategies used and the value placed on each Required Use of Funds element and each Permissive Use of Funds element was refined and tested for validity and reliability for FY05.

The state provided staff development opportunities on the use of the web-based collection system for all Perkins Grant recipients. Information was also placed on the DE website and a handbook for completing the data information was developed and was made available as an on-line HELP document.

Formatted

Draft 12 24 03

Table 2 provides the subgroup performance forby special populations and for Tech Prep programs at the secondary level. Table 3 provides the performance level by race/ethnicity.

Draft 12 24 03

Table 2

FY04 Secondary Performance Levels Reported by Target, Grand Total and Special Populations Levels Expressed as Percentage

	Target	Grand Total	Disab	Econ Disad	Nontrad Train	Single Parent	Disp Home	Ed Bar	LEP	Tech - Prep
1S1 Academic Attainment 1S1 (Acad) 1S2 (Voc)	 63.77 70.25	 65.25 86.09	 32.22 75.33	 52.29 84.65	 68.33 78.17	 54.59 83.90	 0 0	 33.02 72.18	 37.82 78.79	 71.83 90.52
2S1 Diploma/Credential	99.55	99.56	97.89	96.78	96.78	94.46	0	97.35	100.00	99.65
3S1 Total Placement 3S1 Education 3S1 Employment & Military	98.54	98.81 81.16 17.65	89.70 61.37 28.33	94.57 69.16 25.41	97.74 83.23 14.52	97.21 69.83 27.37	0 0 0	88.89 52.26 36.63	92.86 68.57 24.29	99.24 80.06 19.18
4S1 - Participation Nontraditional	18.98	33.10	32.04	32.36	33.10	30.66	0	34.82	35.22	32.10
4S2 - Completion Nontraditional	18.53	23.13	8.30	20.32	89.72	20.59	0	26.08	20.17	20.50

Table 2

FY03 Secondary Special Populations Compared to Target & Grand Total Performance Level (%)

	Target	Grand Perf	Disab	Econ Disad	Nontrad Train	Single Parent	Disp Home	Educ Bar	LEP	Tech - Prep
Academic and Vocational Skills 1S1 (Acad) 1S2 (Voc)	 63.72 70.00	 69.15 79.09	 34.18 77.59	 53.66 73.68	 65.13 66.97	 44.39 87.12	 0 0	 40.37 43.28	 40.66 66.94	 70.08 77.16
2S1Completion	99.55	99.75	98.52	98.61	98.71	98.74	0	96.96	99.40	99.77
Placement 3S1 (Total) 3S1 (ED) 3S1 (Emp & Military)	 98.54	 99.70 82.73 16.97	 89.41 58.75 30.66	 94.81 66.88 27.94	 97.89 77.59 20.30	 86.92 52.31 34.62	 0 0 0	 90.45 58.29 32.16	 89.83 59.32 30.51	 100 85.99 14.01
Nontraditional Participation and Completion 4S1 (Part) 4S2 (Comp)	 18.86 18.43	 33.85 24.38	 33.01 12.16	 33.44 25.15	 33.85 24.38	 26.91 26.64	 0 0	 34.69 17.82	 36.74 15.97	 27.07 17.12

Overall, the state exceeded the Academic Skills targeted level of 63.72% by 5.43%. However, when data were disaggregated, the state did not meet the target for students with disabilities, the economically disadvantaged, single parents, students with educational barriers, and students whose primary language is not

Draft 12 24 03

English. These gaps are also reflected in the general population in Iowa as reported in the Department of Education's 2003 *Condition of Education Report*.

Formatted

In the Vocational Skill Attainment areas, the data indicate that overall the state exceeded the targeted level of 70.00% by 9.09%. But iIn skill attainment, only nontraditional programs, students with educational barriers, and students whose primary language is not English did not meet the target. The gap is the largest for students with other educational barriers.

None of the special populations met the target for the placement category, except for those in Tech Prep programs. This will be an area of inquiry for the state staff in the FY 04FY04 Perkins cycle of Perkins. As the Department of Educationstate continues to experience identifies additionalmore students needing instruction in English assistance, partnerships with those providing assistance will need to be forged so that English l Language lLearners receive educationalare provided the services to facilitate their success necessary for success in CTEcareer and technical education programs.

Overall, the state exceeded the Academic Skills targeted level of 63.77% by 1.48%. However, when data were disaggregated, the state did not meet the target for students in any of the subindicators except Nontraditional Training and Tech Prep. These gaps are also reflected in the general population in Iowa as reported in the DE's 2004 Condition of Education Report.

In the Vocational Skill Attainment areas, the data indicate that overall the state exceeded the targeted level of 70.25% by 15.84% with a score of 86.09%. Skill attainment in all subgroups exceeded the targeted level.

Although the state exceeded the target goal in placement, none of the special populations met the target except for Tech Prep programs.

In nontraditional participation, the state exceeded the target goal of 18.98% by 14.12% achieving the grand total of 33.10%. In all groups, the state achieved higher than the target level.

In the nontraditional completion area, the state exceeded the target of 18.53% with a 23.13% completion rate. Of the seven disaggregated groups, one group (disability) failed to meet the target.

Table 3

FY04 Secondary Performance Levels Reported by Target, Grand Total, Race and Ethnicity Performance Levels Expressed as a Percentage

	Target	Grand Total	Ind/ Alask	Asian	Black/ Af Am	Hisp	White	Unk
1S1 Academic Attainment	63.77	65.25	36.71	59.78	36.96	32.64	66.84	65.22
1S2 Vocational Skill Attainment	70.25	86.09	95.65	93.83	83.46	78.62	86.16	90.91
2S1 Diploma/Credential	99.55	99.56	95.56	99.60	97.99	99.76	99.59	100.00
3S1 Total Placement 3S1 Education 3S1 Employment & Military	98.54	98.81 81.16 17.65	100.00 81.82 18.18	98.39 88.71 9.68	98.88 80.90 17.98	99.28 70.50 28.78	98.81 81.26 17.54	95.24 90.48 4.76
4S1 Participation Nontraditional	18.98	33.10	32.58	38.18	36.62	32.85	32.91	39.97
4S2 Completion Nontraditional	18.53	23.13	17.07	20.18	22.14	21.36	23.33	20.83

Table 3

FY03 Secondary Race and Ethnicity Performance Levels Compared to Target & Grand Total Performance Levels (%)

	Target	Grand Perf	Ind/ Alask	Asian	Black/ Af Am	Hisp	White	Unk
Academic and Vocational Skills 1S1 (Acad) 1S2 (Voc)	63.72 70.00	69.15 79.09	61.45 85.71	71.37 90.48	53.14 80.43	54.72 77.16	69.75 78.95	80.00 70.83
2S1Completion	99.55	99.75	100.00	99.50	99.52	99.66	99.76	100.00
Placement 3S1 (Total) 3S1 (ED) 3S1 (Empl &Mil)	98.54	99.70 82.73 16.97	100.00 88.00 12.00	100.00 87.91 12.09	100.00 86.02 13.98	98.13 57.94 40.19	99.73 82.97 16.76	96.97 78.79 18.18
Nontraditional Participation and Completion 4S1 (Part) 4S2 (Comp)	18.86 18.43	33.85 24.38	35.36 8.33	37.19 25.64	36.42 20.29	33.23 18.87	33.75 24.56	31.35 24.44

Again, the achievement gaps noted in the disaggregation of the data by race/ethnicity parallels that for the entire state. However, the gap appears to be smaller for those students enrolled in CTE than for the state as a whole. For instance, while the gap between white students and African American students is 33 points for the

entire state, it is only 16.51 points for students in CTE. African American students enrolled in CTE classes are performing 6.39 points above the state as a whole.

The state will continue to work with other units in the Department of Education to identify effective practices to use in addressing these achievement gaps for persons in the special populations categories. This concern will also be addressed in the implications and strategies for FY 04FY04.

Draft 12 24 03

Postsecondary Performance Indicators:

For FY 03FY043 the data collection process at the postsecondary level was the same as in FY 01FY01 and FY 02FY02remained unchanged at the postsecondary level. A combination of data from the Career and Technical Education Information System and the Postsecondary Management Information System, with supplementary data from the state Unemployment Information system, has beenis used to complete this information.

Again, the academic attainment gaps noted in the disaggregation of the data by race/ethnicity parallels that for the entire state as reported in the DE's 2004 Condition of Education Report.

In vocational skill attainment, the state overall performance as well as white and the unknown racial groups achieved above the targeted level.

In diploma/credential, the state overall as well as four of the disaggregated groups achieved the target value at or above 99.55%. The Black/African American and the Indian/Alaskan groups did not achieve the targeted level.

In placement, the state achieved the targeted values with the exception of those in the Asian and Unknown categories.

In the area of nontraditional participation, the state exceeded the targeted value. In the nontraditional completion area, all of the disaggregated groups except in the American Indian/Alaskan achieved the targeted value.

Postsecondary Performance Indicators: For FY04 the data collection process at the postsecondary level remained unchanged. A combination of data from the CTE Information System and the Postsecondary MIS, with supplementary data from the state Unemployment Information system, has been used to complete this information.

Formatted

Formatted

Formatted

Draft 12 24 03

Table 4

FY 01, FY 02, FY 03 & FY04 Postsecondary Performance Ratings and FY 04 Target and Actual Performance Levels

Sub-indicator	FY 01 Actual vs. Target Performance Rating	FY 02 Actual vs. Target Performance Rating	FY 03 Actual vs. Target Performance Rating	FY 04 Target Performance Level (%)	FY04 Actual Performance Level (%)	FY 04 Actual vs. Target Performance Rating
1P1 Academic Attainment	E	E	E	98.54 %	98.98%	E
1P2 Vocational Skill Attainment	D	D	E	95.25 %	93.27%	D
2P1 Diploma/Credential	E	E	E	98.54 %	98.98%	E
3P1 Total Placement	E	E	E	95.99 %	95.34%	D
3P2 Retention	E	E	E	92.00 %	93.72%	E
4P1 Participation Nontraditional	D	E	E	18.20 %	22.08%	E
4P2 Completion – Nontraditional	D	E	D	13.71 %	16.58%	E

Legend: D - Did not meet, E - Exceeds, M – Met

Table 4

FY 01FY01 PERFORMANCE AND FY 02FY02 ACTUAL AND TARGET LEVELS OF PERFORMANCE

Postseccondary Indicators

Subindicator	Sub indicator Title	FY 01FY01 Actual vs. Target Performance Rating	FY 02FY02 Actual vs. Target Performance Rating	FY 03FY03 Target Performance Level (%)	FY03 Actual Performance Level (%)	FY 03FY03 Actual vs. Target Performance Rating
1P1	Academic Attainment	E	E	98.54	98.59	E
1P2	Vocational Skill Attainment	D	D	95.25	95.59	E
2P1	Diploma/Credential	E	E	98.54	98.59	E
3P1	Placement	E	E	95.99	100.00	E
3P2	Retention	E	E	92.00	92.10	E
4P1	Nontraditional Participation	D	E	17.95	18.56	E
4P2	Nontraditional Completion	D	E	13.61	12.26	D

Legend: D – Did not meet, E – Exceeds, M – Met

The state of Iowa exceeded the target indicator in all areas with the exception of the 4P2, completion in nontraditional programs. When looking at this indicator over a three-year period, it appears that the trend line shows a fluctuation from one year to the next. It would indicate that further study is needed to see why the programs throughout the state are able to exceed the target in some years and not meet it in others. The Department of Education will continue to work with the community colleges on the recruitment and retention

of students in nontraditional programs. It appears that students are choosing these fields but are not completing the programs as defined by the performance indicator.

As most st of the Perkins funding is used to upgradee the existing programs or to start new ones, it is important for the state to provide leadership in incorporating focusing on the issues of the issues of recruitment and retention of of students in programs nontraditional for their genderprograms into the development and the improvement process.

Table 5 provides the disaggregation of the data by special populations and Tech Prep, while Table 6 provides the disaggregation by race/ethnicity.

The state of Iowa exceeded the targeted performance level in five of the seven subindicators in FY04. In the area of vocational skill attainment, the state achieved a 93.27%, which is 1.98% less than the targeted level. In Total Placement, the state achieved a 95.34%, which is .65% less than the target of 95.99%.

Draft 12 24 03

Table 5

FY04 Postsecondary Performance Levels Reported by Target, Grand Total, Special Populations and Tech Prep Performance Levels Expressed as a Percentage

	Target	Grand Perf	Disab	Econ Disad	Nontrad Train	Single Parent	Disp Home	Ed Bar	LEP	Tech Prep
1P1-Academic Attainment	98.54	98.98	96.51	98.78	16.58	97.73	93.33	N/P	100.00	96.61
1P2-Vocational Skill Attainment	95.25	93.27	92.59	96.46	92.21	92.76	98.46	97.10	99.20	99.33
2P1-Degree/Certificate	98.54	98.98	96.51	98.78	16.58	97.73	93.33	N/P	100.00	96.61
3P1-Total Placement	95.99	95.34	83.54	99.40	N/P	100	100	N/P	75.16	74.33
3P1-Education		31.41	35.21	35.38	N/P	33.14	35.29	N/P	33.16	49.55
3P1-Employ &Military		63.93	48.33	64.01	N/P	66.86	64.71	N/P	41.97	24.78
3P2-Retention	92.00	93.72	93.25	94.08	N/P	96.23	100	N/P	89.47	N/P
4P1-Participation Nontraditional	18.20	22.08	23.68	21.70	22.08	40.39	32.27	N/P	39.81	21.04
4P2-Completion Nontraditional	13.71	16.58	17.42	16.02	16.58	18.95	72.73	N/P	27.66	16.08

Formatted

Table 5

FY03 Postsecondary Special Populations and Tech Prep Performance Levels Compared to Target & Grand Total Performance Level (%)

	Target	Grand Perf	Disab	Econ Disad	Non Trad	Single Parent	Disp Home	Ed Bar	LEP	Tech Prep
Academic and Vocational Skills 1P1 (Acad) 1P2 (Voc)	98.54 95.25	98.50 95.50	98.44 89.83	98.17 98.37	12.26 90.07	98.68 88.85	97.58 96.20	NP 97.19	100 97.50	51.79 92.86
2P1Completion same as 1P1)	98.54	98.50	98.44	98.17	12.26	98.68	97.58	NP	100	51.79
Placement 3P1 (Total) 3P1 (Ed) 3P1 (Empl & Mil)	95.99	100 92.39 78.75	76.73 14.11 62.62	100 95.78 77.49	34.32 10.16 15.16	91.51 27.36 64.15	87.09 20.27 66.67	25.22 21.91 0.31	100 83.62 68.51	15.14 3.98 11.16
3P2Retention	92.00	92.18	80.36	93.68	N/P	75.93	72.97	N/P	82.05	N/P
Nontraditional Participation and Completion 4P1 (Part) 4P2 (Comp)	17.95 13.61	18.56 12.26	19.20 15.15	17.59 11.55	18.56 12.26	19.71 2.69	16.44 9.78	NP NP	22.76 15.63	5.45 2.66

Draft 12 24 03

The disaggregation of the indicators by special population shows that the academic and vocational attainment is narrower for these populations than what is found at the secondary level. A The academic attainment is only -10% lower than the target and -.15% lower than the total performance in the state for persons with disabilities. A larger difference exists for Displaced Homemakers (-1.03) and Economically Disadvantaged (-0.37). The largest difference, (-46.75), occurred s among with those identified as Tech Prep students, at -46.75. Further study is needed to ascertain the difference in this academic achievement, as this appears to be an anomaly in when looking at the trend data over time for Tech Prep students.

Note: Not Provided (NP) At this time, the postsecondary MIS does not collect data on "Other Educational Barriers."

In Academic Attainment and Degree/Certificate Attainment, the state met targeted performance levels for the overall group. The performance level was not met for the disability, nontraditional training, single parent, displaced homemaker, and Tech Prep groups.

The Vocational Skill Attainment Grand Performance was below the targeted performance level by 1.98%. Of the eight disaggregated groups, five achieved the targeted performance level, while three (disability, nontraditional, and single parent) performed below the targeted level.

The Grand Performance for the state in Placement was 0.65% less than the negotiated target level. Four of the disaggregated populations also performed below the targeted level.

Draft 12 24 03

Table 6

FY04 Postsecondary Performance Levels Reported by Target, Grand Total, Race and Ethnicity Performance Levels Expressed as a Percentage

	Target	Grand Total	Ind/ Alask	Asian/ Haw	Black/ African American	Hisp	White	Unk
1P1 – Academic Attainment	98.54	98.98	100	100	99.12	99.37	98.95	98.99
1P2 – Vocational Skill Attainment	95.25	93.27	71.22	94.86	92.10	86.04	93.93	86.34
2P1 Degree/Certificate	98.54	98.98	100	100	99.12	99.37	98.95	98.99
3P1 Total Placement 3P1 Education 3P1 Employ/Military	95.99 N/A N/A	95.34 31.41 63.93	82.72 28.40 54.32	100 36.36 63.64	81.05 36.02 45.03	95.48 38.56 56.92	96.34 30.86 65.47	78.85 34.58 44.27
3P2 Retention	92.00	93.72	89.47	88.64	95.92	86.05	93.82	95.28
4P1 – Participation Nontraditional	18.20	22.08	27.43	28.31	21.85	24.29	21.67	25.19
4P2 – Completion Nontraditional	13.71	16.58	15.91	30.65	13.04	23.46	16.07	20.63

Table 6

FY03 Postsecondary Race and Ethnicity Performance Levels Compared to Target & Grand Total Performance Level (%)

	Target	Grand Perf	Ind/ Alask	Asian/ Haw	Black/ Af Am	Hisp	White	Unk
Academic and Vocational Skills 1P1 (Acad) 1P2 (Voc)	98.54 95.25	98.59 95.59	100 93.08	100 98.70	99.27 97.77	98.98 85.98	98.55 95.66	98.52 93.63
2P1Completion	98.54	98.59	100	100	99.27	98.98	98.55	98.52
Placement 3P1 (Total) 3P1 (ED) 3P1 (Empl & Military)	95.99	100 22.39 78.75	100 27.59 74.14	95.59 31.86 63.72	77.45 29.17 48.28	100 23.58 77.48	100 23.00 82.35	76.97 7.45 69.52
3P2 Retention	92.00	92.10	84.91	80.65	91.67	77.00	93.05	82.50
Nontraditional Participation and Completion 4P1 (Part) 4P2 (Compl)	17.95 13.61	18.36 12.26	20.23 8.23	26.50 10.44	19.95 18.95	18.68 12.50	18.24 11.82	20.78 6.95

While approximately 25% of the students in postsecondary programs across the state are other than white, the still relatively small numbers in each category means that just a few students can have a major impact in determining whether targets are met. Still, the data clearly indicate causes only a few students to impact whether or not the system meets the target. However, it is apparent that attention needs to be given to the

vocational attainment of Hispanic students, as this is the largest group now being served in programs at the postsecondary level.

The state will need to provide leadership in the recruitment and retention of students from diverse racial/ethnic groups to ensure that all students have access to and are successful in these programs at the postsecondary level. This initiative is reflected in the strategies for FY 04FY04 In Vocational Skill Attainment, the state did not meet the targeted levels of performance, nor did any of the disaggregated groups. In Total Placement, two of the disaggregated groups exceeded the targeted performance level of 95.99%, while four performed below the negotiated level.

In Retention, the state performance exceeded the negotiated level; however, three disaggregated groups did not.

Draft 12-24-03

H. PROGRAM PERFORMANCE FY04

FY04 Preliminary Tables for the Narrative

2004 Data *Updated 10-21-04 & 11-17-04 TKG

A. State Performance Summary

Secondary Performance Indicators: During FY02 the Iowa Department of Education changed the secondary CTE data collection system from a paper reporting process to a web-based reporting process with the data collection system expanded to include data for all CTE programs. During FY04, this web-based system was further refined to ensure that the data being collected was appropriate by providing edits and error messages to those entering the data.

Table 1 provides information that allows a comparison of the secondary performance levels for FY01 through FY04. Over time, the secondary programs performance rating has improved, with the FY04 data showing that the target was exceeded in all areas.

Formatted

Secondary Performance Indicators

Formatted

Table 1

FY 01, FY 02, FY 03 & FY 04 Secondary Performance Rating and FY 04 Target and Actual Performance Levels

Sub-indicator	Subindicator Title	FY 01 Actual vs. Target Performance Rating	FY 02 Actual vs. Target Performance Rating	FY 03 Actual vs. Target Performance Rating	FY 04 Target Performance Level	FY04 Actual Performance Level	FY 04 Actual vs. Target Performance Rating
1S1	Academic Attainment	E	E	E	63.77%	65.25%	E
1S2	Vocational Skill Attainment	E	E	E	70.25%	86.09%	E
2S1	Completion	E	M	E	99.55%	99.56%	E
3S1	Total Placement	D	E	E	98.54%	98.81%	E
4S1	Nontraditional Participation	E	E	E	18.98%	32.11%	E
4S2	Nontraditional Completion	E	E	E	18.53%	20.67%	E

Legend: D – Did not meet, E – Exceeds, M – Met

TKG 10-21-04

Draft 12 24 03

Table 2

FY04 Secondary Performance Levels Reported by Target, Grand Total and Special Populations Levels Expressed as Percentage

	Target	Grand Total	Disab	Econ Disad	Nontrad Train	Single Parent	Disp Home	Ed Bar	LEP	Tech Prep
1S1 – Academis Attainment	63.77	65.25	32.19	52.28	55.08	54.46	63.64	33.02	37.82	71.83
1S2 Vocational Skill attainment	70.25	86.09	75.33	84.65	86.55	83.90	80.00	72.18	78.79	90.52
2S1 Completion	99.55	99.56	97.89	96.78	96.78	94.46	100.00	97.35	100.00	99.65
3S1 – Total Placement	98.54	98.81	89.70	94.57	97.74	97.21	90.00	88.89	92.86	99.24
3S1 Placement – Education		81.16	61.37	69.16	83.23	69.83	50.00	52.26	68.57	80.06
3S1 – Placement – Employ & Military		17.65	28.33	25.41	14.52	27.37	40.00	36.63	24.29	19.18
4S1 – Nontrad Participation	18.98	32.11	23.15	31.91	90.46	33.82	10.00	38.49	29.21	32.10
4S2 – Nontrad Completion	18.53	20.67	4.86	24.45	95.83	24.24	0	32.73	14.29	20.50

(TKG 10-22-04)

Draft 12 24 03

Table 3

FY04 Secondary Performance Levels Reported by Target , Grand Total, Race and Ethnicity Performance Levels Expressed as a Percentage

	Target	Grand Total	Ind/ Alask	Asian	Black/ Af Am	Hisp	White	Unk
1S1 – Academis Attainment	63.77	65.25	36.08	59.77	36.96	32.51	66.84	63.04
1S2 Vocational Skill attainment	70.25	86.09	95.65	93.83	83.46	78.62	86.16	90.91
2S1Completion	99.55	99.56	95.56	99.60	97.99	99.76	99.59	100.00
3S1 – Total) Placement	98.54	98.81	100.00	98.39	98.88	99.28	98.81	95.24
3S1 Placement – Education	NA	81.16	81.82	88.71	80.90	70.50	81.26	90.48
3S1 – Placement - Employ & Military	NA	17.65	18.18	9.68	17.98	28.78	17.54	4.76
4S1 (Part) Nontraditional Participation	18.98	32.11	33.33	36.77	43.11	27.84	31.90	62.50
4S2 (Comp) Nontraditional Completion	18.53	20.67	14.29	0.00	0.00	10.53	20.92	0.00

(TKG 10-22-04 & 11-17-04)

Draft 12 24 03

Postsecondary Performance Indicators

Postsecondary Performance Indicators: For FY04 the data collection process at the postsecondary level remained unchanged. A combination of data from the Career and Technical Education Information System and the Postsecondary Management Information System, with supplementary data from the state Unemployment Information system, has been used to complete this information.

Table 4

FY 01, FY 02, FY 03 & FY04 Postsecondary Performance Ratings and FY 04 Target and Actual Performance Levels

Sub-indicator	FY 01 Actual vs. Target Performance Rating	FY 02 Actual vs. Target Performance Rating	FY 03 Actual vs. Target Performance Rating	FY 04 Target Performance Level (%)	FY04 Actual Performance Level (%)	FY 04 Actual vs. Target Performance Rating
1P1 - Academic Attainment	E	E	E	98.54 %	%	
1P2 - Vocational Skill Attainment	D	D	E	95.25 %	93.27%	D
2P1 - Diploma/ Credential	E	E	E	98.54 %	%	
3P1 - Total Placement	E	E	E	95.99 %	%	
3P2 - Retention	E	E	E	92.00 %	%	
4P1 - Nontraditional Participation	D	E	E	18.20 %	%	
4P2 - Nontraditional Completion	D	E	D	13.71 %	%	

Formatted: Bullets and Numbering

Legend: D – Did not meet, E – Exceeds, M – Met

(TKG 10-22-04 & 11-17-04)

Table 5

FY04 Postsecondary Performance Levels Reported by Target, Grand Total, Special Populations and Tech Prep Performance Levels Expressed as a Percentage

	Target	Grand Perf	Disab	Econ Disad	Nontrad Train	Single Parent	Disp Home	Ed Bar	LEP	Tech – Prep
1P1 – Academic Attainment	98.54									96.61
1P2 – Vocational Skill attainment	95.25	93.27	92.59	96.46	92.21	92.76	98.46	97.10	99.20	99.33
2P1 – Degree / Certificate	98.54									
3P1 – Total) Placement	95.99									70.44
3P1 Placement – Education	NA									
3P1 – Placement – Employ & Military	NA									
3P2 – Retention	92.00									
4P1 – Nontraditional Participation	18.20									21.04
4P2 – Nontraditional Completion	13.71									16.08

Table 6

FY04 Postsecondary Performance Levels Reported by Target, Grand Total, Race and Ethnicity Performance Levels- Expressed as a Percentage

	Target	Grand Total	Ind/ Alask	Asian/ Haw	Black/ African American	Hisp	White	Unk
1P1 – Academis Attainment	98.54							
1P2 – Vocational Skill attainment	95.25	93.27	71.22	94.94	92.10	86.29	93.93	86.34
2P1 – Degree / Certificate	98.54							
3P1 – Total Placement	95.99							
3P1 – Placement – Education	NA							
3P1 – Placement – Employ & Military	NA							
3P2 – Retention	92.00							
4P1 – Nontraditional Participation	18.20							
4P2 – Nontraditional Completion	13.71							

Draft 12 24 03

(TKG 10 22 04 & 11 17 04)

Formatted

Draft 12 24 03

Definition of Vocational Concentrator and Tech Prep Students TKG

b.Definition of Vocational Concentrator and Tech Prep Students

Iowa's definition of concentrator has not changed since the original implementation of the 1998 Perkins Act. The FY03 CAR erroneously provided the definitions of program completers.

-

- A secondary vocational concentrator is a student who has a combination of completed and presently enrolled vocational units totaling at least two vocational units (two years) in the vocational program being reported.
- A postsecondary vocational concentrator is a student who has a combination of completed and presently enrolled vocational courses representing a full semester/quarter load in the vocational program being reported.

-

A postsecondary vocational concentrator is a student who has a combination of completed and presently enrolled vocational courses representing a full semester/quarter load in the vocational program being reported.

- A secondary tech-prep student is a student enrolled throughout the year, in one or more courses that are part of the tech-prep program sequence.
- A postsecondary tech-prep student is a student who has completed the secondary education portion of a tech-prep program and is now enrolled in the postsecondary portion of the program.

A postsecondary tech-prep student is a student who has completed the secondary education portion of a tech-prep program and is now enrolled in the postsecondary portion of the program.

The following guideline was used for defining "vocational concentrator." Concentrator definitions listed below may vary depending upon the specific sub-indicator in question. Iowa's definition of concentrator has not changed since the original implementation of the 1998 Perkins Act. The FY03 CAR erroneously provided the definitions of program completers.

A secondary vocational concentrator is a student who has a combination of completed and presently enrolled vocational units totaling at least two vocational units (two years) in the vocational program being reported.

A postsecondary vocational concentrator is a student who has a combination of completed and presently enrolled vocational courses representing a full semester/quarter load in the vocational program being reported.

A secondary tech-prep student is a student enrolled throughout the year, in one or more courses that are part of the tech-prep program sequence.

A postsecondary tech-prep student is a Student who has completed the secondary education portion of a tech-prep program and is now enrolled in the postsecondary portion of the program.

DELETE thebelow

Formatted: Bullets and Numbering

Comment [Sol1]: Bill – these definitions are the same as in the law. We don't need to worry about editing here. Same as last year.

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted

Guideline: "…students who reach (i.e., enroll in) a state-defined threshold level of vocational education. Throughout the framework, these students are defined as vocational concentrators." (Core Indicator Framework, 2.4 Definition of Threshold Level of Vocational Education, p.9)

Secondary Academic Proficiency and Diploma Sub_indicators: – A vocational student who has completed at least two vocational units (two years) in one vocational program.

Secondary Occupational Proficiency and Placement Sub_indicators : A vocational student who has completed a vocational program sequence of three or more units (three years) as identified by the school district (program completer).

Secondary Nontraditional Program Participation Sub_indicator: – A student enrolled in at least one nontraditional program.

Secondary Nontraditional Program Completion Sub_indicator: – A vocational student who has completed a vocational program sequence of three or more units (three years) as identified by the school district (program completer).

Postsecondary for all Sub_indicators cExcept Participation in Nontraditional Programs: – A student who graduates or leaves a program after completing the entire sequence of occupational courses in the program, with or without fulfilling all the necessary requirements leading to a degree, diploma, or certificate (vocational program student completer).

Postsecondary Participation in Nontraditional Programs Sub_indicator: – A student enrolled in at least one nontraditional program.

Tech Prep: – A student who completes a program comprised of the six components identified for defining a program as a Ttech prep Prep program.

c.Measurement Approaches and Data Quality Improvement

Iowa's data reporting systems at both the secondary and postsecondary levels were further refined for FY045. The web-based reporting system added additional edits and checks to improve data accuracy… .New edits for the Web-based reporting were designed to ensure the inclusion of responses for all required data elements. In addition, the Year-end Report questionnaire devised to collect information on strategies used and the value placed on each" ,Required Use of Funds" element and each ,"Permissive Use of Funds" element waselement was refined and tested for validity and reliability for FY045.

The state provided staff development opportunities on the use of the web-based collection system for all Perkins Grant recipients.. Information was also placed on the Department of EducationDE website and a handbook for completing the data information was developed and was made available as an on-line HELP document.

Iowa continues to refine data collection systems at bothboth the the secondary and postsecondary levels. The web-based reporting system added additional edit checks and resources to ensure data validity. This will encourage instant review of the data for accuracy on the part of the "reporter." WThe web_based reporting ensured the inclusion of responses for all data elements. In addition, the questionnaire devised used to collect information on strategies used and the success of these strategies was refined and tested for validity and reliability for FY 03FY03.

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted: Bullets and Numbering

Formatted

Formatted

Draft 12 24 03

The state provided staff development opportunities on the use of the web-based collection system. Information was placed on the Department of Education website and a handbook for completing the data information was developed and was made available on the web as an on-line HELP document.

D.

d.Effectiveness of Improvement Strategies in Previous Program Fiscal Year 2005

Continue to improve partnerships with state entities to develop a seamless system of education from the secondary school to postsecondary opportunities and ultimately to employment.

- The Department of Education has fostered partnerships with between secondary education, community colleges and universities to build a system to implement a pre-engineering curriculum developed by Project Lead the Way (PLTW). Iowa has been successful in establishing Iowa State University and the University of Iowa as Co-Affiliate universities for PLTW and involving ten community colleges in encouraging fourteen secondary schools to begin implementation of PLTW. Developing partnerships with a variety of business and education agencies continues to be a paramount goal among the DE staff. Business partners team up with CTSOs to assist with their competitive events and provide training opportunities. Other successful partnerships were established with professional associations, community service organizations, state agencies and community college deans and directors. In addition, a newly developed proposal with the University of Iowa may lead to a Bachelor of Applied Science Degree.
- The Iowa Learns Council is a special commission appointed by Governor Vilsack to recommend strategies to expand the state's education opportunities. Council members were drawn from leadership positions in all levels of education, government, and business. The Council took a holistic view of the state's education system from early childhood to postsecondary education, and recommended strategies to ensure a seamless and coordinated system with teachers and administrators working with greater cohesion at all levels. The State Administrator for Community Colleges and Workforce Preparation served as one of the state staff to support one of the work teams. Information regarding Iowa's career educational opportunities and the state career information and resource system was reviewed with other teams. The Council has forwarded its recommendations to the Governor and the Governor is communicating his priorities to the populace in December 2004.
- Get Ken's statements
- The business and information technology program management committee continues to promote statewide articulation in areas such as computer business applications, keyboarding, and accounting.
- The DE staff continues to coordinate with a regional business and industry advisory committee to obtain information to share withshare with business and information technology instructors statewide.
- The DE staff continues to work with teacher preparation programs to ensure that highly qualified teachers are available for CTE classrooms. DE staff met with teacher preparation instructors to begin development of a workshop for business teacher preparation instructors and their students. In addition DE staff meet annually with students who are preparing to enter student teaching .teaching.
- Student membership in FCCLA increased by 200+over 200 members and total FCCLA chapters increased by 11 with the successful implementation of a new adviser mentoring system for FCCLA advisers statewide.
- Provided technical assistance to community colleges in the development and approval of 32 new CTE programs.

Improve the academic achievement of students in CTE programs

Formatted
Formatted: Bullets and Numbering
Formatted
Formatted
Formatted: Bullets and Numbering
Formatted
Formatted: Bullets and Numbering
Formatted: Bullets and Numbering
Formatted: Bullets and Numbering
Formatted: Bullets and Numbering
Formatted
Formatted
Formatted

According to the Annual Condition of Educational Report of 2004, 66 percent of Iowa students (Grades 9-11) performed above the national median (p.192). In the ACT average composite scores by gender, males had higher average composite scores than females in Iowa. However, Iowa females decreased the gap in 2004 by scoring 0.3 points below their male counterparts, down from 0.4 points in 2003 (p.214). In mathematics, Iowa males scored 1.4 points above their female in 2003 and in 2004 while females scored 0.2 and 0.4 points above males in Reading. Iowa females also had 0.9 points in 2004 above their male counterparts in reading scores. Iowa males on the other hand had 1.1 points above their female counterparts in Iowa science average ACT scores. In general, there was no significant achievement gap by gender in Iowa and the achievement of the CTE students is reflective of the general student population in Iowa. (Table 117, Condition of Ed Report).

The **DE's 2004 Condition of Education Report** explores the achievement gap for males and females in the 11th grade in the areas of Reading, Math and Science. The data indicates that in 2004 males scored an average of 1.4 points higher than females on the Math test; females scored an average 0.9 points higher than males on the Reading test and males scored an average of 1.1 points higher than females on the Science test. The conclusion presented was that there was no significant achievement gap at the 11th grade level based upon gender.

The Department of Education has fostered the pre-engineering curriculum developed by Project Lead the Way (PLTW). Research has shown that PLTW programs attract a larger number of nontraditional and minority students. Iowa has been successful in encouraging fourteen secondary districts to begin implementation of PLTW in the fall of 2005. More than 250 educators and business leaders received information on PLTW through a series of eight regional and three statewide conference coordinated by the Iowa Department of Education. It is projected that twenty additional schools will implement PLTW in 2006.

Project Lead the Way stuffola

Increase leadership activities to impact core indicator # 4 (Participation/ in and Completion of Nontraditional Programs)

IMPACT OF DEPARTMENT'S FY04 NON-TRADITIONAL CAREER ACTIVITIES

The Department of EducationDE allocated mini-grants to fourteen14 of Iowa's fifteen15 community colleges in FY04. The purpose of the mini-grants was to encourage and support the efforts of the colleges to recruit, enroll, retain, and graduate students in career areas that are non traditional for their gender. In addition ten10 community colleges received grants to conduct SAGE (Student Achievement Grounded in Equity) professional development for staff persons working in program areas which were non traditional for one gender or the other. The training is designed to help instructors explore ways to provide a more interactive, supportive, and inclusive learning environment for post secondary and adult learners in non-traditional careers areas.

An evaluation survey was conducted with each of the colleges. The purpose of the survey was to assess the impact of the mini-grants on their colleges. The feedback from this survey included the followingindicated improvement in evaluation, recruiting, collaboration, and staff development. Most of the colleges stated that it was too early to see significant gains in the numbers of non-traditional students recruited, enrolled, retained and graduated. FY05 will be the third year that the equity/diversity mini-grants will be allocated. At the completion of FY05, trend line data will be studied.

Formatted

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Draft 12 24 03

- The Business and Information Technology program management committee continues to provide resources for business and information technology instructors such as entrepreneurship and assessment models.
- For the third consecutive year, FFA Annual Report data indicates that student organization members are more likely to be academically proficient than students who are not members of a career and technical student organization.

;

- Six of the colleges reported that their grant activities allowed them to more visibly focus their recruitment and retention efforts at non-traditional and underrepresented students.
- Five colleges reported that the targeted groups responded positively to their targeted efforts. They stated that the relationships and communications between their programs and targeted groups improved as well as the relationships and communications between the targeted groups and the college in general.
- Five colleges stated that the grants allowed them to update and improve their marketing and recruitment materials and process to make them more inclusive and in some instances focused on non-traditional students.
- Five colleges reported that the activities funded by the grants including the SAGE grant caused a more systemic discussion and teaming across college divisions on efforts to recruit, enroll, retain and graduate students n career areas non-traditional for their gender as well as underrepresented minority students.
- Three colleges stated that they had improved collaborative relationships with partners outside the college including school districts, area education agencies, businesses and community agencies.

Several colleges mentioned that they used their grant money to support "Taking the Road less Traveled" training with staff members that had not yet been through the training. As more of their staff experienced the training it was having a cultural affect on their college.

Most of the colleges stated that it was too early to see significant gains in the numbers of non-traditional students recruited, enrolled, retained and graduated. FY05 will be the third year that the equity/diversity mini-grants will be allocated. A year from now we should have clearer trend line data to indicated if they are making a significant difference.

Refine the data collection system for use in decision-making in the program improvement process.
Data for FY05 was collected electronically using the State Program Improvement questionnaire. A total of 520 responses (411 secondary and 109 postsecondary) were analyzed for future planning, providing technical assistance to schools as well as for CTE improvement. The survey items with mean responses, which reflect the strength of CTE programs in both secondary and postsecondary institutions, were:

- Iowa students have access to CTE programs
- Competencies in CTE programs were attainable
- CTE programs were designed to respond to labor market needs
- Iowa's CTE instructors develop the use of technology through training, workshops and conferences
- Iowa provides CTE students with the academic and technical skills leading to higher wages

In addition, the result highlights the effectiveness of the state accountability system for Perkins funds. As a reflection of proper use of funds, CTE programs used FY05 funds to:

- Modernize and improve the quality of career and technical education programs
- Provide services that are of sufficient size, scope, and quality to be effective
- Use Business and Industry in the design, implementation, and evaluation of CTE programs
- Provide guidance and academic counseling to students in CTE programs

Other collected information not included in the survey were:

- Continued refinement of MIS data postsecondary data collection system to improve reliability, accuracy and timeliness of data.

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Draft 12 24 03

- Continue refinement of MIS data post secondary data collection system to ensure that data are timely, accurate, accurate and that reliability of data is improved.
- Work with the Bureau of Information Technology services in the design and implementation of an on-line system that will providewill provide feedback for districts, community colleges, and consortia on the district/community college student attainment relative to the FAUPL.
- Starting inIn FY05, the secondary student data will no longer be collected through the Career and Technical Information system. The secondary data collection system called "Project Easier" has been expanded to include the data elements that are unique to secondary vocational educationCTE students. This change will move the vocationalCTE student data collection and reporting closer to the mainstream of the secondary districts and will allow for more complete reporting back to the Ddistrict leadership.

Provide professional development for administrators at the secondary and postsecondary levels.

- The DivisionDE provided professional development to school district and community colleges through workshops and conferences. In Tech Prep, presentations were made to the community college representatives and school district administrators to foster collaboration. Workshops were conducted for the school districts and secondary school districts and community colleges to clarify federal legislation and the need for data. Other presentations were conducted for the Iowa Tech Prep coordinators, and more information was shared at the Iowa Career and Technical Conference in Ames.
- The DE provided professional development to school district and community colleges through workshops and conferences. This addressed discipline content area including new technology. In Tech Prep, presentations were made to the community college representatives and school district administrators to foster collaboration. Workshops were conducted for the school districts and community colleges to clarify federal legislation and the need for data. Other presentations were conducted for the Iowa Tech Prep coordinators, and more information was shared at the Iowa Career and Technical Conference.
- The DE staff collaborated on an article for a national business career and technical organization publication addressing the co-curricular aspect of student organizations and emphasizing the utilization of CTSOs as an integral part of a CTE program.

Implement a study of the achievement gap in both academic and vocational skill attainment in the special populations of students with disabilities, economically disadvantaged, LEP, and students with educational barriers, as well as the gaps for those from different racial/ethnic groups.

- The State bBoard of Education, the Department of EducationDE, and the Governor's Office presented "2004 Breaking Barriers to lLearning and Teaching Awards" to six school districts in the past year. The purpose of the awards is to recognize school districts that could demonstrate that they had significantly raised the achievement levels of, African American, Hispanic and/or low income students, while maintaining or increasing the achievement of all other students in the district.
- Six grants of $125,000 were awarded to support local school district efforts to narrow the achievement gaps in their schools. These districts participated in a competitive grant process in which they demonstrated the need in their district and put forth a plan that used research-based strategies for reducing the achievement gaps. Districts needed to demonstrate that that highly skilled teachers and administrators were being assigned to high need students, a commitment to providing on-going cultural competence training for staff, implementation of research based instructional programs, and to building partnerships between the schools.

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted

Formatted: Bullets and Numbering

Formatted

Formatted

Formatted

families, and communities. The awards went to the Cedar Falls, Creston, Davenport, LeMars, Saydel, and South Tama Community School Districts.

Six grants of $125,000.00 were awarded to support local school district efforts to narrow the achievement gaps in their schools. These districts participated in a competitive grant process in which they demonstrated the need in their district and put forth a plan that used research based strategies for reducing the achievement gaps. Districts needed to demonstrate that that highly skilled teachers and administrators were being assigned to high need students, a commitment to providing on-going cultural competence training for staff, implementation of research based instructional programs, and to building partnerships between the schools, families and communities. The district's receiving the grants included the West Liberty, Carroll, Des Moines, Davenport, Waterloo, and Sioux City Community School Districts.

In addressing the areas identified in FY 02FY02 that needed improvement in FY 03FY03, four work teams within the state unit were identified and charged with planning and implementing an improvement strategy. The results of their work are:

Improvement Need 1: Continue to refine the data collection process, especially thosecat used for Core Indicator 2 (Credential Attainment) and Core Indicator 3 (Placement and Retention) for the secondary level and for Core Indicator 2 (Credential Attainment) for the postsecondary level.

The web-based system was refined to ensure that the data entered into the fields was appropriate and completed before the system allowed the user to certify that they were finished. Error messages were developed to guide the person providing the data to the system. This year only a minimal number of districts had to be contacted concerning data as compared to the previous years.

Improvement Need 2: Continue to provide staff development to the field at both the secondary and postsecondary level on data collection and submission to improve the reliability and validity of the data statewide.

All areas of the state were provided staff development on data collection and submission of the data as well as how to use the data to improve their programs. These opportunities were a part of in-services at statewide conferences, regional meetings, and district/community college staff development sessions.

Improvement Need 3: Engage the community college Career and Technical EducationCTE dDeans and dDirectors in the process of identifying a process to improve the reliability and validity of the data collected and submitted, especially in the area of attainment of the vocational skills.

Core indicator data disaggregated by community college was taken to the CTE dDeans and dDirectors disaggregated by community college. The CTE dDeans and dDirectors studied how each college collected the data that was required for the reporting, with emphasis on the procedures ustilized to determine competency attainment, since this was the measure that was not met during FY 02FY02. Procedures were analyzed and recommendations made to provide a more consistent method of identifying vocational skill competency attainment. An area of weakness that was identified was the lack of third-party assessments, and the dDeans requested that the Department of Education research third third-party assessments and provide leadership in this area during FY 03FY03 and FY 04FY04.

Formatted

Formatted

Formatted

Formatted

Draft 12 24 03

Improvement Need 4: Improve the process of collecting data on the postsecondary students who are a part of the Tech Prep programs in each community college.

The Iowa Tech Prep network (a representative from every area of the state) addressed the issue of accountability and perceived inconsistenciesy in reporting of the FY02 data. A meeting was conducted with the Iowa Tech Prep network and discussed the findings andfocused on issues related to tech prep program reporting. Each of the coordinators shared the strategies use to acquire the data. The Tech Prep coordinators in attendance shared the strategies they used to acquire their data, learned from one another, received additional clarification from Dthe department of Education representatives, and discussed plans on how to o go back to their areas and provide training to local schools and the community college in their respective areas. Coordinators' The plans varied in this regard did vary because each area has a unique structure. For example, following the network meeting, one An example of this training in one area consisted of the tech prep coordinator presentedding a summary of the meeting to localarea superintendents and led a to explain the findings and discussion about the reporting issues. The superintendents were asked to take this information back to their districts schools and share it with a the appropriate personnelople. The area tech prep coordinator thenm worked with each school individually to improve itsthere reporting and to develop a plan to improve the core indicators.

e.E.Improvement Strategies for FiscalNext Program Year 2007 and Beyond:

Formatted: Bullets and Numbering

Required Use of Funds (1): Assessment of Vocational and Technical Education Programs

Formatted

- Continue tod review the community college MIS data elements to improve the system's ability to assess and report on CTE student attainment/achievement.
- Strengthen the DE's ability to link data from the MIS, Project Easier, and the CTE Information (CTEIS) sSystems to improve the ability to report student attainment for secondary and postsecondary students.
- Work with the Bureau of Information Technology Services in the design and implementation of an on-line system that will provide feedback for districts, community colleges, and consortia on the district/community college student attainment relative to the FAUPL.

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Strengthen the DE's ability to link data from the MIS and the CTE Information System (CTEIS) systems to improve the ability to report student attainment for secondary and postsecondary students.
Review the community college MIS data elements to improve the system's ability to assess and report on CTE student attainment/achievement.

Strengthen the DE's ability to link data from the MIS and the CTE Information System (CTEIS) systems to improve the ability to report student attainment for secondary and postsecondary students.
The Community College CTE Program Evaluation Process is under review and revision to be consistent with the total quality improvement (TQM) process. Revision of the process will be completed and approved by the State Board of Education, to be followed by professional development activities to the field regarding its use.

- Work with the Bureau of Information Technology services in the design and implementation of an on-line system that will provide feedback for districts, community colleges, and consortia on the district/community college student attainment relative to the FAUPL.

Formatted: Bullets and Numbering

Formatted

Formatted

Required Use of Funds (2): Develop, Improve, or Expand Use of Technology

Formatted

- Required Use of Funds 1: Strengthen Academics
- Provide access to CTE curriculum designed to infuse academics through MAVCC membership

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

- Facilitate the implementation of the pre-engineering curriculum (integration of math and science) for K-12 CTE students coordinated by the Regent universities called "Project Lead the Way".
- Offer mini-grants for Regents Academy of Math and Science (RAMS) to provide dollars to increase linkages/articulation K-12, community colleges, and universities through projects that model new ways to strengthen mathematics and science in the academic core of the CTE program.
- Increase the number of chapters of CTSOs at the secondary and postsecondary levels, as data show that co-curricular participation increases the engagement of students in CTE programs and improves their academic achievement.
- Conduct training sessions to assist community colleges and secondary schools with strategies to integrate employability skills into their existing curriculum.
- **Required Use of Funds (2): Develop: Develop, Improve, or Expand Use of Technology**
- Provide technical update sessions for high school and community college instructors.

Required Use of Funds (3): Professional Development

Required Use of Funds 4: Professional Development

- Conduct a workshop to assist community college teams to review existing total quality faculty development plans and to develop their action plans for FY 05.
- Create a glossary of federal and state CTE terms to improve communication among the secondary and community college CTE providers.
- Assist with improving the use of advisory committees at the secondary level to ensure meeting the future demands of business and industry.
- Assist with increasing the involvement of parents and labor organizations in the design, implementation, and evaluation CTE programs at the secondary level.
- Continue to conduct meetings to strengthen linkages with the DE staff and community college equity coordinators.
- Conduct a spring community college equity concerns seminar.
- Continue to strengthen and market the Iowa Equity Resources Center.
- Continue to conduct staff development workshops addressing the utilization of CTSOs as an integral part of a CTE program.
- Continue to conduct staff development workshops addressing the discipline content area including new technology.
- Continue to partner with universities and colleges in providing professional development for teachers.
- Continue to conduct staff development workshops addressing the utilization of CTSOs as an integral part of a CTE program.
- Continue to conduct staff development workshops addressing the discipline content area including new technology.
- Continue to partner with Grand View College in providing professional development for family and consumer sciences teachers statewide
- Conduct workshops for new CTE instructors emphasizing techniques and strategies for integrating academics into CTE curriculum.
- Conduct workshops emphasizing techniques and strategies for integrating academics into CTE curriculum.

Formatted: Bullets and Numbering
Formatted
Formatted
Formatted
Formatted
Formatted: Bullets and Numbering
Formatted: Bullets and Numbering
Formatted: Bullets and Numbering
Formatted: Bullets and Numbering
Formatted: Bullets and Numbering
Formatted: Bullets and Numbering

- Strengthen teacher educator faculty at the community college through program design and student organization development.
- Continue to work with teacher preparation programs to ensure that highly qualified teachers are available for CTE classrooms.
- Continue to work with teacher preparation programs to ensure that preservice teachers are trained in proper lab and shop safety protocols.
- Provide technical assistance Conduct a workshop for community college administrators focusing on the use of performance indicators utilizing national expertise.
- Provide assistance to Conduct training sessions workshops assist community colleges and secondary schools with strategies to integrate employability skills into their existing curriculum, and provide printed materials to broaden the awareness of these skills in academics.all aspects of the industry including employability skills into existing curriculum.
- Provide technical assistance on the development of career pathway-based curriculum design.
- Develop the ability to provide an electronic source of professional development opportunities.
- Continue to provide informational sessions on emerging initiatives (i.e. PLTW, Pro Start).
- Provide technical assistance on reporting of Perkins related performance data, including regional workshops.
-

Required Use of Funds (4): Improve Academic, and Vocational/ and Technical Skills through Integration

- Facilitate aAs the importance/necessity of math and science increases in courses taken by career and technical education students, the need for staff development for CTE teachers in teaching math/science concepts increases. The idea is not to turn CTE teachers into math and science teachers, but to be sure that these teachers understand the concepts to be taught and how the CTE teachers can effectively incorporate the needed concepts in the CTE curriculum. Therefore, the goal would be to start the process, through staff development, on how the necessary math and science skills can be infused into targeted CTE programs.
- Utilize resources available, Provide access to CTE curriculum designed to infuse academics through membership in MAVCC and Mark Ed, to provide access to CTE curriculum designed to infuse academics.membership
- Facilitate the implementation of the pre-engineering curriculum (integration of math and science) for K-12 CTE students coordinated by the Regent universities called "Project Lead the Way".
- Offer mini-grants for Regents Academy of Math and Science (RAMS) to provide dollars to increase linkages/articulation K-12, community colleges, and universities through projects that model new ways to strengthen mathematics and science in the academic core of the CTE program.
- Increase the number of chapters of CTSOs at the secondary and postsecondary levels, as data may show that co-curricular participation may increase the engagement of students in CTE programs and may improve their academic achievement.
- Increase the number of chapters of CTSOs at the secondary and postsecondary levels as well as numbers of students in chapters, as data show that co-curricular participation increases the engagement of students in CTE programs and improves their academic achievement.
- Conduct training sessions to assist community colleges and secondary schools with strategies to integrate employability skills into their existing curriculum.

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Draft 12 24 03

- Continue to facilitate entrepreneurship resources to the business and information technology instructors.
- Facilitate the implementation of the pre-engineering curriculum (integration of math and science) for K-12 CTE students coordinated by a partnership involvingbetween the Rregent Uuniversities, Iowa Ccommunity Ccolleges, and the Department of Education called "Project Lead the Way."

Required Use of Funds (5): Support Nontraditional. Training and Employment

- Offer nontraditional incentive mini grants to support local community college continue efforts to recruit, enroll, successfully serve, and retain students in nontraditional careers.
- Implement a diversity seminar to provide technical assistance to community college and secondary schools.
- Facilitate conversations about internal communications and coordination of the diversity and equity efforts.
- Continue to conduct equity reviews in ten school districts, one community college, and one area education agency to monitor state and federal equity requirements.staff development for the implementation of Student Achievement Grounded in Equity (SAGE) and Taking the Road Less Traveled.
- Offer incentive grants to community colleges to support the continuation of their efforts to plan and implement new and creative strategies to recruit and retain students in careers that are nontraditional in terms of gender.

Required Use of Funds 5: Evaluation

- Review the community college MIS data elements to improve the system's ability to assess and report on CTE student attainment/achievement.
- Strengthen the DE's ability to link data from the MIS and the CTE Information System (CTEIS) systems to improve the ability to report student attainment for secondary and postsecondary students.
- The Community College CTE Program Evaluation Process is under review and revision to be consistent with the total quality improvement (TQM) process. Revision of the process will be completed and approved by the State Board of Education, to be followed by professional development activities to the field regarding its use.

Formatted: Bullets and Numbering

Formatted: Bullets and Numbering

Formatted

Formatted

Formatted

Formatted: Bullets and Numbering

Draft 12 24 03

Required Use of Funds (6): Partnerships among Educational Agencies

- Continue to foster partnerships including between secondary education, community colleges and universities to implement a pre-engineering curriculum developed by Project Lead the Way (PLTW).
- Foster partnerships with the area education agencies to facilitate the integration, implementation, and management of career and technical programs in secondary schools. **Required Use of Funds 6: Initiate …Quality CTE Programs**
- Conduct a workshop for community college administrators focusing on the use of performance indicators utilizing national expertise.

Required Use of Funds (7): Service: Service to Individuals in State Institutions

- Continue to interact with correctional staff on uses for Perkins funding by engaging the instructional staff regarding viable career and technical programs that prepare incarcerated offenders for high-wage occupations.

Required Use of Funds 8: Link Secondary and Postsecondary

- Develop statewide articulation for agricultural education programs.
- Conduct a one-day Ag Alliance professional development conference to share curriculum, articulation agreements and professional development among the community college agriculture faculty.
- Facilitate the interaction between secondary districts, community colleges, and four-year colleges in order to articulate programs and to prepare CTE students for further postsecondary education.
- Continue to develop statewide articulation for programs and computer business applications.

PermissiveRequired Use of Funds (48): Special Populations

- Convene a special task force to identify the needs of special populations as indicated by the student report data.
- Continue to oOffer minincentive grantsi grants tofor the community colleges to recruit, retain, and place minority students.

Permissive Use of Funds (1) ÷): Technical Assistance

- Provide assistance to community college and secondary education to develop new programs and modify existing programs to better meet the needs of the workforce.

Permissive Use of Funds (2) ÷): Improvement of Career Guidance and Academic Counseling

- Continue to provide counselors with professional development utilizing the American School Counselor Association (ASCA) and Iowa Comprehensive Counseling and Guidance Program Developmental Guide (ICCGPDG) at a summer Counselor Academy on career and academic counseling to increase student achievement.
- Continue to offer print and electronic resources to complement the State of Iowa agency partnership of offering a common career information system, Iowa Choices, to all Iowa secondary schools.
- Revise and update print and electronic resources to complement DE initiatives about career plans and student guidance process (Focus on High/Middle Schools Work Team).

Is Linda thinking about anything?

Formatted: Bullets and Numbering
Formatted
Formatted
Formatted
Formatted
Formatted
Formatted: Bullets and Numbering
Formatted
Formatted: Bullets and Numbering
Formatted
Formatted
Formatted
Formatted
Formatted: Bullets and Numbering
Formatted: Bullets and Numbering
Formatted: Bullets and Numbering
Formatted
Formatted
Formatted
Formatted: Bullets and Numbering
Formatted: Bullets and Numbering
Formatted
Formatted: Bullets and Numbering
Formatted
Formatted
Formatted

Draft 12 24 03

Permissive Use of Funds (3) :): Establish Agreements between Secondary and Postsecondary Programs

- Review existing statewide articulation agreements for career and technical programs and access the need for new agreements. Develop statewide articulation for agricultural education programs.
- Conduct a one day Ag Alliance professional development conference to share curriculum, articulation agreements and professional development among the community college agriculture faculty.
- Facilitate the interaction among between secondary districts, community colleges, and four-year colleges in order to articulate programs and to prepare CTE students for further postsecondary education.
- Continue to develop statewide articulation for programs and computer business applications.

Permissive Use of Funds (4) : Support for Cooperative Education

Permissive Use of Funds (5): Support: Support for Vocational and Technical Student Organizations

- Continue to support career and technical student organizations statewide.

Permissive Use of Funds (6): Support for Public Charter Schools

Permissive Use of Funds (7): All Aspects of the Industry

Permissive Use of Funds (8): Support for Family and Consumer Sciences

- Continue to partner with post-secondary institutions in providing professional development for family and consumer sciences teachers statewide

Permissive Use of Funds (9)5: Support for Business Education Partnerships

- Continue to work with Iowa Workforce Development to facilitate match of Iowa employment records for the purposes of measuring placement and workforce retention with post-secondary students.
- Strengthen the existing partnerships with business and industry that were established in 2003-04 and explore ways to expand the partnerships to better serve CTE programs.
- Continue to work on partnerships with numerous professional associations across Iowa for manufacturing, construction, transportation and engineering/communications education in the areas of apprenticeship training from union and merit organizations, military guard, community service organizations and professional development organizations related to specific trade fields.
- Work with the Bureau of Information Technology services in the design and implementation of an on-line system that will provide feedback for districts, community colleges, and consortia on the district/community college student attainment relative to the FAUPL.

Permissive Use of Funds 9: Teacher Prep

- Conduct workshops for new CTE instructors emphasizing techniques and strategies for integrating academics into CTE curriculum.

Formatted: Bullets and Numbering
Formatted
Formatted
Formatted: Bullets and Numbering
Formatted: Bullets and Numbering
Formatted
Formatted
Formatted
Formatted: Bullets and Numbering
Formatted: Bullets and Numbering
Formatted: Bullets and Numbering
Formatted
Formatted
Formatted
Formatted: Bullets and Numbering

Draft 12 24 03

- Strengthen teacher educator faculty at the community college through program design and student organization development.

Continue to work with teacher preparation programs to ensure that highly qualified teachers are available for CTE classrooms.

Permissive Use of Funds (10): New Vocational and Technical Education Course Development

- Facilitate program improvement committees to identify the needs of their program areas relative to curriculum and professional development.
- Continue to partner with post-secondary institutions Grand View College to expand the career opportunities in the area of family and consumer sciences at each of the community colleges.

Part V. Monitoring Follow-Up

Iowa received a Department of Education monitoring visit on May 23-27, 2005. The monitoring report indicated two findings for the state to provide corrective action. Finding 1 in the area of local applications dealing with consortium allocations should reflect joint project(s) planning. The bureau chief sent an internal memo to all career and technical staff to assure all consortium plans sent into the state meet the intent of the law. A Rubric for Approval Process System Description will be used in reviewing all FY06 secondary Perkins consortia grants and consultants will monitor consortium progress.

Finding 2 in program finance asked that Iowa consider developing a simplification of the state's calculation of Maintenance of Effort. The monitoring team gave suggestions on simplifications. Iowa plans to implement a new procedure based upon comments of the monitoring team for Maintenance of Effort. The Department of Education sent our response to the monitoring visit to the U.S. Department of Education in December 2005.

Part VI. Workforce Investment Act (WIA) Incentive Grant Results

The state of Iowa did not elect to utilize a portion of its incentive grant to fund activities allowable under Perkins III. All of the funds received through this grant were applied to activities that are allowable under the Adult and Basic Education Act.**Permissive Use of Funds (11): Adults and School Dropouts**

Permissive Use of Funds (12): Placement Assistance

Permissive Use of Funds 14: Support Nontrad, Training and Employment

- Offer nontraditional mini grants to continue staff development for the implementation of Student Achievement Grounded in Equity (SAGE) and Taking the Road Less Traveled.
- Offer incentive grants to community colleges to support the continuation of their efforts to plan and implement new and creative strategies to recruit and retain students in careers that are nontraditional in terms of gender.

Based on the FY 03FY03 data and the trend data now available, the state will be implementing the following improvement strategies for FY04:

Continue to refine the web based data collection process for bothboth the the secondary and postsecondary levels, with continued attention to the Tech Prep programs.

Provide professional development opportunities in the following areas:

Formatted
Formatted
Formatted
Formatted: Bullets and Numbering
Formatted: Bullets and Numbering

Formatted
Formatted
Formatted
Formatted
Formatted: Bullets and Numbering

Draft 12 24 03

Level	Who	Topics
Secondary	Counselors	Implementation of the I*owa Comprehensive Counseling and Guidance Program Development Guide*, focusing on specific components including impact of program on student achievement.
	Administrators and instructional staff	Effective practices for increasing the academic and occupational skill attainment of all students in their programs. Effective use of technology in their programs. CTE's role in the implementation of No Child Left Behind.
Postsecondary	New Administrators	Career and technical educationCTE program management and evaluation State and federal funding Job placement.
	Teacher Educators	Building a network of teacher education faculty at Iowa's community colleges Creation of a website to encourage communications among education faculty A statewide conference to develop ways to facilitate the career plans of prospective teachers
	Administrators and instructional staff	Effective practices for increasing the academic and occupational skill attainment of all students in their programs. Effective use of technology in their programs Implementation of the Professional Development Plans at the community college.
	Counselors and Student Services staff	Awareness and implementation of the Community College Counseling Program Guide

Formatted

Table Extra – Enrollment History

Reported Enrollment Total

	Secondary CTE			Postsecondary CTE			
Year	Male	Female	Total	Male	Female	Unknown	Total
2001	68073	53951	122024	42926	58163	0	101557
2002	85196	64059	149255	44753	60425	114	105292

2003	91966	70005	1611971	18338	24571	133	43042
2004	93099	70943	164042	19688	27596	65	47349
2005	65535	49944	115479*	20550	29622	84	56256

*Project Easier has eliminated duplicate count of students.

Reported Enrollment Tech Prep Total

	Secondary CTE			Postsecondary CTE			
Year	Male	Female	Total	Male	Female	Unknown	Total
2001	1043	546	1589	0	0	0	0
2002	6029	3416	9445	3145	1981	19	5145
2003	9674	5586	15260	18338	24571	133	43042
2004	11960	6750	18710	918	637	0	1555
2005	12295	6389	18684	1249	850	0	2099

Continue to facilitate the development and refinement of partnerships that results in a seamless system of education from the secondary to postsecondary opportunities and ultimately to employment.

Participate in the Iowa Learns Council, a PK-16 initiative of the Governor.
Continue to develop relationships between districts, community colleges, and four-year institutions for articulation of programs and preparation for postsecondary opportunities for CTE students.
Expand working relationships with industry, business, and labor, as well as with the Iowa Economic Development and the Iowa Workforce Development departments.
Provide a statewide conference of K-12 and postsecondary math and science educators into order to improve effectiveness of math and science education instruction at all levels of the state's educational system and thereby enhance student success in career and technical educationCTE.

Develop and begin implementation ofing a plan for incorporating national occupational skill standards and third- party assessments into the CTE offerings within Iowa.

Study and develop a plan to address the achievement gap in both the academic and vocational skill attainment areas for special populations, with emphasis on under- represented racial/ethnic groups, English English language learners, economically disadvantaged students, and students with disabilities.