

IOWA'S FOUR-YEAR STATE PLAN FOR

**The Strengthening
Career and Technical Education
for the 21st Century Act**

Bureau of Community Colleges and Postsecondary Readiness

Iowa Department of Education

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Executive Summary

Under the leadership of Governor Kim Reynolds, Iowa has made significant education, training, and workforce investments through the [Future Ready Iowa initiative](#), with the goal of ensuring 70 percent of Iowa's workforce has education and training beyond high school by 2025. Moreover, significant reforms to Iowa's career and technical education (CTE) system have been implemented following passage of House File 2392. Passed and signed into law in 2016, HF 2392 incorporated most of the recommendations of the Secondary CTE Task Force and drove at the goal of ensuring all students have consistent and equitable access to high-quality CTE opportunities.

Iowa's four-year state plan under the Strengthening Career and Technical Education (CTE) for the 21st Century Act (Perkins V) builds on these important state-level initiatives and reforms, building on the work to ensure consistent access to CTE opportunities and ensuring Iowa has a robust, skilled workforce. To that end, the Perkins V state plan is a vital component of broader strategy to strengthen Iowa's education and workforce system, with a specific focus on:

- Advancing the Future Ready Iowa goal to strengthen Iowa's talent pipeline and ensure Iowans have the training and education required to succeed in college and careers.
- Establishing a cohesive CTE system to ensure learners can flow seamlessly to the right program, at the right time, with the necessary skills needed on their path to a career.
- Building stronger relationships with education partners, professional organizations, and business and industry professionals across the state.
- Ensuring CTE programs and CTSO organizations reflect the diversity of our learners, business and industry, and the community.

The major components of this plan are grouped under three overarching objectives:

1. *Leverage and reinforce state CTE policies* by developing intentional strategies that build on the initiatives and practices implemented through HF 2392 in order to strengthen the reforms, and avoid duplicative, siloed exercises. Examples of this include the middle school CTE and career exploration standards (page 37), braiding the state CTE program approval and Perkins comprehensive local needs assessment processes (page 58, 60), and streamlining business engagement (page 25, 35, 52).
2. *Address gaps in the implementation of state CTE policies*, specifically priorities not addressed through HF 2392 such as CTE teacher recruitment, preparation, and professional development (page 62) and a greater focus on expanding Career and Technical Student Organizations (page 97).
3. *Promote greater equity in CTE programs* through meaningful, and achievable, performance targets (page 69) and a greater focus on supporting recipients in collecting, analyzing, and acting on available data to strengthen CTE programs and provide students with greater access to CTE opportunities.

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Overview of Career and Technical Education in Iowa

Iowa delivers career and technical education (CTE) programs through comprehensive high schools and community colleges; the delivery system is not divided into academic and technical silos, which has helped to ensure all students have access to a well-rounded, complete education. In fact, all school districts in Iowa are required to offer career and technical education programming consisting of 12 units of coursework within 4 of the 6 CTE content areas.

Data indicates that, typically, school districts offer about 6 career and technical education programs and about 30 career and technical education courses. Industrial technology programs make up the bulk of programs statewide, followed by human services and business, finance, and marketing. Most of these courses are for high school credit only, but there is an upward trend in the number of college-credit courses in secondary CTE programs. In 2018, 32 percent of courses within a secondary CTE program were college-credit courses, compared to 21 percent in 2014.

We also see that a vast majority of high school students participate in a career and technical education program. Statewide, 107,061 high school students enrolled in a career and technical education program academic year 2022-2023 – approximately 68.50 percent of all high school students. What's notable is that this is not abnormal - at no point over the last 5 years have we seen the secondary career and technical education enrollment count dip below 100,000 students.

In terms of the demographics, secondary career and technical education participants are less diverse in terms of gender and socioeconomic status, but more diverse in terms of race/ethnicity, when compared to the overall student population.

On the postsecondary side, academic year 2022-2023, Iowa's 15 community colleges provide access to a significant number of career and technical education programs aligned to state and regional labor market demands. Students that have enrolled in a career and technical education program of study constitute roughly 24.60% of total community college enrollment state-wide.

Female students accounted for 56.10% of enrollment. Approximately 24.70% identify as minority, and close to 20% identify as low-socioeconomic status, which is indicated as those eligible for the federal Pell grant program.

In short, CTE has a sizable footprint in terms of the number of programs offered as well as in terms of the number of students participating in CTE programs. However, it was recognized beginning around 2014 that Iowa's career and technical education delivery system, particularly the secondary delivery system, was long overdue for review. In fact, the last time a comprehensive review of the state's career and technical education policies was conducted was way back in 1989.

The more pressing issue to address was that Iowa's secondary CTE system had not kept pace with other states' systems. This arguably put Iowa in a disadvantage, both in terms of ensuring

a consistent educational experience for Iowa's students and ensuring programming that is responsive to the education and workforce needs of the state.

The legislature responded to this need through House File 604. Through an appropriations bill, it contained language calling for the Iowa Department of Education to convene a task force to "review current secondary career and technical education programming..." and make recommendations that ensure "rigorous standards, consistency in program quality statewide... responsiveness to labor market needs... and efficient statewide delivery of programming". The task force was to ultimately recommend specific changes that ensure all students statewide have access to high-quality career, globally competitive career and technical education programs".

The Department convened a group of 25 education, business, and community stakeholders, who met over a two-year period and ultimately produced a report issued in October 2015 that recommended a set of five recommendations.

- The first recommendation focused on career guidance, calling for changes in policy and practice that put in place a holistic and meaningful career exploration experience for all students beginning 8th grade.
- The second recommendation focused on CTE programming, emphasizing the importance of quality, sequenced secondary CTE programs that align to numerous post-secondary opportunities, in particular through greater access to and more intentional use of concurrent enrollment opportunities.
- The third recommendation emphasized the importance of work-based learning opportunities. It called for students to have access to a range of age- and grade-appropriate work-based learning experiences that are integrated into and reinforced by career and technical education programs, with experiences including exploratory activities such as career fairs for middle school students to advance opportunities such as internships and apprenticeships through which students learn real-world knowledge and skills through direct employer training.
- Fourth, recognizing the importance of quality instructors to the overall success of a career and technical education program, the task force called for measures to address issues with the career and technical education instructor pipeline and the lack of discipline-specific professional development opportunities for incumbent teachers.
- Lastly, the task force understood the importance of strong partnerships in providing access to high-quality CTE programming. The final recommendation therefore calls for increased collaboration around career and technical education, both in terms of strategic planning through regional partnerships and program delivery through a greater focus on regional centers.

House File 2392

Following the release of the task force's recommendations, the Iowa legislature again acted in support of career and technical education through the passage of House File 2392, which ultimately passed both chambers of the Iowa legislature with unanimous support and was

signed by Governor Terry Branstad in May of 2016. House File 2392 translates most of the task forces' recommendations into statute, and consists of two divisions. The Iowa Department of Education adopted administrative rules for House File 2392, which resulted in a significantly revised administrative code chapter 46, implementing division II, and a new chapter 49, implementing division I career guidance practices. Among the numerous reforms passed through HF2392, three stand out as particularly relevant for the implementation of Perkins V in Iowa.

Career Exploration and Development

Division I of HF2392, and Iowa Administrative Code chapter 49, focus entirely on the recommendations geared toward career guidance. Too often career exploration and academic planning activities were a "check-the-box" exercise, over reliant on a software product or tool and not very meaningful to students. The reforms implemented through Division I are an attempt to address those shortcomings of the old system, and ensure each student benefits from a robust, meaningful career exploration and academic planning experience.

First, it maintained the requirement that all school districts conduct career and academic planning with all students beginning in the 8th grade. Students, and their parent(s) or guardian(s), will be engaged in a holistic process which culminates in the creation of an Individual Career and Academic Plan (ICAP). The plan is annually reviewed and revised to ensure alignment with the student's career and academic goals. The basic requirements are to:

- prepare the student for successful completion of the required curriculum by graduation;
- identify coursework in 9th through 12th grade to support postsecondary education and career options; and
- prepare the student to complete, prior to graduation and following the timeline in the plan, all essential components of a career information and decision-making system that meets standards adopted by the SBE

Second, it called for establishing a district career guidance plan. The district plan is a roadmap for implementation of the career and academic planning process outlined in statute. It provides context, outlining who is expected to do what, when, and how. In short, a student's individual career and academic planning happens within the framework established by the district plan.

Third, it maintained the expectation that the district utilizes appropriate tools, software, and resources through the career and academic planning process. Each district must use what is termed a career information and decision-making system which supports the requirements for the career and academic planning process established in statute and meets the standards adopted by the SBE. The Department, following standards set in statute, implemented a review process to screen and approve the career information tools, which ensure any tool used by the district incorporates certain minimum elements and therefore each student receives a certain minimum experience regardless of which tool the district decides to adopt.

Secondary Program Review and Approval

A key reform in the law was the mandate that all secondary CTE programs undergo a comprehensive program review. Postsecondary career and technical education programs have undergone program review for decades, but Iowa was unique in that it did not require secondary CTE programs to undergo a similar review. While the new process represented a significant shift away from the voluntary program approval process for secondary CTE programs that was in place prior to House File 2392, this is arguably the most effective mechanism for ensuring all secondary CTE programs in Iowa meet certain minimum expectations - namely that all programs are relevant, safe, and responsive to the needs of students and the state's labor market needs.

The process rests ultimately on three principles:

1. It is instructor-driven and program centric, meaning teachers are asked to reflect on and assess various components of the CTE program and self-identify areas of strength and areas in need of improvement, which leads into the second principle:
2. Second, continuous improvement. Action plans are developed at the program level based on the needs identified through the review process. These action plans are implemented, assessed, and revised as necessary, with new action plans developed once old ones are achieved.
3. Third, the process promotes collaboration at multiple points and with multiple stakeholders. At the local level, collaboration is expected between program instructors, between instructors, school counselors, and building administrators, between instructors and district administrators, and between instructors and employers through local program advisory councils,

Regional Planning Partnerships (described below) also play a crucial role in promoting regional collaboration, bringing together instructors from multiple districts to identify and share best practices and, in general, facilitating the review process in partnership with the Iowa Department of Education. The Iowa Department of Education ultimately retains the authority to issue final approval for all CTE programs. The review process is on a 5-year cycle, and the second cohort of programs are currently going through the process.

Career and Technical Education Service Areas

House File 2392 implemented two key changes to the CTE service areas - which are essentially six program categories that organize programs around broad occupational categories. The current service areas include agriculture, food and natural resources; applied sciences, technology, engineering, and manufacturing; business, finance, marketing and management; health science; human services; and information solutions.

The first reform to note is the alignment of the six CTE services areas with the national Career Clusters® framework (the framework currently utilized by Iowa's community colleges to organize and classify postsecondary CTE programs). This involved changes to the structure of some

service areas - for example, the services areas of business and marketing were consolidated into a single, new service area titled “Business, Finance, Marketing, and Management”, while information technology was designated as a separate service area titled “Information Solutions”. It also involved updating the title of some service areas, such as the rebranding of the family and consumer sciences to “Human Services”.

Second, the State Board of Education was authorized to adopt standards for each of the six career and technical education service areas. The new CTE standards and benchmarks set clear and consistent foundational expectations for what students need to learn in high-quality CTE programs across the state. They will also serve as a guide for Iowa educators as they develop curriculum, courses and classroom activities locally. The statewide standards are based on recommendations from Iowa program management teams, which are Department-convened groups consisting of education and business stakeholders, in five of the six service areas. Work will begin on standards for the sixth service area, applied sciences, technology, engineering and manufacturing in the near future. The State Board of Education adopted these new career and technical education standards in September of 2019. The standards for applied sciences, technology, engineering and manufacturing were approved by the State Board of Education in March 2021. The revised standards for Business Education were reviewed and approved by the State Board of Education in March of 2023.

Regional Planning Partnerships

It is worth noting that the Regional Planning Partnerships (RPP) are not a new concept - the concept of regional career and technical education coordinating entities established in statute back in 1989. The groups themselves, however, didn't last - likely because of a lack of clear authority, responsibility, or purpose. The concept, however, is very relevant to this day. Career and technical education programs, when done right, are difficult to do in isolation. It requires constant evaluation of program curriculum to ensure relevancy; frequent engagement with key stakeholders, including employers; and often a significant amount of capital and resources.

The RPPs are, ultimately, a mechanism to begin addressing this issue - to eliminate that sense of isolation in providing access to high-quality career and technical education programming and promote greater collaboration and planning - amongst secondary school districts and CTE programs within those districts; between secondary school districts and community colleges; and between education and business/community stakeholders.

Statute called for the establishment of 12-15 Regional Planning Partnerships, which cover all areas of the state. Fifteen were ultimately formed, with boundaries largely mirroring those of the community colleges. Their primary responsibilities include promoting collaboration around CTE, as was just discussed; establishing a strategic vision for CTE in a region through a multi-year plan; and facilitating the secondary CTE program review and approval process, in partnership with the Iowa Department of Education.

The multi-year plan consists of multiple parts, but significant components include:

- Establishing goals, objectives, and outcomes;
- Detailing how the Regional Planning Partnership will fulfill its responsibilities within the secondary program review and approval process; and
- Describing how funds received from the state will be used to support CTE in the region.

The plan itself serves multiple purposes, but it is ultimately a means through which to engage all stakeholders involved in the partnership in a strategic discussion around CTE in the region. It is reviewed and, as necessary, revised annually to help ensure the plan reflects the evolving needs of CTE in the region.

Statute is quite specific as to who needs to be represented on each Regional Planning Partnership. It requires that each district that falls within a Regional Planning Partnership's region be represented on the partnership. The bulk of the membership is secondary representatives. Simultaneously, statute requires specific stakeholder groups be represented on the Regional Planning Partnerships, which includes:

1. Superintendents;
2. The president of the regional community college;
3. The chief administrator of an area education agency within the region;
4. Representatives of a regional work-based learning intermediary network;
5. Representatives of regional economic and workforce entities including regional workforce advisory boards;
6. Representatives of business and industry, including representatives of regional industry sector partnerships; and
7. Secondary and postsecondary CTE teachers and faculty.

“Perkins V’ State Planning

The Strengthening Career and Technical Education for the 21st Century Act (the Act) - or Perkins V - was reauthorized in 2018. The Bureau of Community Colleges and Postsecondary Readiness within the Department is responsible for implementing the provisions of the Act. From the outset, the priorities of the Bureau were to use Perkins V as an opportunity to:

- Drive at greater equity in access to and delivery of both secondary and postsecondary CTE - broaden our scope and focus beyond secondary CTE (which was the primary focus of the task force and House File 2392) to ensure we are advancing a system inclusive of all learners in a position to benefit from quality CTE programs;
- Leverage and reinforce state policies/practices, while also creating efficiencies in the work expected of programs/school districts/community colleges through both state law/Perkins V; and
- Use existing and new provisions under Perkins V to further strengthen Iowa's CTE system.

These “new” opportunities presented through the Perkins V include:

- Program improvement through Perkins V accountability and performance metrics (using performance indicators to drive at key priorities of the state, including work-based learning, concurrent enrollment, and industry certifications), and more intentional use of available data at both the state and local level to drive policy and program decisions.
- Teacher preparation and retention - refocusing on the initial recommendations of the CTE task force to address issues with the teacher pipeline into CTE fields, and provide greater, more targeted support to teachers already in the profession.
- Middle school CTE. The law now allows local recipients to spend funds on activities down to the 5th grade, but how do we effectively leverage existing practices, including career and academic planning, and develop programming at the middle school level which feeds into high school CTE programs.
- Promoting equity and access. Perkins requires that all accountability metrics be disaggregated by special populations in the law - we need to be more committed to learning from this data, and building the capacity amongst staff within our agency as well as practitioners in the field to interpret and act on what it shows. This also includes more intentional connections to programs serving at-risk youth and adult learners, particularly through program models such as integrated education and training for adult learners and programs serving individuals in the state's corrections institutions.

Perkins V is also an opportunity to make continued progress toward key initiatives, including Career and Technical Student Organizations (CTSOs), which enhance a CTE program through classroom activities that align with conferences, competitions, workshops, community service, and other activities that encourage leadership development and career exploration; and work-based learning - reinforcing best practices and more intentionally integrating these experiences into all CTE programs.

The strategy described above is depicted in the following visual. The foundation for the CTE system is the state CTE policies. Perkins V provides an opportunity to strengthen the state system, and continue driving the work forward. By engaging the right stakeholders, and being inclusive of statewide strategic priorities including the Future Ready Iowa initiative, as described in response to prompt B(1), Iowa will have durable policies and practices and a comprehensive CTE system.



Iowa's Vision for Career and Technical Education

The reauthorization of Perkins afforded the Bureau an opportunity to develop a comprehensive vision and goal for CTE in Iowa; a vision and goal in which Perkins is a significant component, but ultimately a vision and goal which is broader and inclusive of other state and federal policies, practices, and strategic initiatives.

Over several months of discussions between Bureau staff and external stakeholders, the following vision was established.

CTE Works for Learners: Each learner has real options for college and careers.

CTE Works for Business: Each learner gains the future-ready skills that employers need today and tomorrow.

CTE Works for Iowa: Each learner has access to relevant learning that connects the classroom to careers across Iowa.

This vision recognizes that CTE is most impactful to the learner - any person who is engaged or wanting to be engaged in the process of obtaining additional knowledge and skills. It also recognizes that through service to the learner, CTE serves other key constituents - both business and the state more broadly - by ensuring Iowans are equipped with the future-ready knowledge and skills required by employers. In support of this vision, which recognizes the purpose and value of CTE, Iowa's goal is to:

Ensure consistent and equitable access to high-quality career and technical education for all learners.

To achieve the vision and goal, the Bureau will work to develop strategies that strive to:

- Advance the Future Ready Iowa goal to strengthen Iowa's talent pipeline and ensure Iowans have the training and education required to succeed in college and careers.
- Establish a cohesive CTE system to ensure that each learner can flow seamlessly to the right program, at the right time, with the necessary skills needed on their path to a career.
- Build stronger relationships with educational partners, professional organizations, and business and industry professionals across the state.
- Ensure CTE programs and CTSO organizations reflect the diversity of our learners, business and industry, and the community.

Objectives, On-going Communication, and Future Strategies

The Bureau will implement protocols that ensure open and on-going communication with all stakeholders.

- Throughout the summer and fall of 2020, the Bureau will conduct face-to-face town halls across Iowa. The Bureau of CTE will use these town halls to engage stakeholders in direct dialogue around CTE, including state-level CTE policies and the goals, objectives, and strategies included in this state plan.
- The Bureau will work with the Department's communications team on a comprehensive communications strategy. This will include processes for regular communication with the field, including a quarterly newsletter specific to CTE that will be shared widely with practitioners, administrators, and other stakeholders, and methods to gather and share best practices from the field.
- The Bureau will develop targeted guidance and resources to assist recipients in the implementation of this state plan. Several resources are already in development and referenced in this plan, including resources related to the comprehensive local needs assessment (CLNA), CTSOs, middle-grades CTE, and work-based learning.
- The Bureau will also consider assigning regional Perkins consultants, who will serve as a single point of contact within the Bureau for recipients. Recipients would be identified and grouped by to-be determined geographic criteria.¹

The Bureau is committed to on-going engagement of stakeholders throughout the implementation of this state plan. As described in response to prompt II(A)(1), the Bureau convened a statewide CTE Advisory Council to provide input and feedback throughout the development of this plan. The Bureau will continue to convene this group at least twice annually for the duration of this state plan.

Within six months of implementation of this plan, the statewide CTE Advisory Council will assist the Bureau in the following:

- Establish specific objectives around the vision and goals outlined in this plan;
- Establish an Equity and Access Work Group to develop specific strategies to ensure equitable access to CTE programs for each learner, with a focus on better serving the special populations identified under the Act.²

Within the first year of implementation of this plan, the statewide CTE Advisory Council will assist the Bureau in the following:

- Establish metrics for each of the objects set by the Bureau under this plan.

¹ Through the public comment process, it was recognized that the Bureau of CTE is limited in its ability to effectively reach target audiences. The Bureau of CTE will work to expand outreach capacity to all stakeholders and capture input from a more diverse audience throughout the implementation of this state plan.

² A consistent issue raised by respondents through the public comment process was transportation, particularly as a barrier to work-based learning experiences. The Equity and Access Work Group will assist the Bureau of CTE in

developing strategies in response to these comments. This may include conversations and guidance on how Perkins can be used to increase access to these opportunities, as well as guidance on how other state and/or federal resources can be used to support the transport of students to work-based learning, CTSO, and other CTE activities.

The Bureau will use the regular meetings of the statewide CTE Advisory Council, as well as on-going communication through other channels, to ensure the advisory council remains fully informed on the progress toward meeting the objectives established under this plan.

II. Narrative Descriptions

A. Plan Development and Consultation

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.

The Iowa Department of Education, Bureau of CTE consulted with stakeholders throughout the development of Iowa's state plan. The outreach efforts can be grouped into three general efforts - the convening of a statewide CTE advisory council, solicitation of public input through a survey, and targeted outreach.

Advisory council

Perkins V requires the eligible agency to consult certain stakeholders in the development of the State Plan. In line with the expected start of the Perkins V state planning process, the Iowa Legislature was required to convene an interim study committee to review the implementation of House File (HF) 2392. The Bureau developed a strategy to merge the two efforts, leveraging the two required convenings to:

1. Develop synergy between the implementation of House File 2392 (state CTE policy) and Perkins V (federal CTE policy).
2. Create buy-in from required stakeholders under Perkins V as well as crucial, yet non-required, stakeholders at the state level, including elected officials, the State Board of Education, and others.
3. Realize efficiencies in the convening of stakeholders, striving for balanced membership in terms of demographics and geography.

This merged effort resulted in the Statewide CTE Advisory Council, and constitutes a primary mechanism used by the Bureau to consult a wide range of education, business, government, and community stakeholders during the development of Iowa's state plan.

The composition of the advisory council is approximately half education/community stakeholders and half business representatives - about 60 members total - as well as numerous government agencies. At the direction of the Governor's office, the CTE Advisory

Council included one representative of business and industry for each education stakeholder. In identifying representatives of business and industry, the Bureau ensured:

1. Demographic balance;
2. Geographic diversity;
3. A degree of general awareness of CTE;
4. Representation from small and large businesses and corporations; and
5. Representation across all of the six CTE service areas.

To that end, the Bureau cultivated a membership list, relying on active participants of the statewide organizations, regional planning partnerships, local advisory councils, and other state and regional initiatives to meet the stated objectives for the advisory's membership. Refer to Appendix A for a full CTE Advisory Council membership list. The agenda and presentations for each of the CTE Advisory Council meetings are available on the Department's website.

The CTE Advisory Council met three times throughout the fall and winter of 2019-20, with the last meeting held on January 7, 2020. The group discussed numerous topics, but the general themes of the feedback can be grouped into five categories:

- Meaningful engagement - with business, with students/parents, with the broader public.
- The importance of career exploration and guidance
- Aligned and accessible programs
- Work-based learning
- CTE teacher preparation and professional development.

Two of these topics - career exploration and teacher preparation and professional development - were also the focus of two subgroups formed under the advisory council. The recommendations of these subgroups are described in this state plan in Appendix C - Recommendations of the Middle Grades Career Exploration and Development Subgroup and section B(4) - Preparing Teachers and Faculty. The other themes are addressed in other sections of the state plan, primarily in section B(2)(a).

Survey

The Bureau developed and disseminated statewide a Google Form survey to solicit, feedback, comments, and perceptions about CTE from external stakeholders representing secondary and postsecondary educators, students, administrators, school counselors, and paraeducators; parents; businesses; and, community organizations. A total of 889 responses were received, broken down by the following stakeholder groups.

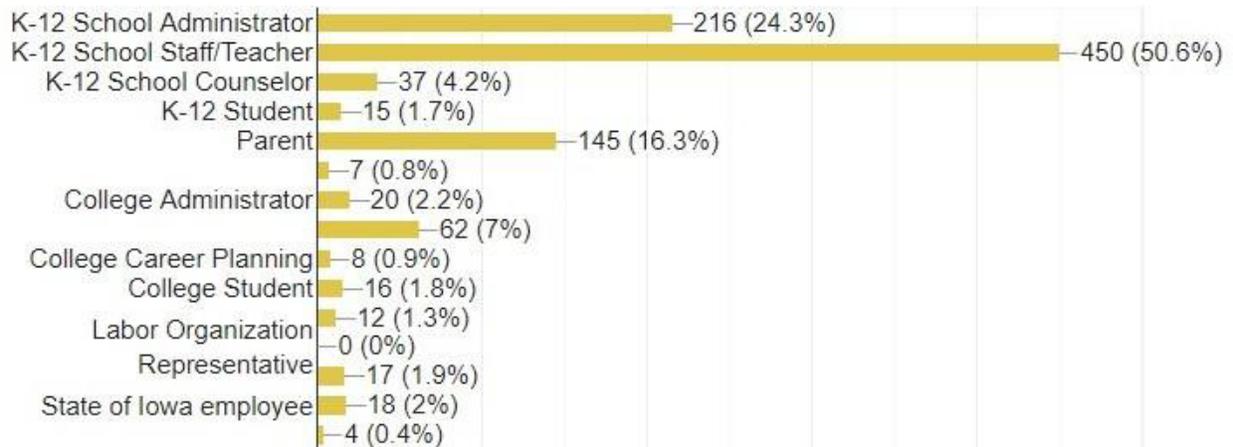


Figure 1 highlights results from question 11 of the Perkins V stakeholder engagement survey; “Rank in order from most important (1) to least important (4) how CTE opportunities for students should be determined.” Analyzing the results, in Figure 1, “student interest” and “alignment to in-demand jobs were ranked as the “most important” for how CTE opportunities for students should be determined.

Question #11 - Rank in order from most important (1) to least important (4) how CTE opportunities for students should be determined:

	1	2	3	4
Student interest				
Alignment to postsecondary/college opportunities				
Alignment to in-demand jobs				
Alignment to future jobs				

Figure 1 – Ranking of CTE opportunities for students

11. Rank in order from most important (1) to least important (4) how CTE opportunities for students should be determined.

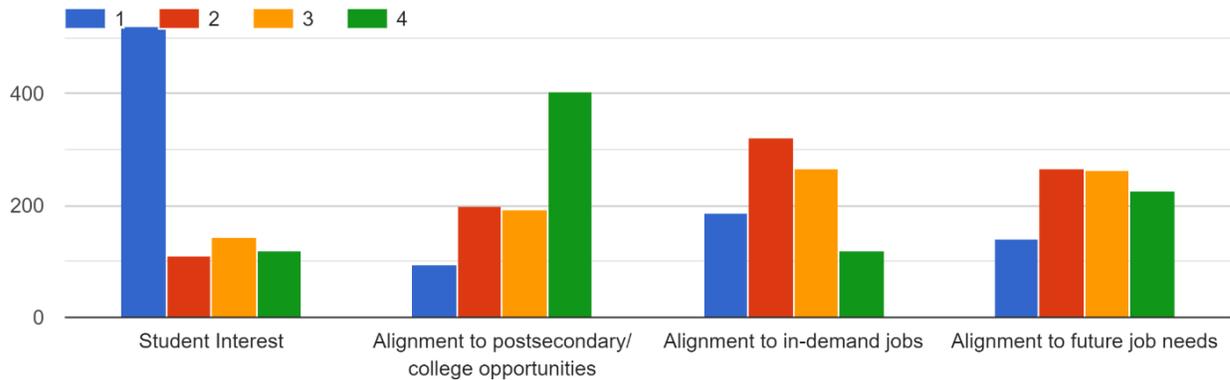


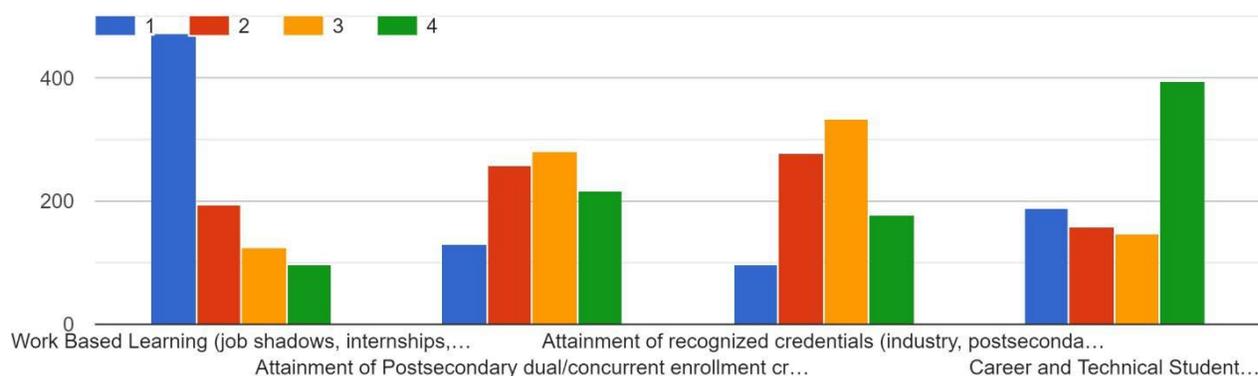
Figure 2 illustrates statistically significant results from question 18 of the survey, “When thinking about enhancing student educational outcomes in a high school CTE program, rank the importance of the following opportunities.” Analyzing Figure 3, educators, administrators, counselors, and parents all ranked “work-based learning” as the most important opportunity to enhance student educational outcomes across high-school CTE programs (e.g., job shadows, internships, on-the-job training, pre-apprenticeships, etc.). An additional finding - of the 889 survey respondents, 39 percent individuals across respondent groups ranked CTSOs as “most important” or “Important”. These findings reinforce the position that work-based learning and CTSOs should be a significant focus within Iowa’s Perkins V state plan.

Question #18 - When thinking about enhancing student educational outcomes in a high school CTE program, rank the importance of the following opportunities:

	1	2	3	4
Work Based Learning (job shadows, internships, on-the-job training, pre-apprenticeships, etc.)				
Attainment of Postsecondary dual/concurrent enrollment credits				
Attainment of recognized credentials (industry, postsecondary, license)				
Career and Technical Student Organizations (i.e. FFA, FCCLA, FBLA, DECA, SkillsUSA, BPA, HOSA, TSA, PBL)				

Figure 2 - Work based learning and student educational outcomes

18. When thinking about enhancing student educational outcomes in a high school CTE programs, rank the importance of the following opportunities.



Targeted outreach

Staff within the Bureau conducted targeted outreach to numerous agencies and organizations throughout the fall and winter 2019. This outreach was focused on identifying groups that can help us better serve special populations identified under the law. The Bureau held meetings with each of the groups identified below and will continue to engage as necessary with these stakeholder groups and others throughout the implementation of the state plan.

These initial discussions mostly focused on developing an understanding amongst the Bureau of the work conducted by each agency/organization and the populations each serve, and an awareness amongst each agency/organization of the work of the Bureau and the planned goals, objectives, and priorities that are integrated into Iowa's Perkins state plan. Following is a list of the agencies and organizations consulted by the Bureau, as well as a short description of the discussions with each.

Iowa Department of Human Rights: The Iowa Department of Human Rights (DHR) connects individuals, government agencies, and business in advocating for underrepresented populations and educating the public about the needs, rights, and responsibilities of all Iowans. The DHR's mission is to:

To ensure basic rights, freedoms and opportunities for all by empowering underrepresented Iowans and eliminating economic, social and cultural barriers. We help individuals attain economic independence by ensuring access to government services and advancing educational achievement and entrepreneurial success consistent with their aspirations.

The DHR consists of three divisions - Community Action Agencies, Criminal and Juvenile Justice Planning, and Community Advocacy and Services. The last, Community Advocacy and Services, focuses on providing services to populations in need of additional resources. This includes Native Americans, racial and ethnic minorities, women, and individuals with disabilities.

The discussion addressed developing on-going communication channels with the DHR, which will be vital to maintain up-to-date knowledge of the changing needs of these stakeholders and develop strategies to better serve these special populations through career and technical education programming.

United Way of Central Iowa: United Way strives to improve the lives of individuals in our communities. United Way serves: immigrants, refugees, and students and families from low socioeconomic status. The discussion was focused on the needs of these individuals, particularly in regards to career exposure and exploration.

Central Iowa Works: Central Iowa Works is a division under the United Way, and serves as an intermediary connecting individuals to good jobs. Central Iowa Works serves individuals with barriers to employment. Those barriers may include: disabilities, low English skills, former inmates, high school students, individuals without a high school diploma, or individuals who have experienced long-term unemployment (6 months or more). Again, the discussion addressed career exposure and exploration.

Latinos Can: Latinos Can Coalition is a statewide initiative that strives to eliminate the educational attainment gap for Latino students in Iowa. Working in partnership with various statewide agencies and organizations, their aim is to create systems change which will aid Latino students in earning a postsecondary education. The group currently is funded through an Iowa College Aid's LCAN Grant. This discussion focused on post-secondary attainment: The post-secondary attainment rate for Iowa's Latino and Hispanic populations is the lowest among all demographic subgroups, nearly 30% lower than all Iowa residents in both high school diploma and postsecondary credential attainment (*Metrics That Matter, 2017*). The Coalition's current focus is building a resource map of Iowa to aid in eliminating identified systemic cultural barriers in K-12 and post-secondary institutions across the state that will propel Latino educational attainment in Iowa.

iJAG: iJAG is the Iowa chapter of the Jobs for America's Graduates national non-profit organization focused on serving at-risk students with multiple barriers to persist in school and connect to career and college opportunities. iJAG promotes a drop-out prevention model rooted in relationships, relevance, and rigor to in pursuit of their mission:

To assist students with multiple barriers in graduating from high school and/or successfully transitioning from high school to continued education and careers. iJAG provides 12 months of follow-up after graduation.

The discussion addressed the connections between CTE and iJAG's model, which is built around an elective for-credit course that integrates project-based learning and emphasizes leadership development through the teaching of foundational career, college, and citizenry skills

- or universal constructs.

Institute for Community Alliances: The Institute for Community Alliances (ICA) is a not-for-profit organization based in Des Moines, Iowa. ICA functions as the homeless management information system (HMIS) Lead Agency and/or HMIS System Administrator in 12 states, providing technical assistance and training support for more than 2,500 programs and 3,200 database users. ICA supports data-driven solutions and community information systems that help communities address housing instability, homelessness, food insecurity and related issues.

In 2019, the Bureau established a memorandum of understanding (MOU) with the Institute for Community Alliances (ICA) to meet the new Federal Perkins V homelessness data reporting requirement of state-level counts of community college students who may be experiencing home instability (i.e. homelessness).

This innovative partnership will (1) result in the collection and reporting of aggregate counts of students who participate in CTE community college programs experiencing homelessness and home stability for Federal and State requirements (2) enable Iowa's community colleges to assess the program quality of their CTE programs serving homeless students and (3) create the foundations for future joint research between the Iowa Department of Education and the Institute for Community Alliances. On the secondary side, CTE concentrators will be identified via the ongoing MOU between the K-12/ESSA team and the Iowa Department of Human Services.

Iowa Afterschool Alliance: Formed in 2003, the Iowa Afterschool Alliance works to promote an afterschool policy framework that includes significant state leadership in policy and additional state funding for afterschool programming. The IAA is governed by a 12-member board and annually develops a policy and research agenda which identifies barriers for afterschool programs in policy and funding and works with appropriate partners to resolve them.

The IAA adheres to the following definition of after-school programming:

High-quality afterschool programs serve families, children, and youth grades Pre-K-12 to keep kids safe, help working families, and cultivate student success through intentional enrichment and academic learning opportunities before school, after school, and during school breaks including summer, in schools and community- and faith-based settings. Also called: Out-of-school time, Expanded learning opportunities, Child Care, Extended Learning.

The conversation addressed the connections between CTE and IAA's 21st Century Community Learning Centers ([21CCLC](#)) program. First authorized as a national program in 1996, the 21CCLC program provides grants to schools, community-based, faith-based, and/or non-profit

organizations as partners for the establishment of community learning centers to keep children safe while providing academic and enrichment activities during after school hours.

YSS: A United Way funded agency, YSS is committed to positively impacting the lives of children, youth and families by providing opportunity and hope for a brighter future. YSS served over 4,000 families across the state in 2018. YSS coordinates Teen Outreach Programs statewide, has both outpatient and residential clinics for youth in need and holds Preparation for Adult Living (PAL), which includes a Transitional Living Program (TLP) for youth aging out of the Foster system. A statewide Partnership of Iowa Foster Care Youth Councils formed with YSS as the lead agency in 2012. YSS also works with Iowa Homeless Youth Centers through their partnerships across the state.

2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)

The Iowa Department of Education provides general oversight of public school districts and accredited nonpublic secondary schools, and 2-year comprehensive community colleges. Within the department, the Bureau provides oversight of secondary and postsecondary CTE supported by the Strengthening Career and Technical Education Act for the 21st Century and adult education and literacy programs, including English language learner and high school equivalency diploma programs, supported by Title II of the federal Workforce Innovation and Opportunity Act and state-supported programs. Appropriate agency staff were consulted during the development of this plan and budget, and no objections were raised.

3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

The public comment period for Iowa's 4-year state plan was open from January 14, 2020 through February 12, 2020. All public comment documents, including the draft four-year state plan, the Comprehensive Local Needs Assessment, and the secondary and postsecondary State-determined levels of performance, are accessible through the Department's [website](#). A press release was issued by the Department's communication team that went to all Department media contacts, as well as key constituent groups through Department-maintained email listservs, that notified the public on how to submit comments via the Department's website, and also notified the general public of the public hearings set for February 6, 2020. This information was also communicated out through email listservs maintained by Bureau staff, the

Department's social media channels, and was referenced in two monthly agency newsletters – the [School Leader Update](#) and the [Community College Leader Bulletin](#).

Public comment was collected through May 7, 2024, for the proposed State Determined Levels of Performance for academic years 2024-29. Iowans that were interested in providing feedback were invited to review the [Draft Iowa Perkins V Accountability for Continuation of State Plan](#). Feedback was collected via email to cte@iowa.gov or via USPS mail to the Iowa Department of Education, Bureau of Community Colleges and Postsecondary Readiness, 400 E 14th St, Des Moines, IA 50319.

The Bureau also arranged for the public to register comments through public hearings. Each public hearing is scheduled for Thursday, February 6, 2020. In addition to three face-to-face options across the state, an online option was made available for those who were not able to attend a face-to-face session. See below for the location of each public hearing:

Johnston, IA Heartland
AEA 6500 Corporate Dr
Johnston, IA 50131 Room
107A

Cedar Rapids, IA Grant
Wood AEA 4401 Sixth
Street SW,
Cedar Rapids, IA 52404
American Gothic Room

Council Bluffs, IA
Green Hills
AEA
24997
HWY
92
Council Bluffs
51503 Halverson
Conference
Room

Each public hearing was from 4:30 to 6:00 PM. The hearings included a presentation on Iowa's four-year state plan that was streamed to each location. Staff from the Bureau were at each location to facilitate a discussion following the presentation. Members of the public that joined remotely were asked to register comments via the online surveys posted to the Department's website.

B. Program Administration and Implementation

1. State's Vision for Education and Workforce Development

a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)

b. Describe the State's strategic vision and set of goals for preparing an

educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)

c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)

Consolidated response to prompts B(1)(a), (b), (c)

Future Ready Iowa

Iowa has implemented a comprehensive workforce development strategy under the Future Ready Iowa initiative. Future Ready Iowa aims to achieve systemic changes to increase the number of citizens with a postsecondary credential with the intended result of increasing the number of skilled workers available to employers. Igniting economic development with a skilled workforce and the best educated student population in the nation will achieve the Governor's goals, which will increase the income levels of Iowa families.

For the workforce development system, this means creating a system that utilizes resources efficiently and aligns government programs in a manner that responds to and supports the needs of private business. Future Ready Iowa was developed through the National Governors Association Policy Academy.

To achieve prosperity supported by world-class talent educated with Iowa's values and work ethic, Iowa's government is responding with the workforce development system of the future. Iowa's workforce development systems will build the system of tomorrow to attain the results needed today through skill-building focused on the job-driven expectations of business and industry-occupational and soft skills.

Through the implementation of career pathways and the infusion of robust sector strategies across systems, Iowa is committed to serving the underserved citizenry by closing educational and employment gaps to end disparities based on disability, ethnicity, race, class, and geographic location. By 2025, 70% of all Iowans will have earned a postsecondary degree or industry-recognized credential or certification - the new minimum - that meets employer needs.

Future Ready Iowa Objectives

- Identify and meet employer needs by focusing on sector strategies, career pathways and better aligning state and federal programs and initiatives, including public-private partnerships, to support high-skill, high-demand jobs.
- Communicate high-demand career pathways to students, parents, teachers, counselors, workers and community leaders through career planning, including an interactive portal of career opportunities and required credentials and experience.
- Improve college and career readiness, increase interest and achievement in science, technology, engineering and math (STEM) studies and careers.
- Minimize education-related debt.

Future Ready Iowa Strategies

- Identify and quantify employers' education, training, and employment needs and capture those needs in a Talent Supply & Demand interactive portal to be driven by a public-private collaborative, leveraging and institutionalizing the sector strategies and career pathways methodologies.
- Improve degree and credential completion and target resources to support attainment of high-demand credentials, degrees, and certifications valued by employers, including those individuals with barriers to employment.
- Cultivate, develop and align work-based learning opportunities including, but not limited to, STEM school-business partnerships, student internships, teacher externships and registered apprenticeships for individuals through public-private partnerships.
- Create a system of coordinated resources to engage, assist, and reinforce Future Ready career guidance for parents, students, educators, and adults.
- Ensure secondary students have access to high-quality career and technical education programs aligned with labor market needs.
- Ensure all Iowa students meet high state academic standards, including being literate by the end of the third grade and achieving in STEM disciplines.
- Increase rigorous concurrent enrollment opportunities in high demand career pathways, including STEM disciplines.
- Institutionalize the college-going process within secondary schools statewide (College Application Campaign, FAFSA Completion, assessing "college fit," etc.).
- Elevate and operationalize promising financial literacy models that impact student borrowing.
- Nurture entrepreneurial connectivity and skills development.

Consultation with Workforce Partners under the federal Workforce Innovation and Opportunity Act

Through regularly meetings held over the fall and winter of 2019-20, numerous workforce partners were consulted throughout the development of this state plan, including:

- *Iowa Workforce Development.* Iowa Workforce Development is the lead agency for the implementation of the Workforce Innovation and Opportunity Act, Title I, Workforce Development Activities, and Title III, the Wagner-Peyser Act.
- *Iowa Department of Education, Adult Education and Literacy Programs.* Adult

education has a rich history in Iowa of providing services that assist adults in improving their skills, achieving their educational goals, and transitioning to further education or employment. Instruction is designed for adults functioning at the lowest levels of basic skills and English language instruction to advanced levels of learning. As defined by Title II of the Workforce Innovation and Opportunity (WIOA), Adult Education enables adults to: (1) become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; (2) obtain the educational skills necessary to become full partners in the educational development of their children; and (3) complete a secondary school education.

- *Iowa Vocational Rehabilitation Services.* The mission of the Iowa Vocational Rehabilitation Services is to work for and with individuals who have disabilities to achieve their employment, independence and economic goals.
- *Iowa Department for the Blind.* The Department for the Blind's (IDB) mission is to empower Iowans of all ages who are visually impaired and blind to become employed, as well as, live independently in their community. All services at IDB promote employment, living independently, and full inclusion. The Iowa Department for the Blind works to educate and inform businesses, family members, service providers, advocacy groups, community and service organizations, as well as the general public about the true capabilities of individuals who are blind or visually impaired. IDB actively seeks ongoing communication, interaction, and collaboration with all constituencies.

The Bureau engaged workforce partners during the development of the WIOA Unified State Plan for fiscal years 2020 through 2023. This plan renews a vision for the state's workforce system, which includes the following strategic vision:

Iowa's workforce delivery system partners will collaborate to build a Future Ready Iowa. The system will provide the training and education needed to develop a pipeline of skilled workers who are prepared to meet the workforce needs of Iowa's current and emerging industries. Iowa employers will have access to the skilled workforce needed to prosper in today's global economy.

To achieve this strategic vision, the WIOA state plan includes the following goals:

- Goal I: Iowa's employers will have access to skilled, diverse and Future Ready workers.
 - State Strategy 1.1: Expand and support the framework of sector partnerships that are championed by business and industry to drive career pathways.
 - State Strategy 1.2: Grow the skilled labor force by advancing the Future Ready Iowa initiatives, resources, and programming to all Iowans.
 - State Strategy 1.3: Collaborate with sector partnerships and Iowa employers to enhance work-based learning opportunities for all Iowans.
- Goal II: All Iowans will be provided access to a continuum of high-quality education, training, and career opportunities.
 - State Strategy 2.1: Further develop and promote accessible career pathways to all Iowans.
 - State Strategy 2.2: Educate the system, partners and communities about

- the programs, initiatives, resources, and opportunities available to up-skill the workforce.
- State Strategy 2.3: Connect all Iowans with long-term career opportunities from high-growth, in-demand sectors.
- Goal III: Iowa's workforce delivery system will align all programs and services in an accessible, seamless and integrated manner.
 - State Strategy 3.1: Align workforce programs and initiatives to improve service delivery and outcomes for all Iowans.
 - State Strategy 3.2: Ensure seamless access to programs and services of the workforce delivery system to all Iowans.
 - State Strategy 3.3: Continuous improvement of the system to ensure no programmatic or physical barriers exist to accessing programs and services by all Iowans.

Alignment with Workforce Development Goals and Strategies

Sector partnerships and career pathways are prominent components of the WIOA state plan. Both initiatives are led by staff within the Iowa Department of Education, Division of Community Colleges and Workforce Preparation, and are described in more detail below. The Bureau of CTE will leverage these strategies in support of achieving the strategies identified in both the WIOA and Perkins V state plans.

Sector Partnerships

Sector partnerships are composed of industries with shared needs, as well as various education, workforce, economic, and community organizations in supportive roles. These partnerships develop and continuously evaluate goals, policies, and service-delivery strategies to meet the needs of employers in a given sector. In doing so, they operate within labor market regions and are not confined to municipal, county, educational, or state boundaries. Effective sector partnerships are industry-driven, meaning industries identify needs and assume the lead role in developing strategies that address their identified needs.

As called for in Iowa's Unified State Plan, the Sector Partnership Leadership Council (SPLC) will assume the lead role in the development, implementation, and achievement of policies and objectives related to sector partnerships and career pathways across the state. The SPLC will serve in a formal advisory role to the Iowa Workforce Development State Board of Directors on matters related to sector partnerships and career pathways. The SPLC membership emphasizes business, industry, and employer representation so that the council is truly industry led and oriented.

Under the guidance of the SPLC, the Iowa Department of Education has worked to support the planning, launch, and long-term success of sector partnerships in Iowa through a wide array of technical and financial assistance measures, including, but not limited to a series of informative

facilitator toolkits and guides, the implementation of monthly facilitator conference calls and networking events, and the development of additional in-person or interactive webinar facilitator training sessions.

With numerous sector partnerships in existence prior to the enactment of WIOA, and strong local and state support (via an allocation from the Iowa Legislature through the Pathways for Academic Career and Employment program), Iowa is equipped to achieve additional sector partnership expansion, while still supporting the growth and success of existing programs.

Currently, there are more than 50 such partnerships throughout Iowa in varying stages of maturity across a multitude of industry sectors, with all of Iowa's 99 counties and many from neighboring states supported, at least partially, by these grass-roots initiatives. Most sector partnerships in Iowa were established in 2015 or later and over two-thirds are convened by Iowa community colleges to help identify regional economic and labor needs and engage industry and support partners to develop strategies to address such needs.

Continued state funding, support, and collaboration with WIOA core partners will be critical as we continue to offer support and guidance for the expansion of industry-led, community-supported sector partnerships through the development of new print, digital, or hands-on technical resources and the thorough process of updating or refreshing previous efforts.

The Bureau will support further expansion of sector partnerships and develop strategies for further integration of sector partnerships into the work of both the RPPs and local program advisory councils. This work will proceed through collaboration between the bureau and staff responsible for the support of sector partnerships within the Division of Community Colleges & Workforce Preparation.

Career Pathways

Career pathways are one strategy utilized by sector partnerships to address industry-identified labor market needs. Career pathways organize education and training into a coherent, stackable sequence aligned within specific occupations within a given industry. In that way, career pathways support an individual in developing the personal, technical, and employability skills required for advancement within an industry and transitioning from training and education into the workforce. Colleges, primary and secondary schools, economic development agencies, workforce service providers, employers, labor groups, and social service providers all play a vital role in the successful development of career pathways.

A specific focus of sector partnerships is to research, design, and leverage robust career pathway materials that accurately reflect local in-demand career opportunities in critical industries like advanced manufacturing, health science, and information technology. General mystique and confusion are often associated with careers in these fields, which leads to

inaccurate stereotypes, the facilitation of incorrect information, and ultimately shortages in locally qualified, skilled labor.

Under the guidance of the SPLC and in support of the Future Ready Iowa initiative, the Department has partnered with core partners, educators, employers, industry associations, and strategic community partners to conduct exploratory research and develop career pathway materials for these and additional exciting career sectors in Iowa. These collaborative efforts will help keep Iowa's employers strong, growing, and competitive.

These robust and informative career pathway materials highlight a wide range of entry-, mid-, and senior- level careers within each industry that have a consistent need or potential for future growth because of various factors like changes in technology, an aging workforce, and changing consumer preferences. General skills, knowledge, and abilities are highlighted to help readers better understand how to be successful within each capacity, as well as various education and training options available within the state of Iowa, including technical certificates, higher education degrees, on-the-job training, and Registered Apprenticeship programs. Wages are averaged based on quantitative labor market analysis and qualitative measures from direct employer feedback through online surveys and in-person focus groups hosted around the state.

Similar to the commitment of WIOA core partners, the Bureau of CTE will be more intentional in the use of career pathways developed by staff within the Division of Community Colleges & Workforce Preparation. Strategies could include more intentional use of common career pathways within the Individual Career and Academic Planning Process, and/or during consultation of program of study development.

d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)

(1) conduct State leadership activities to improve career and technical education, which shall include support for—

(A) preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations;

The Bureau will use State leadership funds, primarily in the form of support and technical assistance delivered by bureau staff, to support the initiatives described in section B(3) (Meeting the Needs of Special Populations).

In addition, the Bureau is proposing to reserve \$5,000 in State leadership funds for the recruitment of special populations as authorized under section 112(a)(2)(C) of the Act. The

Bureau will develop a strategy for the use of these funds through internal consultation with bureau staff and external consultation with key stakeholders.

(B) individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;

Current support for individuals in state correctional institutions will be continued under the Perkins V state plan. At a minimum, this support includes a total of \$100,000 from the state leadership fund that is designated for use by the Iowa Department of Corrections in providing career-oriented programming to individuals in state correctional institutions.

Additionally, the Bureau in partnership with Des Moines Area Community College, Iowa Central Community College, the University of Iowa and the Iowa Department of Corrections, has been awarded a \$150,000 grant from Ascendium to review ways to optimize delivery systems for higher education in Iowa's correctional facilities.

The one-year planning grant will be used to develop a correctional education advisory board to research best practices for expanding access to services such as adult education, career and technical education, apprenticeships and other postsecondary credentials aligned with labor market needs. The year-long grant will culminate with the development of a plan for systemic improvement in the delivery of educational programming that can be replicated and scaled in facilities across the state. As a planning grant recipient, Iowa will also have the opportunity to apply for a two-year implementation grant of \$950,000 to continue this work.

The Bureau will be involved in these on-going discussions on how to best serve individuals in state correctional institutions, with a focus on how to best leverage state leadership dollars to serve these individuals.

(C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and

The Bureau will use State leadership funds, primarily in the form of support and technical assistance delivered by Bureau staff, to support the initiatives described in section B(4) (Preparing Teachers and Faculty). This may include coordinating special projects, providing technical assistance in developing strategies, policies, and/or program models, facilitating communication and sharing of best practices amongst involved stakeholders, and other relevant activities. The Bureau will seek input on an on-going basis regarding the efficacy of the support and services supported by State leadership funds, and modify these strategies as necessary to ensure on-going relevance to recipients.

(D) technical assistance for eligible recipients; and

The Bureau employs ten CTE consultants focused on providing support to secondary and postsecondary CTE programs. This staff includes 5 consultants assigned to provide subject-area expertise within Iowa's six CTE content areas, as well as consultants providing targeted support for work-based learning, CTSOs, concurrent enrollment, equity, accountability, and Perkins claims. In addition, CTE consultants are supported by a data team within the Bureau and frequently engage with consultants from other bureaus within the agency in providing support to secondary and postsecondary CTE programs. The Bureau as a unit will provide on-going support throughout implementation of this state plan for all major initiatives, including technical assistance for industry-recognized credentials, the CLNA process, CTSO integration, implementation of middle school CTE opportunities, expanding access to project-, problem-, and work-based learning, and setting and monitoring performance targets.

The work of the Bureau content consultants is informed by five Program Management Committees (a sixth committee for the skilled trades will be developed within the current 2019-20 or next 2020-21 academic year). These committees consist of educators from within the CTE content area, as well as business and community organizations, and serve as a sounding board, or advisory council, for the content area consultants. More specifically, the Program Management Committees identify, assess, evaluate initiatives and make recommendations for secondary and postsecondary service area educators in areas such as student needs, student focus, professional development, curriculum development, articulation; make connections with the community regarding recruitment and retention to CTE careers and programs; and make budgetary recommendations to the Bureau. The Bureau will continue to leverage the Program Management Committees in developing targeted supports for CTE programs and CTE teachers and faculty, namely to:

- Identify, assess and evaluate initiatives regarding the current and future needs and trends of education in the particular service area;
- Make connections with the community regarding recruitment into and retention within CTE programs, with a focus on special populations defined in the Act;
- Provide, develop, and promote professional development opportunities for CTE educators;
- Assist with linkages between secondary/postsecondary education, the community and the workforce;
- Work with secondary/postsecondary education with the completion of Programs of Study (POS) to assist students in understanding the requirements of service area occupations;
- Promote CTSOs to enhance classroom learning and professional development;
- Provide a shared communication network for dissemination of information; and
- Promote, participate and raise awareness of CTSOs that advance the particular service area and related careers.

The work of these committees has long been of value to the Bureau, most recently serving a pivotal role in the identification and evaluation of the CTE content area standards adopted by the Iowa State Board of Education in September 2019. The CTE standards are described in section B(2)(a).

The Bureau also maintains numerous technical assistance resources and guides on the

Department's [website](#). These resources cover topics related to both state and federal CTE policies and best practices. These resources are frequently referenced by Bureau staff when consulting the field, and are readily available for use by recipients. The Bureau will conduct a comprehensive review of these available resources following adoption of the 4-year state plan to ensure alignment with current strategies, policies, and practices.

2. Implementing Career and Technical Education Programs and Programs of Study

a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V).

The following is a description of the core components and concepts that will combine to support the local development of a POS, grouped by the six elements of a program of study as defined in section 3(41) of the Act:

[Program of study component (a)] Incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;

[Program of study component (b)] Addresses both academic and technical knowledge and skills, including employability skills;

Standards for Secondary Career and Technical Education Programs

HF 2392 provides the State Board of Education with authority to adopt standards for each of the six CTE content areas - agriculture, food and natural resources; business, finance, marketing, and management; health science; human services; applied science, technology, engineering, and manufacturing; and information solutions.

Historically, voluntary CTE standards recommended by the service area consultants have long been used in districts by teachers in each of the six content areas. Often these standards were developed by national or regional CTE organizations (i.e., Advance CTE, MBA Research, National Association of Agricultural Educators, National Consortium of Health Science Education, National Association of State Administrators of Family and Consumer Sciences, Computer Science Teachers Association). In addition, school district CTE programs have also used industry-specific standards, particularly in the manufacturing area.

The [CTE standards](#) were adopted by the Iowa State Board of Education in September 2019, and set clear and consistent foundational expectations for what students need to learn in high-quality CTE programs across the state. The Bureau has established program management committees for each broad program service area in the approval process, consisting of teachers, postsecondary instructors, business and industry representatives,

and Bureau staff. These teams played an integral role in the process for standards review by providing oversight and feedback throughout each phase.

Iowa's CTE standards are all closely aligned with the corresponding national standards, which have been developed, reviewed and regularly updated by leaders and practitioners in the program content areas. Participants in the national standards process in each of the program content areas include national CTE leaders and professionals in business and industry, postsecondary education, secondary education, community leaders, parents, students, and the general public. Iowa CTE standards have been reviewed and updated to keep pace with the updates done in each of the national standards.

The standards adoption process included three key phases:

- Collaboration with key stakeholders within each CTE content area;
- A review process inclusive of stakeholders in each content area; and
- [Cross walking](#) CTE standards to the Iowa Core 21st Century Skills and identification of [universal](#) CTE standards common across the service areas.

With the CTE standards in place in five of the six CTE service areas, the intended next phases of work include:

- During the first two years of implementation, a comprehensive review of standards will take place for all CTE content areas. Each area will update standards based on technical content, clarity, consistency, and innovation within business and industry. During this time, all service areas will align and complete a verification process to the Iowa Core for literacy, mathematics, science, and social studies. Additionally, CTE content areas will align where appropriate to fine arts and health.
- After the first two years of implementation, the content areas will be placed tentatively on a three-year cycle, allowing each area the opportunity to continue to update standards. The timeline can be adjusted to align with any updates to national standards.

School districts are required to integrate these adopted standards into CTE programs. The integration of the standards will be monitored through the secondary CTE program approval process. This will not only ensure compliance with state requirements, but more importantly, reinforce that the process of integrating standards in the program is an on-going process that requires frequent review and on-going adjustment. It will also reinforce that the integration process should be conducted in consultation with key stakeholders, in particular, postsecondary CTE programs which will ensure greater alignment between secondary and postsecondary CTE programs.

Postsecondary CTE programs develop curriculum at the local level, in consultation with employer and community stakeholders through local program advisory councils. Postsecondary programs align course content to national industry standards, when available and appropriate, as well as occupational licensure requirements, program accreditation standards, and other quality frameworks. All postsecondary CTE programs undergo regular program review and are cataloged in a statewide program management database. Through POS work, secondary and

postsecondary CTE programs work to align program standards and curriculum to ensure seamless student transitions.

[Program of study component (c)] Is aligned with the needs of industries in the economy of the state, region, Tribal community, or local area;

Project-, Problem-, and Work-based Learning

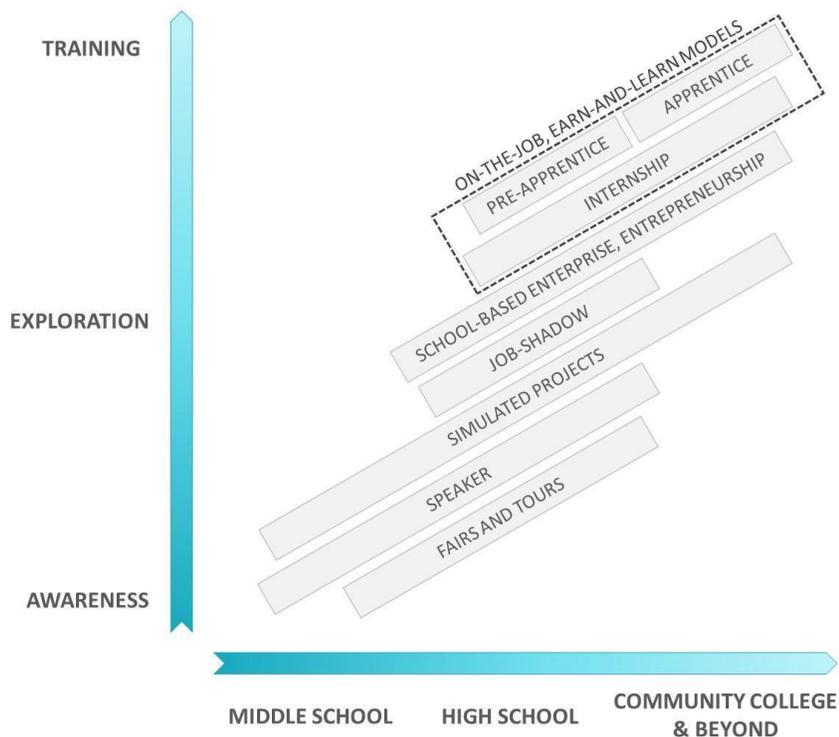
Career and technical education consist of credit and noncredit education and training programs where students learn academic and technical skills through contextualized, career-oriented learning experiences. Project-, problem-, and work-based learning experiences fit seamlessly into CTE programs due to this focus on teaching skills through authentic experiences; indeed, high-quality CTE programs require project-, problem-, and work-based learning experiences.

Iowa's goal for CTE is to ensure all students have consistent and equitable access to high-quality, globally competitive CTE programs. CTE coursework is strong in contextual learning and educators licensed in CTE content areas complete pedagogical coursework in CTE teaching methods that includes project-, problem-, and work-based learning. Iowa will work to ensure that all students, ranging from traditional secondary and postsecondary students to opportunity youth, adult jobseekers, or incumbent employees already working at a company seeking to advance their careers, have consistent and equitable access to programs that intentionally integrate project-, problem-, and work-based learning opportunities.

Initiatives to promote apprenticeship and earn-and-learn models are at the forefront of workforce shortage discussions. Business and industry have a renewed interest in connecting with educators to provide students access with authentic learning experiences. Across the state, teachers are pursuing multi-occupations endorsements in order to facilitate access to work-based learning opportunities for students. Without question, there is significant momentum behind project-, problem-, and work-based learning, but there are challenges as well. With so many options and so many actors, the landscape can be difficult to navigate for businesses, educators, students, and parents. There is a great need for coordination and leadership in this area.

Building on strong CTE programming, well-established relations with both business and education stakeholders, concurrent enrollment, and more, Iowa's school districts and community colleges are well-positioned to lead in the project-, problem-, and work-based learning arena now and into the future. To achieve this end, all stakeholders must operate under a state-defined shared vision for and definition of project-, problem-, and work-based learning so that statute and practice align to ensure growth in and seamless access to these opportunities. In addition, across the state, teachers are pursuing multi-occupations endorsements in order to facilitate access to work-based learning opportunities for students.

Project-, problem-, and work-based learning, in general, encompasses a spectrum of planned, structured co-curricular experiences developed in partnership with business and industry that connect course content to the world of work. Project-, problem-, and work-based learning experiences reflect modern workplace standards and integrate core academic, technical, and employability skills, thus providing a context for classroom curriculum. Age and grade-appropriate experiences reinforce career development practices to lead students to identify interests and aptitudes, foster greater knowledge and understanding of career opportunities, and contribute to the development of valuable workplace skills and competencies necessary for advancement along a student's chosen career pathway.



Goal: establish best practices and minimum criteria for the awarding of secondary credit through a combination of pre- and post-service training and credentials.

Currently, credit for work experiences may be awarded under the following conditions:

- A secondary teacher may award credit for a work experience within the subject area the teacher is licensed.
- A 5th-12th grade endorsed teacher may award credit across subject areas if the teacher holds a multi-occupations endorsement.

Of these two options, only the latter requires that a teacher secure an additional endorsement in order to award secondary credit for work-based learning experiences. However, implementing high-quality experiences requires a minimum set of knowledge and competencies that should be required of all secondary teachers, including knowledge of federal and state child labor laws, integration of experiences with curriculum and career guidance, and more.

This crucial knowledge can and should be reinforced through professional development opportunities, but the most effective means to ensure a common baseline of knowledge is through consistent licensing requirements for secondary instructors.

Goal: promote and scale proven strategies that integrate project-, problem-, and work-based learning opportunities to bridge noncredit and credit programming.

Project-, problem-, and work-based learning can serve as a valuable learning experience to engage or re-engage individuals in education and training programs. It can also serve as a connecting point between various training programs focused around a certain occupation. The key is to build the right bridges between programming to create a supply of potential students for, and ensure a seamless transition of students into, CTE programs. A place to begin would be non-credit continuing education programs.

The Workforce Innovation and Opportunity Act (WIOA) supports access to work-based learning opportunities in multiple ways. Title II (the Adult Education and Family Literacy Act) supports greater alignment between adult education programs and postsecondary training programs through innovative integrated education and training models and workforce preparation activities, designed and delivered in collaboration with business partners [Resource: Overview of Title II, U.S. Department of Education, 2014].

Further, WIOA stipulates access to work-based learning opportunities for certain youth populations and individuals with disabilities through Title I formula funds and Title IV (modifications to the Rehabilitation Act of 1973), respectively, while also supporting the use of proven work-based learning strategies, such as apprenticeships, on-the-job training, and customized training, to facilitate entry into employment for adults and dislocated workers and promote employer engagement.

Goal: Develop fair, reliable, actionable measures for project-, problem-, and work-based learning.

Local programs must be tasked with collecting data appropriate for the project-, problem-, and work-based learning experience, which may vary based on the rigor of the experience. Across the entire spectrum of project-, problem-, and work-based learning, fundamental metrics, such as student enrollment and the number of business partners, should be gathered. For more advanced experiences, additional metrics may include skills gains demonstrated through assessments and/or the acquiring of industry certifications, number of earned high school and/or college credits, and other similar metrics.

While gathering this information at the local level should be standard practice, it will take effort to create mechanisms that allow for the gathering of this information at the state level. Though challenging, a goal should be to establish consistent data gathering and sharing processes that ensure data is accurate, reliable, and actionable. The Bureau will leverage the work-based learning accountability metric selected as the secondary program quality indicator under this Act to expand capacity to track these experiences. In addition, new processes may

have to be established to ensure all experiences, secondary and postsecondary, are captured

and measured, but several processes are already established by the Iowa Department of Education and could be utilized for this purpose.

- A significant amount of data is gathered on work-based learning experiences supported by the Intermediary Networks³, and other state agencies collect data on various work-based learning activities supported by state and federal funds. This includes programs supported by WIOA, in particular those focused on business services. A goal will be to evaluate this information holistically, to ensure the full breadth of project-, problem-, and work-based learning activities are accounted for in the data-gathering instruments and that all agencies involved in gathering information are providing data in a format that allows for local programs to review and act on it.
- A mandatory secondary CTE program approval process was implemented for the 2018-2019 academic year, and over the next five years all CTE programs will undergo evaluation against a common set of criteria for all programs in the state. Several criteria directly related to the integration and utilization of project-, problem-, and work-based learning opportunities. This will provide valuable qualitative, and to some extent quantitative, information for project-, problem-, and work-based learning experiences available to secondary students through CTE programs.
- Student and course data are gathered through the Community College Management Information System (MIS), maintained by the Bureau and Student Reporting in Iowa (SRI) system, maintained by the Bureau of Information and Analysis Services. These systems could expand to include other metrics related to project-, problem, and work-based learning experiences.

Strong Local Program Advisory Councils

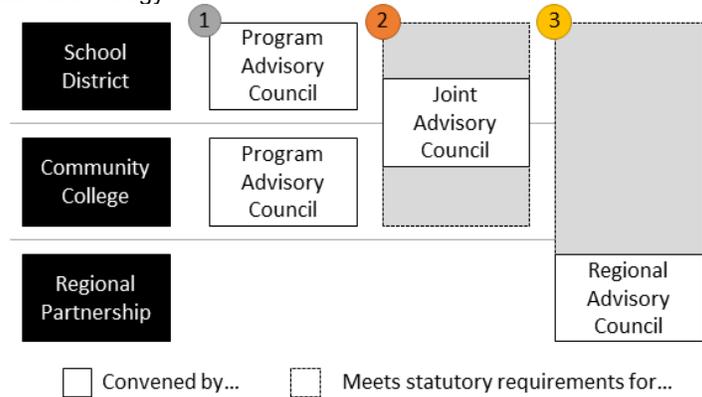
The requirement that all secondary and postsecondary CTE programs maintain an active program advisory council predates the passage of HF 2392 and remains unchanged. However, HF 2392 implemented several revisions to existing practice which must be noted.

All CTE program advisory councils must be oriented toward and specific to the program. The program advisory council is to give advice and assistance in establishing and maintaining, and be consulted in matters related to the program. Members of the advisory council must consist of representatives of businesses or employers within the occupation or occupational field related to the program, as well as other stakeholders with expertise and knowledge of the occupation or occupational field. All efforts must be made to include the participation of secondary and postsecondary teachers from related secondary and postsecondary CTE programs.

Program advisory councils may be configured in one of three ways:

³ The Iowa Department of Education was appropriated \$1.45 million for the development and implementation of a statewide network comprised of fifteen regional work-based learning intermediary networks. These service regions are defined as the community college regions. These networks will prepare students for the workforce by connecting business and the education system by offering relevant, work-based learning activities to students and teachers, particularly related to science, technology, engineering, or mathematics occupations, occupations related to critical infrastructure and commercial and residential construction, or the targeted industries of advanced manufacturing,

biosciences, and information technology.



1. A standalone program advisory council maintained independently by the school district and by the community college. To date, this is the primary way by which program advisory councils operate;
2. A joint program advisory council shared by the school district and community college. Any district and community college that maintain CTE programs in the same occupation or occupational field may form a joint program advisory council. The joint program advisory council may serve in place of the local program advisory council, fulfilling the statutory requirement for maintaining a program advisory council.
3. A regional program advisory council established by a Regional CTE Planning Partnership on behalf of the district and/or community college may serve in place of a standalone or joint program advisory council. A district and/or community college which utilizes a program advisory council established by a Regional CTE Planning Partnership would fulfill the statutory requirement for maintaining a program advisory council.

Goal: To more effectively engage business and community stakeholders, deliberately move toward greater use of joint advisory councils amongst recipients, in appropriate and/or necessary situations.

Consistent with the response to prompt B(2)(c)(ii), within the first year of implementation of Iowa's state plan, the Bureau will work to identify strategies to make it more efficient for business and industry to engage and consult with CTE programs. Regarding program advisory councils specifically, the Bureau will encourage programs to partner and share program advisory councils in situations where it is necessary and/or appropriate, consistent with the sharing structures noted above.

The Bureau will also lead discussions with recipients on the effectiveness of current advisory councils, and prompt recipients to consider alternative models that create greater efficiencies with engaging key stakeholders, while also working with programs on practices to generate quality feedback from recipients and implement program improvement strategies in response. Such discussions will be based on information gathered through the program approval processes described in response to prompt B(2)(b).

[Program of study component (d)] Progresses in specificity (beginning with all aspects of an industry⁴ or career cluster and leading to more occupation-specific instruction);

A model CTE program starts with strong CTE offerings and career exploration and development activities starting in the middle grades that allow all students to explore and identify their interests, set career and college goals, and develop academic plans that help position the student to successfully achieve those goals. Students will be assisted in achieving those goals by 1) access to an array of secondary CTE offerings that 2) start with broad concepts and skills that progress in specificity toward targeted training opportunities within a given industry.

House File 2392 detailed a program model, the Career Academy, that incorporates these key concepts and is described in more detail below. The model was integrated into the secondary program approval process, and, by working through that process, all programs will make progress toward implementing the key components of the Career Academy program model.

A focus of this state plan is greater consistency in providing foundational CTE opportunities to all students, in particular by leveraging new opportunities within the Act for supporting middle grades CTE programming. A sub-group of the CTE advisory council described in section A(1) was tasked with identifying standards for middle school CTE programming. The recommendations of the sub-group are described below.

Iowa Middle Grades Career and Technical Education, including Minimum Requirements for Funding Eligibility under Perkins V.

Perkins V provides recipients with the opportunity to expand CTE offerings into the middle grades. Recognizing this opportunity, Iowa convened experts from across the state to discuss and develop a strategy for creating consistent, quality middle school CTE offerings, with the goal of ensuring intentional connections to middle school and secondary CTE offerings. Students will benefit from early and broad exposure to courses and activities that focus on career exploration and career awareness, including but not limited to labor market information, educational requirements, Individual Career and Academic Plans, career counseling, and employability skills.

Iowa currently requires career exploration and development instruction starting in the seventh and eighth grades. Twenty-first century skills, including but not limited to financial literacy, family life and consumer sciences, and employability skills are addressed through a variety of curricular needs in kindergarten through twelfth grade (Iowa Code 2019, §256.7 subsection 26(a)(3)), and Division I of HF 2392 focuses on career and academic planning and establishes a holistic planning process established under Iowa Code chapter 279, section 6.1. Iowa CTE will be the first to provide additional financial support to districts seeking to provide a more holistic, integrated approach to the delivery of career exploration and career development in the middle grades (5-8).

⁴ The term “all aspects of an industry” means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.

Minimum Standards for Middle Grades Career and Technical Education:

Recipients that meet the following minimum standards will be allowed to expend federal funds received under Perkins V to plan, develop and deliver quality middle school career exploration and development programming that is rooted in meaningful student activities and experiences. Recipients intending to use federal funds received under Perkins V shall meet the following minimum standards for middle grades career and technical education:

- Taught by a qualified CTE instructor meeting licensure, endorsement, or authorization requirements established by the Iowa Board of Educational Examiners.
- Provide all students with awareness and exposure to the 16 Career Clusters® by way of one or more of the following:
 - Career and Technical Education courses like Agriculture; Business; Family and Consumer Sciences; Health Science; Industrial Technology; Information Solutions, which align with the six Iowa recognized CTE Service Areas; or
 - Offer a career pathways-based course or courses⁵.
- At a minimum, offer a course or courses to both seventh and eighth grade students, and may include a course or courses at the fifth and/or sixth grade levels.
 - Courses must meet a minimum of 6 weeks (30 days).
- Use state approved middle school CTE and 21st Century Skills standards to ensure students gain a full range of desired technical, academic and employability knowledge and skills.
- Help develop a student's occupational identity, employability skills, 21st Century Skills, and technical skills by providing hands-on, experiential learning.
- Incorporate learning into each student's Individual Career and Academic Plan as defined by Iowa Code chapter 279, section 61.
- Provide exploratory work-based learning experiences such as classroom speakers, industry tours, career fairs, projects or hand-on experiences.
- Align to a variety of career development activities, including but not limited to career and academic counseling, high school programming, postsecondary alignment.
 - These activities should be part of the District's Career and Academic Planning Plan.

Career Academy Program Model

A career academy is a program structure that pairs two years of sequential secondary CTE coursework with a postsecondary program through concurrent enrollment coursework. The career academy program model requires the following:

1. Designed to meet industry standards and prepare students for success in postsecondary education and the workforce;

⁵ Offer a career pathways-based course or courses - the intention of offering a course that would expose students to the entire career cluster model and pathways for careers within that model. The course would create a foundation to success in high school and future studies/careers. This is an area that the middle grades sub-committee of the statewide CTE Advisory Council would like to expand upon - to have additional resources that school districts could lean towards such as recommended curriculum.

2. Foundational and transitory CTE coursework;
3. Integrates as a portion of the career academy a hands-on, contextualized learning component.
4. Integration of academic coursework and work-based learning opportunities;
5. Utilization of the individual career and academic planning process; and
6. Allows students enrolled in the academy an opportunity to continue onto a postsecondary degree program.

The secondary program approval process is designed around these foundational components of a career academy program, which align with the core elements of a program of study as defined in the Act. Iowa CTE programs will move toward this model through implementation of the components of the secondary program approval self-study criteria.

[Program of study component (e)] Has multiple entry and exit points that incorporate credentialing; and

Many traditional students will enter a CTE program of study through middle school CTE programs, as described in the previous response, or secondary CTE programs. These students have the opportunity to progress through secondary and postsecondary CTE programs according to defined POS. More and more, programs are designed with multiple entry and exit points, particularly at the postsecondary level due to stackable credentials. The Bureau, primarily through the secondary and postsecondary CTE program approval processes, will continue to work with recipients to strengthen these traditional pipelines and ensure learners have on-going access to high-quality CTE programs.

But, increasingly, many individuals are returning to education through “non-traditional” routes, including through at-risk or out-of-school youth programs intended to encourage students to persist and complete a certain level of schooling, or adult learners re-entering education in pursuit of basic education or additional skills applicable to their profession.

Iowa’s CTE system needs to be responsive to the needs of all learners, and the Bureau is committed to working with core partners under the WIOA to ensure the CTE system is best positioned to serve these “non-traditional” students. Adult education service providers have made a concerted push around an innovative program model - Integrated Education and Training (IET) - that couples basic skills training with technical programming to more effectively serve adult learners.

This model, described more fully below, is an exemplary model in providing individuals in need of basic skills with a clear on-ramp into the CTE system through the concurrent delivery of adult basic education services and technical training through CTE programs, which provides the individual with the necessary training required to either secure employment or progress into additional education and training programs. Beyond IET, the Bureau will work with core partners under WIOA to develop additional strategies to positively impact target populations, including at-risk in-school and out-of-school youth, creating on ramps into CTE pathways for all learners.

Integrated Education and Training

Iowa incentivized the delivery of Integrated Education and Training (IET) and awarded ten of the 15 eligible providers effective July 1, 2017 through June 30, 2019 based on their application with an annual enrollment target of 400+ participants. This time allowed the Department to provide technical assistance, professional development and to identify promising and best practices for program design. The IET as defined by WIOA Sec. 203 is a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement targeted at industry-recognized credentials.

Moreover, the Department will leverage past experiences with providing English literacy and civics education in meeting the new requirements for Integrated English Literacy and Civics Education (IELCE) under WIOA. In addition, each program will ensure access to career advising for each participant while engaging in occupationally relevant education and training that is aligned to a regionally developed career pathway and Iowa's 21st Century Skills.

The Department's focus has been to promote the engagement of all core partners to blend adult education content, workforce preparation activities and workforce training. There are several examples of IET based on partnerships and designed to meet labor market demands in the local workforce development areas. These examples will be shared to encourage eligible providers in the PY2020 competition to offer IET and IELCE activities.

[Program of study component (f)] Culminates in the attainment of a recognized post secondary credential⁶.

All secondary CTE programs in Iowa will adhere to the principles of the POS and Career Academy models, including alignment to relevant postsecondary credentials and education and training programs. Traditionally, secondary CTE programs align to postsecondary CTE programs offered by Iowa's 15 community colleges. Indeed, Iowa's community colleges offer robust CTE programs and work intently on creating strong connections to secondary CTE offerings, namely through Iowa's strong concurrent enrollment program. Partnerships between secondary and postsecondary CTE programs, focused on strengthening POS and Career Academy programming, will afford students the opportunity to seamlessly transition from a secondary CTE program to an aligned postsecondary CTE program that culminates in one or

⁶ The term "recognized postsecondary credential" means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree. [29 U.S.C. 3102(52)]

more postsecondary credentials offered by community colleges, including associate's degree, diplomas, and credentials.

Going forward, the Bureau will continue to support the alignment of secondary CTE to community college CTE programs. This work will expand to include additional forms of articulation and alignment, including to industry-recognized certifications and recognized work-based learning programs such as apprenticeship.

Industry-Recognized Credentials

The Bureau will develop strategies to integrate quality industry-recognized credentials into secondary CTE programs. This may include the direct offering of industry certifications in a secondary CTE program, delivery through concurrent enrollment by a community college, or delivery by a third-party organization through innovative partnerships.

Goal: Develop reliable and valid processes for the evaluation and tracking of third-party industry certifications offered through secondary and postsecondary CTE programs.

The Bureau will also explore methods that will allow for reliable tracking of industry certifications awarded to both secondary and postsecondary students enrolled in CTE programs. This work will build off of past work to identify industry certifications already incorporated into community college CTE programs or for which students are prepared following completion of a community college CTE program. Next steps will include developing criteria for what constitutes a quality industry certification, including identification of industry certifications appropriate for integration directly into a CTE program, and establishing valid and reliable reporting and tracking mechanisms for industry certifications awarded through CTE programs in Iowa. This work will build on initiatives described under section D (accountability for results), such as establishing data-sharing arrangements with providers and establishing reporting metrics aligned to the procedures specified in the Act.

Recognized Work-based Learning Programs, including Quality Pre-Apprenticeships and Apprenticeships

Training models that include significant on-the-job training components are rapidly growing in popularity and viability nation-wide. In Iowa, due in large part to the Future Ready Iowa initiative, more employers are willing to engage directly in the education and training of their current and future employees through innovative training models such as pre-apprenticeships and apprenticeships.

Past focus has been on integrating models such as pre-apprenticeship into secondary CTE programming. The Employment and Training Administration (ETA) defines a quality pre-apprenticeship as "a program or set of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship program and has a documented partnership with at least one, if not more, Registered Apprenticeship program(s)". The opportunity to expand quality

pre-apprenticeship offerings is timely in light of recent efforts within our state to ensure all high school age students have access to high quality CTE for both exploratory and foundational purposes. Quality pre-apprenticeships provide a guided outlet for students to both explore and, if they so choose, to matriculate into a Registered Apprenticeship. Creating this on-ramp for high school age students provides them with options for their future, and the state with a pipeline for our workforce. Career and technical education is well positioned to advance pre-apprenticeship and apprenticeship models across the state of Iowa, namely through the Career Academy model.

The Bureau will continue to work through the Future Ready Iowa initiative to expand access to recognized work-based learning experiences at the secondary and postsecondary levels. This work will aim to increase co-curricular work-based learning and student leadership experiences, including CTSOs, recruit and retain nontraditional genders and underserved populations into CTE programs, and better serve all learners by creating on-ramps that provide them with access to credentials of value and options for their future, and the state with a skilled workforce pipeline.

b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 1328 will—

Programs of study will be developed locally between school districts and postsecondary institutions in adherence to policies developed at the state level under the direction of the Bureau in consultation with key stakeholders. This will primarily be achieved through the secondary and postsecondary program review and approval processes required under Iowa Code chapter 258.

The secondary program approval process was implemented following the passage of HF 2392 in May 2016, and the criteria included in the process are intended to ensure all secondary programs conform to standards for programs of study. The postsecondary program review and approval process have been in place for many years, but modifications will be proposed to ensure alignment with state and federal statutes and best practices for programs of study.

At a minimum, the components of a program of study identified in response to prompt B(2)(a) are integrated into each program approval process and are also the foundation for Iowa's definition of size, scope, and quality (refer to Appendix B). The Bureau will use these tools to monitor the implementation of the key components of the program of study.

Secondary Program Approval Process as a State Program of Study Template

The centerpiece of HF 2392 implementation is the requirement that all secondary CTE programs must be approved. The criteria used for program approval incorporate the components of the POS definition specified in the Act. Therefore, every CTE program is benchmarking progress toward implementation of the POS standards by completing the program-approval process.

Under HF 2392, the Department was authorized to develop administrative rules to implement key provisions of the law, including the secondary program approval process. The Bureau then reviewed several national documents on setting out the program approval criteria and also examined self-study templates used in other states. The purpose here was to ensure that the state secondary program approval process included all the elements necessary for defining a high-quality POS. The information gathered from these sources was “cross-walked” with the program approval process rules to make sure that any program completing the approval process would meet both the tenets of a high-quality POS and the intent of the authorizing statute.

The guiding principles behind the program approval process include continuous improvement, data-informed decision making, peer review and feedback, and partnership and capacity building. The stages of the process include:

- Reflection through self-evaluation of the CTE program against several criteria and the development of action plans;
- Peer review and feedback facilitated by the RPP (refer to the Overview of CTE in Iowa section for a description of the RPP);
- Approval of the program and action plans by the Department; and
- Implementation of the action plans, with the annual evaluation of the effectiveness of the implemented measures and documentation of progress.

The self-study instrument is an integral component of the program approval process; it covers what is minimally required for a robust secondary CTE program. This instrument has been designed to serve all secondary CTE programs while providing programs, school districts, and RPPs the opportunity to drive local program improvement.

At the local level, the teacher(s) lead the program review process. Additionally, district administration, members of the program advisory council, and other stakeholders, when necessary, are included within the process to ensure a robust review. Besides completing the self-study instrument, these individuals help develop and prioritize the action plan, as well as assist with monitoring, measuring, and reporting progress regarding the program’s action plan.

The program review and approval processes represent an opportunity for the RPP to learn about the strengths and needs of CTE programs in the region. The partnership is encouraged to establish a formal process through which pertinent information is presented to the full RPP and

used to inform the multi-year planning process, including the formation of appropriate goals and objectives and the annual budget.

Structure of Secondary Self-Study Template and Tenets of Program Approval Process

The self-study instrument contains many criteria divided between seven sections of indicators. The indicators are rooted in the tenets which define a robust program. The process is designed to aid CTE programs to provide students a greater understanding of, and exposure to, future career options via intensive career and academic planning that is integrated with classroom instruction and experiences; and access to co-curricular, authentic learning experiences through problem-, project-, and work-based learning and CTSOs. The tenets of the secondary program approval process are depicted in the diagram below and include: (1) effective teaching and learning; (2) problem-, project, and work-based learning; (3) strong secondary-postsecondary



partnership(s); and (4) stakeholder engagement. These tenets operate within a framework established through access and equity, quality career exploration and development, facilities and equipment, and continuous evaluation and program improvement.

A robust program will result when the indicators are implemented with fidelity and will be evident when a district has an aligned program that integrates competency-based instruction and assessment, fosters authentic experiences, and has an active, engaged advisory council.

This program approval process aligns with the key facets of the comprehensive local needs assessment (CLNA) as specified in the Act. The process recipients are to follow in completing the CLNA are “braided” into the program approval process described in this section. This process is described in more detail in response to prompt B(2)(e).

Process and Timeline

The program approval process is run on a five-year cycle, with approximately 20 percent of programs approved each year. Each RPP, through its multi-year plan, determines the order in which programs in its region will be approved. Each cohort of programs will go through the review process in the spring of an academic year and, consistent with the regional process and timeline established by the RPP to complete its review, will have the summer and fall of the subsequent academic year to complete the self-study. The RPP and the Bureau will work through the fall and spring of the academic year to complete the review and approval of

programs. Final approval will be awarded by the Department no later than the end of July.

Following approval, districts will work over the remaining three years of the cycle to implement the steps outlined in the program action plans. It is expected that each year, the program will evaluate the effectiveness of, and make appropriate adjustments to, the implemented action steps. In the last year of the cycle, the program will assess the overall effectiveness of the action plan, and prepare for submitting a revised self-study for continued approval.

By the time Iowa's four-year state plan for Perkins V is implemented on July 1, 2020, nearly 40 percent of all CTE programs in all six service areas will have completed the individual self-studies. The self-study describes the program, addresses how the program meets the different POS tenets, and develops, if needed, improvement plans for each of the tenets. The program and district completing the self-study would then set out a prioritized action plan that is to be implemented before the program comes up for approval once again. The broad intent is to ensure that when the program comes up for Department approval, it is, in fact, approving a locally-developed POS.

State Accreditation Process of Community Colleges and its Connection to CTE

Iowa's 15 comprehensive community colleges maintain numerous postsecondary CTE programs. Each community college is required to adopt program review and approval processes that, at a minimum, conform to the standards established in Iowa statute. The Iowa Department of Education, as part of its overall community college accreditation process, reviews process documentation submitted by the community college and materials from select CTE programs reviews to ascertain if the colleges are indeed following their internal processes for approving CTE programs. Described below is the state accreditation process of community colleges and their connections to CTE.

The state's community college accreditation process covers the following: faculty qualifications; faculty load; special needs; protected classes; CTE program evaluation; physical plant and facilities; strategic planning; quality faculty plans; and, senior year plus programs.

Additional noteworthy items:

1. The state program accreditation process includes a review of CTE programs, which in part are supported by federal Perkins funds;
2. The inclusion of Senior Year Plus (SYP), Iowa's dual and concurrent enrollment programs, meets the requirement of a POS as specified in the Act. The continued inclusion of concurrent enrollment within the secondary program approval process described above shows how concurrent enrollment will be critical to the state and local program of study approval process. The SYP programs are described below in more detail;

3. In some instances, the community colleges state accreditation process will include an equity review as required by the U.S. Department of Education, Office for Civil Rights. Until recently, the equity review was a separate process, which proved burdensome due to the overlap of the same requirements and redundancies in both processes. By combining the equity review with the accreditation review process, efficiencies improved, but more importantly, it provided more context when equity was part of the overall accreditation discussion. Furthermore, given the increased importance of equity within Perkins V, the interconnectedness between equity and CTE program review becomes even more enhanced. Additional details about the equity review are in subsequent sections of this plan. Additionally, the Community College Perkins Desk Audits are aligned and incorporated into the state accreditation process.

Iowa's community colleges are all committed to maintaining a culture of continuous improvement. This is reflected in the systemic review and assessment procedures implemented across all facets of the college's operations. This focus on assessment and continuous improvement is reflected in the program review processes for postsecondary CTE programs. In addition, the typical community college program approval process is on a five-year cycle, but many are now moving to a three-year cycle. The process described below is from one specific community college that the Department has considered exemplary (identification of the college removed). It should be noted, to a greater or lesser extent, that all of Iowa's community colleges tend to follow the process described below:

- A self-study completed by faculty using the program review template includes a written report which asks faculty to answer questions about the currency of curriculum, the credentialing of faculty, the demographics of students, enrollment, retention, assessment of student learning, and placement.
- The Institutional Research Office sends faculty institutional data for analysis and inclusion in the program review template and program review presentation. The Institutional Research Specialist and Academic Deans meet with faculty to answer questions and provide direct support to faculty completing the review process.
- The program review template and supporting documentation are reviewed by the Academic Dean before final submission to the Vice President of Academic Affairs.
- Following submission of the Academic Program Review to the Vice President of Academic Affairs, the Vice President of Academic Affairs makes the program review template, supporting documentation, and presentation available to the Community College Executive Council. Executive Council members are asked to read through each program review before the scheduled program review meetings. This broad spectrum of college decision-makers involved in program review provides a productive discussion on how to best support student learning through academic and student services support, financial resource allocation, and support for programs through grants and college foundation funding sources. In addition to the presentation, faculty provide tours of classroom and lab spaces to assist Executive Council members in identifying improvement projects for equipment, facilities, and strategic planning.

- Executive Council members discuss opportunities, challenges, and steps to continuously improve. Academic Deans work directly with faculty members to address opportunities, needs, or challenges identified during a program review. These meetings are initiated by the Academic Dean and carried out following the conclusion of the program review. The Academic Dean reports outcomes of follow-up meetings to the Vice President of Academic Affairs and the College President.

Community college program review processes include additional items. These items include articulation, secondary and community partnerships, the role of advisory committees, the use of course and program assessment data, institutional resources, faculty qualifications, and CTE program costs. It should be noted that all community colleges align their internal program review process with the requirements laid out within the state accreditation process.

i. promote continuous improvement in academic achievement and technical skill attainment;

As described in response to prompt B(2)(a), the Iowa Department of Education recently adopted standards for five of the six CTE content areas, with the last set to be approved this calendar year (2020). These standards, required of all secondary CTE programs, incorporate technical and employability skills aligned to business and industry needs. With the standards in place, the Bureau will map the secondary CTE standards to the Iowa Core academic standards. This will allow CTE teachers to clearly see how the CTE program standards align to content taught in traditional academic subjects, and lead to further discussions on greater academic integration into CTE programs.

Though no longer a required performance metric under Perkins V, technical skill proficiency remains an important component of CTE programs. The Bureau will continue to work with programs to identify, promote, and facilitate the adoption of best practices in the assessment of student attainment of knowledge and technical skills across secondary and postsecondary CTE programs.

Going forward, CTE programs must be more intentional with the use of authentic assessments for measuring student attainment of technical skills, namely industry certifications. The Bureau will promote the embedding of postsecondary credentials, including industry certifications, in CTE programs maintained by local recipients. The state will identify best practices in the use of postsecondary credentials, including industry certifications, as an authentic assessment of student attainment of knowledge and skills of value to the related industry sector.

ii. expand access to career and technical education for special populations; and

All recipients are expected to develop strategies that ensure CTE programs are accessible to all students, including learners within special populations. The state and local processes for setting

meaningful accountability and performance metrics, as described in section D of this plan, will be an essential component of this work.

In addition to the formal procedures outlined in section D, the Bureau is committed to working with recipients on analyzing and acting on available data, including Perkins V accountability and performance metrics, in order to create more accessible CTE programs.

Goal: In collaboration with the RPPs, improve the capacity of local recipients to gather, evaluate, and act on relevant career and technical education program data, with a focus on evaluating relevant data to ensure consistent and equitable access to career and technical education programs for each learner served by the recipient.

In our continued partnership with the National Alliance for Partnerships in Equity (NAPE), the Bureau provided training to the state in utilizing data reported by the community colleges and public school districts, to drive decision making in the nontraditional career and technical program improvement process. NAPE trainers provided professional development to: (1) develop a state-level nontraditional data “dashboard” using Perkins IV data (6S1, 6S2, 5P1, 5P2); (2) provide consulting in the interpretation of the dashboard and its use in identifying performance gaps between student groups in nontraditional CTE programs at the secondary and postsecondary level; and (3) conduct a one-day on-site technical assistance visit to train Iowa educators and stakeholders on the use of the data dashboard for providing professional development to improve performance on the two nontraditional accountability measures in the Act.

NAPE will further assist the state with steps to identify and implement evidence and research-based strategies for program improvement with professional development, through NAPE’s Micro messaging to Reach and Teach Every Student professional development to address access and equity in nontraditional pathways, and with newly developed data dashboards. Utilizing the most recent student performance data, NAPE will update the 2015 dashboards and present findings to educational stakeholders (including the RPPs) during a statewide professional development training. To continue to support initiatives to increase the participation and completion of underrepresented gender students in nontraditional CTE programs in Iowa, a state team will again participate in the 2020 Summit to address equity gaps in CTE, which will lead to the identification and implementation of strategies to increase the participation and/or completion of underrepresented gender students in nontraditional CTE programs. The Bureau will build off of the successes from the trainings described above to expand the NAPE data dashboards to include additional special populations and analysis at the local level.

iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

As identified in the response to prompt B(2)(a), the Iowa State Board of Education recently adopted standards for five of the six CTE content areas, with the final set of standards for the Applied Science, Technology, Engineering, and Manufacturing service area due for adoption

within calendar year 2020. Employability skills are woven throughout each set of content area standards. Adopted content area standards were also cross walked to the Iowa Core 21st Century Skills, which include employability skills. Postsecondary CTE programs integrate academic, technical, and employability skills into programs that address the locally-identified needs of business and industry, in consultation with local program advisory councils. Most postsecondary CTE programs align curriculum, learning objectives, and competencies to national standards, program accreditation requirements, and/or occupational licensure requirements.

The Bureau will conduct regular reviews of all adopted content area standards, in consultation with education and employer stakeholders, to ensure on-going relevance. In addition, adoption of standards into secondary CTE programs will be regularly monitored through the secondary program review process.

c. Describe how the eligible agency will—

i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

All information concerning CTE is available on the Iowa Department of Education website (cte.educateiowa.gov). In addition, local recipients can access information regarding their plans, budget, and performance information using the Iowa Grants portal. Also, school districts can access course and program information through the secondary career and technical reporting application (SCTERA). Besides making information available electronically, the Bureau is housed, produces several reports, annual and occasional, that are also available in print form. Finally, the Bureau creates “one-pagers” for a variety of stakeholders about the different programs which it oversees, including Perkins V.

The Bureau goes about providing information to school districts, Perkins consortia, and community colleges in three different ways. First, the Bureau produces several guidance documents that relate to the implementation of HF 2392 as well as Perkins. The content within these documents is technical, and as a result, staff within the Bureau play the role of crucial informants explaining the documents to interested stakeholder groups using different media. When needed, staff are available for in-person visits covering a wide variety of topics (planning, programs, payments, and performance).

Locally, school districts and community colleges maintain catalogs that provide information on locally available courses and/or programs. These resources are updated annually based on changes in the program and the opportunities available to students in the given academic year.

All school districts are required to provide on-going career and academic planning services to all students beginning in the 8th grade. This includes the creation of an individualized career and academic plan directly with each student, as well as parent(s) or guardian(s) of the student to the greatest extent possible. The ICAP process, at a minimum, must:

- Prepare the student for successful completion of the core curriculum developed by the state board of education pursuant to 281—Chapter 12 by the time the student graduates from high school;
- Identify the student's postsecondary education and career options and goals;
- Identify the coursework needed in grades 9 through 12 to support the student's postsecondary education and career options and goals, inclusive of CTE opportunities and concurrent enrollment coursework aligned to the students postsecondary and career goals; and
- Prepare the student to successfully complete, prior to graduation and following a timeline included in the plan, the essential components prescribed in rule 281—49.4(279).

Pursuant to Iowa Code 281—49.6(279), school districts are required to use a primary career information system (CIS) that supports the ICAP process and meets minimum state standards. In addition to the primary CIS, beginning in 2020, school districts will have the option of completing specific Individual Career and Academic Planning (ICAP) components using a supplemental CIS. All CIS must include certain minimum functions specified in statute, including:

- Allow for the creation of student accounts;
- Include developmentally appropriate inventories and assessments that promote self-understanding and the connection to work, such as an interest inventory; a work values assessment; and an abilities, strengths, or skills assessment;
- Include a search platform for career information, such as current and accurate state and national wage, earning, and employment outlook data for a given occupation; job descriptions, including such information as essential duties and aptitudes; and training and education requirements.
- Include a search platform for post secondary information, including a current, accurate, and comprehensive database of accredited professional colleges, technical and community colleges, and public and private baccalaureate colleges and universities; and include or provide links to apprenticeship and military opportunities.

More and more, school districts and community colleges are partnering around the delivery of career planning and project-, problem-, and work-based learning opportunities. One example is the career coach model, referenced in [Appendix D](#). This model aims to expand access to career counseling services by incentivizing the sharing of trained school counselors between school districts and community colleges, who are focused on facilitating the ICAP process, connecting

students to project-, problem-, and work-based learning opportunities, and providing high school to college transition services to students.

Through a partnership with Iowa Vocational Rehabilitation Services (IVRS), the Intermediary networks are also involved in providing services to students with disabilities. The VRS Intermediary program provides for team members from the community college to expand vocational rehabilitation capacity providing excellent pre-employment transition services to high school students with disabilities in designated districts, which will help prepare the students to enter employment or additional post-secondary training following secondary school graduation. Students will have the opportunities to learn about work readiness skills, career pathway opportunities and expand work-based learning providing increased opportunities for employment in a chosen career field. The Intermediaries will work collaboratively with IVRS counselors and with other center partners to provide the career readiness and career exploration services to districts where gaps are identified. Services may include career exploration, job shadows, plan tours, career day experiences, job seeking skills training, and understanding local labor market information and training opportunities that will lead to placement in those careers.

More recent efforts to further expand access to project-, problem-, and work-based learning activities include the Work-based Learning Clearinghouse, part of the Future Ready Iowa initiative. The virtual Clearinghouse is available to all Iowa schools, K-12 classrooms, and businesses for project involvement through a system where both classes and businesses can enter themselves as an interested party and browse for a good match for a project. Students work on the projects primarily in the classroom, making this distinctly different from work-study or internship formats.

At the state-level, several efforts are established or under development that provide students and parents with information regarding CTE program availability and project-, problem-, and work-based learning opportunities. The Bureau is working to develop greater transparency around and access to information related to availability of POS at the secondary and postsecondary level. A postsecondary CTE program management database has been in place for several years, which, among other functions, allows the public to view community college CTE programs approved by the Department. Planning for a secondary CTE program database management system will continue within the Bureau. Similar to the postsecondary system already in place, the secondary system will be, among other tools, a repository for all secondary programs and will allow members of the public to access relevant information on all programs in the state.

The Bureau will continue to use resources made available through this Act to further support the development of systems that expand access to information on CTE POS, including concurrent enrollment opportunities aligned with the POS; project-, problem-, and work-based learning opportunities; career opportunities; and more. This support will primarily be in the form of continued staff assistance in these areas, but may also include financial support for a statewide program management database.

- ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

While collaboration among recipients is important in the development of strong CTE programs, it is of equal importance to promote collaboration among recipients and external stakeholders, including representatives of business and industry.

Effectively engaging with business is a difficult task. Many educators have a desire to connect with businesses to provide new and innovative opportunities to their students. However, doing it well on a significant scale requires the dedication of a great deal of time and effort, and many educators and administrators do not have the time or resources to dedicate to this task. The same desire is held by many on the business side as well. Often, however, the problem for business is sifting through the tremendous amount of outreach to find opportunities that are meaningfully aligned to the business' core mission and functions. In short, effective business engagement must be coordinated and intentional to bring meaning to both education and business stakeholders.

Moreover, it is common practice for CTE teachers to engage business in the design and delivery of programming; indeed, all career and technical education programs are required to maintain program advisory councils, and more recently, community colleges have embraced the concept of industry sector partnerships. In addition, through HF 2392, fifteen Regional Planning Partnerships (RPPs) were established to facilitate regional collaboration around CTE.

RPPs are focused on planning for the effective delivery of secondary CTE in a region. Membership consists primarily of secondary representatives supported by various postsecondary, community, and employer stakeholders. One RPP exists per region, with regions roughly mirroring those of the community colleges.

In addition, greater collaboration amongst eligible recipients will also be achieved through the braided state program approval processes and the Comprehensive Local Needs Assessment. The braided process is described in response to prompt B(2)(e), as well as the Comprehensive Local Needs Assessment guidebook (link to guidebook is included in response to prompt B(2)(g)). Collaboration will continue to be fostered through the RPPs, as well as at the institution and program level through existing partnerships.

Aligning Business Engagement Strategies

Goal: Make clear the complementary roles and responsibilities of career and technical education advisory councils and industry sector partnerships. Reinforce the importance of robust business involvement at the state (e.g., the Sector Partnership Leadership Council), regional (e.g., industry sector partnerships), and program (e.g., CTE advisory councils) levels so as to create meaningful business partners which champion project-, problem-, and work-based learning.

Though each of these entities has a slightly different focus and purpose, program advisory

councils and RPPs among others all strive to achieve similar outcomes – ensuring Iowan's have access to high-quality education and training opportunities necessary to secure meaningful employment. These models are complementary in many ways, which could present an opportunity for educators to re-evaluate how the program solicits input from business. One such way to achieve collaboration is to ensure both stay informed of what the other is doing. HF 2392, and the chapter 46 rules, encourage this collaboration by requiring one or more representatives of sector partnership be included in the membership of the RPP. At the state level, the Bureau is responsible for coordinating RPPs and therefore is well positioned to promote additional measures to ensure effective collaboration.

iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;

The Bureau will evaluate alignment of programs to education and labor market needs through criteria specified in the definition of size, scope, and quality. Refer to Appendix B for the definition of size, scope, and quality.

To assist recipients in meeting the requirements of the definition of size, scope, and quality, the Bureau will establish labor market datasets to be used by recipients to inform the development and modification of POS. The Bureau maintains numerous data sharing agreements including agreements with the Iowa Workforce Development, Labor Market Information Division. These arrangements will be used to gather data and information that will be aggregated into reports and made available to recipients on an annual basis. These reports will include information relevant to the region and/or district, depending on the data included in the report. In addition, staff from the Bureau will consult with recipients and work to identify new sources of data and information as needed. In addition, the Bureau will work to develop common reports inclusive of data such as:

- SCTERA program enrollment numbers (concentrators & participants);
- Academic proficiency reports
- Perkins V performance indicators

Recipients will also have access to other reports and datasets produced by the Bureau, including program outcomes reporting. The data contained in these studies is used to answer questions regarding student success in education (completion and transfer), employment rates, earning levels and industries of employment. It documents the educational and employment outcomes of students completing community college certificate, diploma, associate degree, non-credit programs, as well as students who left Iowa community colleges without completing a program, and includes the number of awards, time-to-degree, retention, migration, transfer to four year institutions, employment and wages, career clusters, career pathways, and earned credit hours, both on state-wide, specific college, and specific program of completion levels. The system follows graduates longitudinally, which allows the analysis of trends in education and career pathways of Iowa community college credit and non-credit

program completers and program leavers.

The Bureau produces annual program outcomes reports and maintains interactive charts which are available on the Bureau's [website](#). As mentioned in response to prompt B(2)(b), the Bureau will work with the RPPs to develop training focused on assisting recipients in gathering, analyzing, and acting on data to improve local CTE programs. The information described in this section will be incorporated into those training sessions.

iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

As described in response to prompt B(2)(b)(ii), the Bureau is committed to expanding the capacity of local recipients to review, interpret, and act on data, in particular data related to the subpopulations identified under the Act. The Bureau is also committed to supporting the activities described in response to prompt B(3)(a).

In addition, as part of the monitoring described in response to prompt D(4), the Bureau will continuously monitor metrics gathered in accordance with this Act to ensure equitable access to CTE programs for all learners, and in particular subpopulations specified in the Act. The Bureau will work with the equity council described in the Overview section to develop valid metrics that track access to CTE programs at both the secondary and postsecondary levels.

v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

As described in response to prompts B(1)(a), (b), and (c), throughout the summer and fall of 2019 the Bureau participated in joint planning activities with the core partners identified under the WIOA for the development of a new state plan under the act. Through this planning, strategies were identified to create greater consistency in the use of common career pathways and sector partnerships among state-level agencies administering programs and local recipients of federal funds under both WIOA and Perkins V.

vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

Refer to responses to prompt B(2)(c)(ii) and prompt B(2)(e).

vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special

populations. (Section 122(d)(4)(C) of Perkins V)

For several years, the Bureau has supported recipients in completing NAPE data trainings, described in response to prompt B(2)(c)(ii). The Bureau will look to continue and expand access to this training, and provide continuing and, as possible, increased support for the measures outlined in response to prompt B(3).

d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

Concurrent Enrollment

Iowa benefits from a reliable and robust state policy that provides students with access to numerous advanced learning opportunities. Passed in 2008, the Senior Year Plus (SYP) program consolidated several programs under one policy umbrella, with a focus on greater consistency in student eligibility, access, and accountability. Concurrent enrollment, one of the programs within SYP, provides students access to community college arts and sciences and CTE coursework through contractual arrangements between a school district and a community college.

Student eligibility is specified in the statute. For arts and sciences coursework, students must meet entrance and program requirements established by the community college, and be proficient in reading, mathematics, and science as determined by performance on the most recent administration of the statewide standard assessment or, if established by the school district, alternative, yet comparable, measures of proficiency. For CTE coursework, students must meet entrance and program requirements of the community college but are not required to demonstrate proficiency in the three specified subject areas.

To be offered through the concurrent enrollment program, coursework must apply toward a community college diploma or degree program, meaning an Associate of Arts (AA) or Sciences (AS), Associate of Applied Arts (AAA) or Sciences (AAS), or Associate of Professional Studies (APS). Contrary to some national definitions and practices in other states that define concurrent enrollment as college coursework explicitly delivered at a high school location, in Iowa, coursework may be delivered through a variety of formats - face-to-face at a high school location, face-to-face at a college location, and online. The common thread is that the course must be taught by a qualified instructor as determined and verified by the community college, consistent with state and regional/program accreditation credentialing standards.

If all eligibility criteria are satisfied, a school district will generate additional funding, or supplementary weighting, for each student enrolled in the community college course delivered through concurrent enrollment. In exchange for the supplementary weighting, concurrent enrollment coursework is to be delivered to students at no cost. Each school district receives a certain amount of funds for each student of the district - known as the district cost per pupil (DCPP). Each student has a weighting of 1.0 for purposes of the DCPP, but certain types of

students or enrollments will “add weighting” to the base of 1.0. For concurrent enrollment, this weighting is 0.46 for arts and sciences coursework and 0.7 for CTE coursework. Other factors are used to calculate the additional funds ultimately received by the district, but the resulting funds are to be used by a school district to offset the contracted cost paid by the school district to the community college for each student enrolled in the community college course.

A testament to the strength of the concurrent enrollment policy and funding framework is the number of students participating in the program. Iowa is a national leader in providing students access to concurrent enrollment opportunities. In 2018, just over 50,000 students enrolled in 408,570 credit hours through the concurrent enrollment program, with school districts generating approximately \$20 million in additional weighted funds. Thirty percent (30%) of all high school students and 55 percent of all high school seniors participated in the concurrent enrollment program. Overall, almost 40 percent of enrollments were in a CTE subject area. The strong policy structure and financial system that supports concurrent enrollment is largely attributed for the strong participation in this program, and helps to ensure more equitable access to concurrent enrollment opportunities for all (eligible) learners.

As evidenced by the above data, the concurrent enrollment program has been an essential tenet of secondary and community college CTE partnerships since early in the implementation of Perkins IV, at the very least constituting the preferred method of program articulation between secondary and postsecondary CTE. Under Perkins IV, each college was required to spend five percent (5%) of its allocation on secondary partnerships, a practice that will continue under Perkins V. Most, however, go well beyond this, with all employing staff whose primary function is to maintain and grow secondary partnerships.

The Perkins V state planning process has allowed Iowa to solidify the connections between secondary and postsecondary CTE programs through innovative applications of the concurrent enrollment program. One connection is the career academy program model. Built on the program of study, the career academy integrates several Iowa-specific programs and initiatives, including career guidance, work-based learning, and more. However, the crux of a career academy is the sequential set of secondary and postsecondary CTE coursework, starting with broad introductory coursework that builds into transitory coursework and culminates in occupationally-specific, specialized coursework, where concurrent enrollment is utilized to build intentional connections between the secondary and postsecondary components. A foundation for the roll-out of this model was established in state CTE policy implementation of HF 2392 , which aims for consistency through a revised and expanded definition for career academy and expansion through integration with the secondary CTE program approval process and delivery vehicles such as the regional center model. Through the Perkins V state plan, additional initiatives will be identified to advance the career academy model further.

Competency-Based Instruction

Two tenets of the recently implemented secondary CTE program approval process are effective teaching and learning, and project-, problem-, and work-based learning. When the two interact, the output is the learner-centered application of competency-based measures to deliver and

assess student mastery of content.

In the past, the Iowa Department of Education facilitated a competency-based education pilot program in several school districts across the state. This work has since shifted to a collaborative led by Iowa's Area Education Agencies titled "The Center." The strategy under Perkins V is to re-engage with the competency-based education initiative advanced by "The Center" to identify new and innovative methods for integrating competency-based instruction and assessment into all aspects of Iowa's CTE delivery system. In addition to secondary CTE, this will include credit and noncredit postsecondary CTE, including adult education. The result will be new approaches to engage with and connect all learners to CTE opportunities, including but not limited to at-risk youth, special needs students, minority students, and adult learners.

Engaging "The Center" will be crucial for the success of this work. Building off the strong foundation put in place by this collaborative, a renewed partnership will focus on identifying new,

systemic strategies to integrate competency-based instruction into multiple facets of the CTE delivery system.

Early-College Model

Iowa currently does not support an early-college program model. Students are afforded access to numerous postsecondary opportunities through the concurrent enrollment program, discussed above.

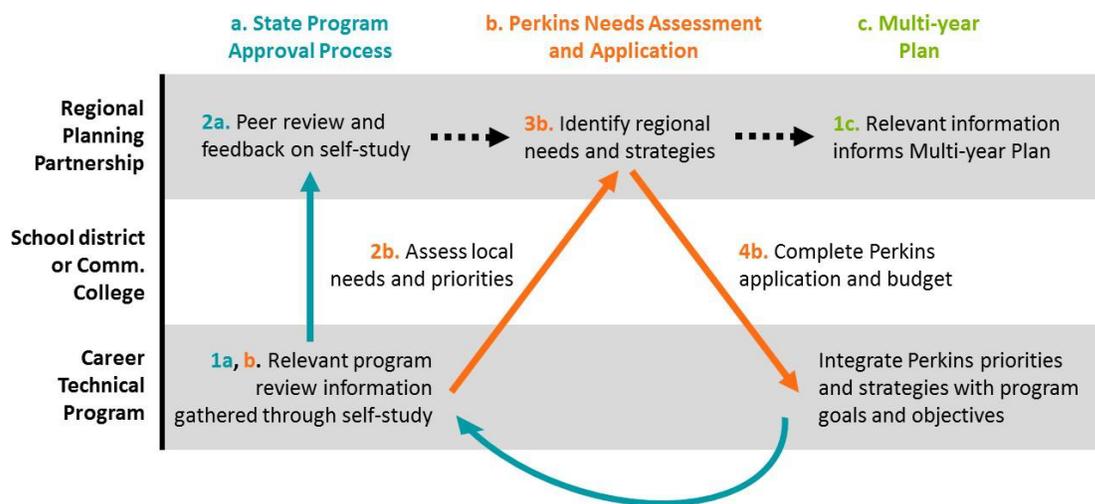
e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)

As was previously described, all secondary and postsecondary CTE programs in Iowa must undergo a comprehensive program review. These processes are established in Iowa Code chapter 258 and further defined in 281-Iowa Administrative Code chapter 46. At a minimum, at least 20 percent of CTE programs are to be reviewed annually against minimum statutory criteria. The comprehensive program review allows for input by all required stakeholders identified under the law.

The state of Iowa implemented a mandatory secondary CTE program review process with the adoption of HF 2392 in 2016. Postsecondary institutions have well-defined CTE program reviews processes established at the local level within the parameters set in statute. Though these processes may be mechanically different, there is a set of common guiding principles behind both program approval processes, including continuous improvement, data-informed decision making, peer review and feedback, and partnership and capacity building. These concepts are also integral to the CLNA under Perkins V.

Accordingly, there are clear connections between the state program approval processes and the elements of the CLNA. While the two processes will remain distinct from one another, eligible recipients should view them as complementary and use the results of one to inform the other. These points of alignment are emphasized in the CLNA template for the purpose of helping the eligible recipient identify the CTE program information necessary to produce a meaningful and actionable needs assessment. Similarly, CTE programs should consider how to use the results of the CLNA process to inform responses to the CTE program approval process.

Recognizing these similarities, the Bureau developed a strategy for braiding the needs assessment and program approval processes, focused on maintaining rigorous processes emphasizing continuous program improvement and achieving efficiencies that minimize duplication of efforts on the part of programs, districts and community colleges, and the RPPs.



This braided process, facilitated by the 15 RPPs, will allow for input by all required stakeholders identified under the law. Braiding the CLNA and state program approval processes has the added benefit of promoting greater stakeholder engagement from a more diverse audience into the state program approval process, making both processes more transparent and accessible to diverse stakeholder groups. This braided process will, ultimately, empower local recipients to make informed decisions on how to use Perkins funds to address areas of high need.

f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.

A copy of the local application template can be viewed here:

[DRAFT: Perkins V Application Outline/Template for State Plan](#)

g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section

134(c) of Perkins V.

A copy of the CLNA can be viewed here:

Template: [Iowa Comprehensive Local Needs Assessment Worksheet](#)

Guidance: [Iowa CLNA Guidebook](#)

h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

Refer to Appendix B.

3. Meeting the Needs of Special Populations

a. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—

- i. will be provided with equal access to activities assisted under this Act;
- ii. will not be discriminated against on the basis of status as a member of a special population;
- iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;
- iv. will be provided with appropriate accommodations; and
- v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

Secondary and community college staff will be supported in their efforts to provide equal access to their activities to special populations under the Act, including:

- Continue assignment of a consultant within the Bureau to work with both secondary and postsecondary recipients regarding equal access to special populations/non-traditional/at-risk and on the promotion of nontraditional training and employment and inclusive learning environments for special population students.
- Technical support is provided to CTE educators on research-based recruitment and retention strategies for special population students, with strategies focusing on community, business and industry, education partnerships to provide wrap-around services to address access and completion barriers for at-risk students in CTE programs.
- Local recipients request and receive guidance on supporting English Language Learners with translation and language support providing training and support that is

industry focused and driven to target special population students to meet the needs of area employers.

- Conduct training for counselors to address placement, testing, scheduling and prerequisite requirements prohibiting access for special population, rural and marginalized students.
- Provide career advising resources for counselors to recruit low income, first generation, and postsecondary students for work-based learning opportunities.
- Represent the Department on statewide risk-based monitoring visits to school districts and community colleges to ensure equitable access to CTE programs in accordance to state and federal guidelines.
- Provide professional development for CTE stakeholders to support students with disabilities through ongoing assessments, the evaluation of services, and IEP team meeting training.
- Continue to provide technical assistance on learning spaces, facilities, lab configuration and accessibility to address access barriers; increasing opportunities for students with special needs in CTE classroom settings.
- Support community college efforts to offer peer-driven approaches to providing life management skills, academic, personal, and social supports for students with disabilities in postsecondary CTE programs.
- Continue to collaborate with representatives from community college, K-12, AEAs, higher education, corrections, vocational rehabilitation, vocational services, business and industry, workforce and economic development, human services, and related agencies. Participants have an interest in special population students and provide guidance, input, and support for statewide equity efforts to ensure equal access to nontraditional employment, training, and programs.
- Continue to collect and analyze disaggregated program data to evaluate the access and achievement of special population students. The data serves as a benchmark to measure participation and completion rates for male and female students in nontraditional CTE programs; and is designed to understand equity gaps better to support program improvement processes.
- Continue to utilize a Perkins desk audit and risk assessment process to determine technical assistance and professional development needs on career readiness and nontraditional programs for teachers, administrators, counselors, and curriculum staff at LEAs and community colleges to address access and achievement of special population students.
- Continue to convene community college equity and special population coordinators regularly, so there is sharing regarding successful strategies for serving special population students.
- Continue to emphasize articulation between secondary and postsecondary programs regarding the importance of assisting special population students in transitioning from secondary and postsecondary education.
- Continue to support the Community College Diversity Seminars to promote professional development efforts focusing on nontraditional training, equal access, and inclusiveness strategies for male and female students in nontraditional careers, and of special population students to employment.
- Continue to provide website resources for Iowa secondary and postsecondary

educators in their efforts to recognize and reflect diversity in their classrooms. Compile a database of resources to provide students with a welcoming, supportive, and effective learning environment. Highlight secondary and postsecondary best practices in diversity efforts; provide technical assistance in efforts to promote nontraditional occupations.

- Continue to provide information to secondary guidance counselors and teachers, community college student services personnel and faculty, and other individuals regarding the value of nontraditional occupations and strategies to promote them with students and parents at the local level, including media promotion of nontraditional employment. Maintain an inclusive learning environment by demonstrating effective strategies to remove barriers to equity in non-traditional careers.
- Continue to provide approximately \$100,000 from the State Leadership Fund to serve individuals in the state correctional institutions, both those serving youth and those serving adults. The funds available will be utilized to provide services to individuals who choose to enroll in CTE programs.

The state will not discriminate against special population students based on their status as members of special populations/non-traditional/at-risk.

- Local applicants will be required to sign an assurance that they will not discriminate and must also provide information regarding how equal access will be achieved. Collaboration will continue with the Office of Civil Rights staff to provide technical assistance covering Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 regulations to assist in promoting non-discrimination.
- Professional development initiatives, including activities to address social justice and equity in education, will assist in the identification and development of strategies to ensure nondiscrimination.
- Regularly scheduled community college accreditation visits, community college and school equity visits, the comprehensive school improvement process, and Perkins monitoring visits provide monitoring of discriminatory practices and resolution.
- Continue to provide technical assistance and training for secondary and postsecondary equity coordinators on the requirements of complaint review processes in place to address concerns related to discrimination.
- Special Populations are addressed as part of each program approval process and reviewed by the RPP and Bureau consultants.
- The recipients will provide programs designed to enable the special population students to meet or exceed state adjusted levels of performance and to prepare special populations/non-traditional/at-risk for further learning and high-skill, high-wage, or high-demand occupations.
- Funding may be provided for community colleges to develop strategies for special populations that persist to graduation and lead to high skill, high wage, or high demand occupations. Program development will incorporate existing effective practices such as career development workshops, mentoring and tutoring services, engineering camps,

and industry tours. Partnerships with local LEAs will include detailed metrics to measure program impact and outcomes. Matched local funding may be required.

- Recipients will clarify in the local application how they will be accountable for the performance of special population students. Eligible recipients must develop an improvement plan if they fail to meet the adjusted state levels of performance, including those for special populations.
- The application will require recipients to describe how programs will be designed to assist special populations in meeting or exceeding the performance levels. The Bureau may assist in the design of data-driven, ongoing, and sustainable professional development related to assisting special population students in order to provide technical assistance to eligible recipients.
- Eligible recipients will be required to describe within their application the promotion of nontraditional occupations.

4. Preparing Teachers and Faculty

a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

Iowa, like most states, is facing CTE instructor shortages in all content areas. The work that has been done as a result of Iowa HF 2392 to increase access to high-quality CTE programming for all students and support a strong workforce cannot be properly implemented without highly qualified educators for those programs. Recruiting, retaining, and supporting strong teachers and faculty is critical to the success of high-quality CTE programs. Decisions about which programs are offered in a high school, college, or area technical center are less and less determined by student interest and labor market demand but more so dependent on available and qualified teachers and faculty. States play a critical role in supporting and establishing peer-to-peer relationships and mentorships to help CTE instructors improve their practice.

Goals in this area are to:

- Attract diverse individuals to the teaching profession;
- Prepare them to become quality educators of students, equipped with the necessary knowledge and pedagogy to work with students from diverse backgrounds; and
- Continue to develop and support them in an effort to retain quality educators, including professional development to support working with special populations identified under the Act.

The goals outlined in this section will, in many instances, build on existing policies and frameworks currently in place, including current [teacher preparation programs](#), existing

licensure requirements for [secondary teachers](#) and, for purposes of concurrent enrollment [postsecondary](#)

[faculty](#), and statewide professional development models, including the [Teacher Leadership and Compensation](#) system. Over time the strategies implemented by the Bureau will be reviewed to ensure on-going relevance and alignment with current requirements and practices for teacher preparation, teacher licensure, and professional development. In other instances, the Bureau will work with key stakeholders to develop new models in the areas outlined below.

The Bureau already provides support for CTE content-specific conferences to ensure programs and instructors have access to meaningful professional development to support them in their work and instruction. The plan is to also leverage other existing statewide general education models for educator support and to enhance them to become more CTE-specific. The RPPs also share responsibility with the Bureau for instructor talent development, including by providing resources and opportunities for professional development and technical assistance. Going forward, the Bureau will provide support, primarily in the form of staff assistance, in the planning and, as needed, implementation of the strategies outlined in this plan. The Bureau will also work with all recipients through the CLNA process to identify strategies that address teacher shortage and professional development issues.

Building on these activities, Iowa's plan for improving the recruitment and retention of CTE educators over the next four years are summarized below.

Goal: Increase the teacher pool through "grow your own efforts" by early introduction to the Education and Training pathway as fulfilling high need career opportunities.

Strategies:

- Support the development of a model pathway for implementation of an Education and Training pathway program of study through a CTE Education and Training Pathway at the secondary level.
- Pilot implementation of the model across the state and collect data to review outcomes, revise and disseminate best practices for early teacher recruitment.

Goal: Promote strategies to raise awareness of the demand in the teacher education pathway, particularly in CTE.

Strategies:

- Support for Signing Days/and other strategies to increase the visibility of CTE teaching opportunities for students.
- Support an individual to work specifically on recruitment into CTE Teacher Preparation Programs.
- Develop new plans to be more deliberate with teacher recruitment from CTSOs.

Goal: Increase visibility of the demand in the teacher pathway, particularly in CTE for those who may be interested through alternative avenues to licensure.

Strategies:

- Expand on existing initiatives, including the community college transfer major, Troops to Teachers, and bachelors of applied science models, or develop new models to establish innovative “2+2” CTE instructor training programs.
- Increase efforts to communicate the ways industry can be involved and teach through the range of WBL activities, CTE authorization, and Internships.

Goal: Target professional Development for new and existing CTE educators.

Strategies:

- Expand the mentorship program to a mentor⁷ with another CTE person in the same content area (in addition to the local mentor for school-specific pieces).
- Leverage existing professional development models and resources, including the Iowa Teacher Leadership and Compensation framework, to provide targeted professional development to career and technical education instructors and promote greater collaboration amongst career and technical education instructors. Targeted professional development will include a focus on serving special populations identified under the Act.
- Work to encourage the completion of the National Board process for CTE educators to lessen the turnover, increase the mentor pool and expertise, and strengthen the professional development and impact for students enrolled in the programming.

C. Fiscal Responsibility

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

⁷ Iowa Schools have a choice in how they mentor and induct new teachers. They can offer a mentoring program or build the mentorship into their TLC program -- It is a required two-year mentoring and induction program content and activities to support the Iowa teaching standards and beginning teacher professional and personal needs. This part of the Perkins V Plan involves the strategy to expand the mentorship beyond the individual school district so that the new CTE Educator has another CTE mentor in the same content area to help with the goals of the mentorship program. This helps focus the Professional Development and mentoring for the educator in CTE specific mentoring.

District efforts toward supporting beginning teachers should include training for mentor teachers, training for beginning teachers in the eight ITS&C and release time for the pair to plan, observe and analyze instructional practice. Each district is required to identify a facilitator who is responsible for overseeing beginning teacher supports, submitting a written plan and revisions that represent the components found in legislation for both programming for beginning teacher induction as well as additional supports implemented through the Teacher Leadership and Compensation program.

Beginning teacher means an individual serving under an initial, Class A, exchange, or intern license, issued by the board of educational examiners under Iowa Code chapter 272, and who is assuming a position as a classroom teacher or preschool teacher employed by a school district or area education agency. In 2006, guidance counselors, teacher librarians, and interns (hired under alternative licensure) were approved to participate in the mentoring and induction program in addition to classroom teachers.

Mentor means an individual employed by a school district or area education agency as a teacher or a retired teacher who holds a valid license issued under chapter 272. The individual must have a record of three years of successful teaching practice, must be employed on a non-probationary basis, and must demonstrate professional commitment to both the improvement of teaching and learning and the development of beginning teachers.

- a. each eligible recipient will promote academic achievement;
- b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and
- c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

The Iowa Department of Education utilizes Iowa Grants developed by Dulles, Incorporated. All recipients will submit a grant application covering the questions identified above and attaching the needs assessment and budget. Each application will be reviewed by consultants within the Bureau to verify that the budget matches the needs assessment and all items are addressed.

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—

- a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and
- b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

The base-line allocation between secondary and postsecondary recipients under this Act will be as follows:

- The base-line percent of the total allocation reserved for secondary recipients shall be the same as that for secondary recipients in the final year of the preceding federal Act.⁸
- The base-line percent of the total allocation reserved for post secondary recipients shall be the same as that for postsecondary recipients in the final year of the preceding federal Act.

A reserve fund of 3 percent is proposed for fiscal year 2021 and beyond, as described in response to [prompt C\(8\)](#). The reserve fund will be budgeted as follows:

- For secondary recipients, the reserve will be deducted from the allocation for secondary recipients;

⁸ Carl D. Perkins Career and Technical Education Act of 2006

- For postsecondary recipients, the reserve will be deducted from the allocation for post secondary recipients.

Therefore, of the amount that will be allocated to eligible recipients, 49.76 percent of the funds received will be distributed to the secondary sector, and 50.24 percent of the funds will be distributed to the postsecondary sector.

Each community college will expend a minimum of 5.4 percent of its annual Basic Grant allocation to improve program linkages between secondary and postsecondary career and technical education.

3. For the upcoming program year, provide the specific dollar allocations for each eligible recipient made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

Refer to section IV.

4. For the upcoming program year, provide the specific dollar allocations for each eligible recipient made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

Refer to section IV.

5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

When district boundaries change, the Bureau will gather data from internal sources to do the following:

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

6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—
- a. include a proposal for such an alternative formula; and
 - b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V). Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

No alternative allocation formula is proposed.

7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—
- a. include a proposal for such an alternative formula; and
 - b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V). Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

No alternative allocation formula is proposed.

8. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

A reserve fund of 3 percent is proposed for fiscal years 2021 and beyond. The Bureau will use the reserve fund to address priorities specified in this plan, providing funds to eligible recipients in the manner specified in the Act. Priorities will be funded based on overall availability of funds, and will immediately be used to support targeted initiatives around work-based learning and college and career readiness, including activities considered by the CTE Advisory Council as described in Appendix D.

The reserve fund would be budgeted 78 percent secondary, 22 percent postsecondary. This split would maintain the current postsecondary reserve fund obligation equal to \$72,500, with the balance deducted from and budgeted for secondary recipients.

The Bureau will develop clear policies and procedures for the awarding of reserve funds to ensure compliance with all applicable federal regulations. The policies and procedures will be

incorporated into a consolidated funding and grants guidance document maintained by the Bureau.

9. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

Perkins allocation for FY20 was increased at the federal level. As a result, the amount allocated to Iowa was increased for both secondary and postsecondary students. Per Perkins requirements, 85% of the allocated funds are for secondary and postsecondary distribution. In FY19, Iowa kept 1.48% of the allocation as a reserve fund. In FY20, Iowa kept 1.39% of the allocation as a reserve fund.

In 2019, the fiscal effort per secondary student was: \$48.25, with 107,004 CTE non-duplicated participants. The fiscal effort per postsecondary student was: \$157.90 with 29,789 non-duplicated participants. The total Perkins allocation to the secondary districts in FY19 was \$5,163,132.57. FY20's allocation was \$5,521,002.14. This is an increase of \$357,869.57 for secondary districts.

The total Perkins allocations to the postsecondary institutions in FY19 was \$4,951,413.56. 5.4% of the postsecondary allocation is to be used for linkage to secondary programs. This leaves \$4,703,842.88 for postsecondary CTE programs. FY20's allocation was \$5,259,169. This is an increase of \$307,755.44. Data is not yet available to determine the fiscal effort per student for FY20.

D. Accountability for Results

School districts input CTE data into Department collection tools that include the Student Reporting in Iowa (SRI) system, Secondary CTE Reporting Application (SCTERA) and community college management information system (CCMIS). The SRI collection with accompanying SRI data dictionary forms the basis for extracting CTE data into the SCTERA. The data from SCTERA is used for ensuring that school districts comply with state and federal requirements. The community college management information system (CCMIS) has been developed to house all data about the community college including CTE. The data is reported into the MIS according to a data dictionary, which incorporates how CTE and Perkins data is to be entered into the CCMIS. Both the SCTERA and the MIS are used to develop the data required for the annual consolidated annual report (CAR) and reporting performance on the Perkins accountability indicators, overall and by sub-indicators.

At the community college level, data has been collected systematically since the late 1990s and has been methodologically strengthened in subsequent years, allowing for the creation of several reporting formats. Additionally, the Department has a long-standing formal relationship

with Iowa Workforce Development, using a memorandum of agreement (MOU) to receive wage and employment data. Having a robust set of community college data has enabled the Department to produce several reports that focus on education and employment outcomes for the different state and federal programs the Department oversees. More recently, the Bureau of CTE has been able to replicate the approach to data reporting used on the community college side by combining the SRI and SCTERA information to produce an inaugural 2018 report on the condition of secondary CTE.

1. Identify and include at least one (1) of the following indicators of career and technical education program quality—

- a. the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;
- b. the percentage of CTE concentrators graduating high school having attained post secondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
- c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)

Based on discussions with stakeholders throughout the planning process, the Bureau has determined that either the percentage of CTE concentrators graduating high school having attained postsecondary credits or the percentage of CTE concentrators graduating from high school having participated in work-based learning will be selected as the one program quality indicator for secondary recipients. After review of public comments received through the public comment process described in response to prompt (D)(3)(a), the secondary program quality indicator will be 5S3 – Participation in Work-Based Learning Information is included in the public comment documents referenced in prompt D(3)(c).

Though only one of the three secondary program quality indicators will be used for accountability purposes under Perkins V, the Bureau will continue its projects and work on improving and developing statewide data reporting processes on secondary students earning postsecondary credentials or postsecondary college credit. The Bureau produces an annual report on secondary CTE. Going forward, the Bureau will coordinate to expand the report to include the Perkins quality measures not selected for accountability purposes.

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of “other” program quality measure(s) is optional for States.

Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

<u>INDICATOR</u>	<u>NUMERATOR DEFINITION</u>	<u>DENOMINATOR DEFINITION</u>	<u>DESCRIPTION</u>
<u>SECONDARY PERFORMANCE INDICATORS</u>			
1S1 - Four-year graduation rate	# of CTE concentrators who graduated from high school, and were included in Iowa's computation of its four-year graduation rate.	# of CTE concentrators who, in the reporting year, were included in Iowa's computation of its four-year graduation rate as defined in the State's Annual Condition of Education Report.	The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).
2S1 - Academic proficiency in English Language Arts	# of career and technical education concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESSA) as amended by the Every Student Succeeds Act based on the scores that were included in the State's computation.	# of career and technical education concentrators who took the ESSA assessment in English Language Arts and whose scores were included in the State's computation.	CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.
2S2 - Academic proficiency in mathematics	# of career and technical education concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESSA) as amended by the Every Student Succeeds Act based on the scores that were included in the State's computation.	# of career and technical education concentrators who took the ESSA assessment in mathematics and whose scores were included in the State's computation.	CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.
2S3 - Academic proficiency in science	# of career and technical education concentrators who have met the proficient or advanced level on the Statewide high school science assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESSA) as amended by the Every Student Succeeds Act based on the scores that were included in the State's computation.	# of career and technical education concentrators who took the ESSA assessment in science and whose scores were included in the State's computation.	CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.

<u>INDICATOR</u>	<u>NUMERATOR DEFINITION</u>	<u>DENOMINATOR DEFINITION</u>	<u>DESCRIPTION</u>
3S1 - Post-program placement	# of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.	# of CTE concentrators who exited secondary education during the reporting year.	The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.
4S1 - Non-traditional program concentration	# of CTE concentrators from the under-represented gender group in career and technical education programs that lead to employment in non-traditional fields for their gender during the reporting year.	# of CTE concentrators in career and technical education programs identified as non-traditional fields for a gender during the reporting year.	The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.
5S3 - Program quality - participated in work-based learning	# of CTE concentrators who participated in work-based learning in high school.	# of CTE concentrators who exited high school during the reporting year.	The percentage of CTE concentrators exiting high school having participated in work-based learning.
<u>POSTSECONDARY PERFORMANCE INDICATORS</u>			
1P1 - Post-Program Retention and Placement	# of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.	# of CTE Concentrators who completed their program in the reporting period.	The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.
2P1 - Earned Recognized Postsecondary Credential	# of CTE Concentrators who receive a recognized postsecondary credential during participation in or within 1 year of leaving postsecondary education	# of CTE Concentrators who left postsecondary education in the reporting period	The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of leaving postsecondary education.
3P1 - Non-traditional Program Concentration	# of CTE concentrators, from underrepresented gender groups, in career and technical education programs and programs of study that lead to non-traditional fields.	The number of CTE concentrators in a CTE program or program of study that leads to a nontraditional field, during the reporting period.	The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

No additional measure(s) of student success will be adopted under this state plan.

2. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

Refer to Appendix E.

3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—

a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);

The process used to solicit public comment regarding the State-determined levels of performance is the same as that established for the solicitation of public comments regarding the full state plan, as described in the response to prompt A(3).

b. an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and

See response to prompt D(3)(c).

c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

For the continuation of Iowa's State Plan, for accountability, the Perkins V Accountability sub-committee was reconvened and with various stakeholders including CTE administrators, institutional research, and regional planning partnership coordinators at the secondary and postsecondary levels worked along with state staff reviewed a variety of historical data point on Perkins V performance to determine future State Determined Levels of Performance. The work of this group occurred over multiple Zoom meetings.

Iowa used historical Perkins V data to the fullest extent possible by analyzing actual levels of performance for 2020-2021, 2021-2022, and 2022-2023 at the local and state level. The Perkins V dashboards and other online reporting tools via www.iowastudentoutcomes.com

helped guide the sub-committee discussions about trends and gaps and for completing the baselines and proposed State-determined levels of performance for public comment. Additionally, summary tables and descriptive statistics were compiled for inclusion in the Perkins V accountability public comment document for continuation of the state plan. This, combined with the informed insight of sub-committee members, produced a high level of confidence with the proposed SDLP baselines and targets. Historical data on the secondary performance indicators went back to the 2020-2021 academic year, and on the postsecondary side, historical data goes back to 2020-2021. Where applicable, Iowa's ESSA plan was reviewed to ensure that secondary metrics are aligned with our Perkins V metrics related to graduation rates and assessment proficiencies for ELA, Math, & Science. Refer to the detailed publication prepared for public comment for more [information](#):

4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).

As part of the written response, include a description of any changes made to the State determined performance levels as a result of stakeholder feedback.

The Perkins V Accountability Performance Targets feedback process solicited four public comments across one public school district. Each of the four comments concerned the indicator of performance 5S1, Attained Recognized Postsecondary Credential, which Iowa will now also report on in conjunction with and continue reporting the indicator of performance 5S3, Participated in Work-Based Learning.

Iowa will effectively implement this new indicator of performance (5S1) during the academic year 2024-2025. As a result of public comment/stakeholder feedback, no changes were made to the proposed state-determined levels of performance (SDLPs) for secondary or postsecondary. Refer to Appendix F for each of the four public comments and corresponding DE action/response.

5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)

As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP), the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.

All recipients are required to accept the State-determined levels of performance or negotiate

with the state to reach an agreement on the adjusted levels of performance for each of the core indicators. If a recipient elects to negotiate with the state, the recipient must propose a performance target that demonstrates that the recipient will make progress toward meeting the State determined level of performance. The proposed target must be expressed in a percentage form to be objective, quantifiable, measurable, and provide a supporting rationale. If an eligible recipient misses 90% on an indicator of performance and if no meaningful progress has been achieved after the second program/reporting year, the Bureau of CTE will require that a percentage of local Perkins funds be used based on consultation with the state staff team visit. The state will meet with the local recipient and will review program progress and disaggregated data to identify disparities or gaps in performance. If issues around either of these factors are identified, the recipient will need to provide a detailed action plan to the Bureau of CTE within 30 days of the meeting identifying the disparities or gaps in performance and specific actions to be taken. The Bureau of CTE will review the action plan, and the parties will come to a final agreement on the action plan. Upon a mutually agreed percentage of grant funds, between the State and recipient, in the coming fiscal year, must be spent on enacting the action plan submitted to the Bureau of CTE.

The action plan will be reviewed annually and will remain in place until the recipient has met or exceeded 90% of indicator of performance. Action plans should reflect needs identified in the comprehensive local needs assessment (CLNA) process that are consistent with the requirements of the Perkins Act. In instances of multiple areas of underperformance, the Bureau of CTE will help the recipient prioritize areas of performance improvement, and the approved action plan will serve as the guiding document.

Reference: [Iowa Perkins V Accountability Compliance Language from Iowa State Plan](#)
For disaggregated results, they navigate to the www.iowastudentoutcomes.com Perkins Vdashboards.

Accountability Determination:

1. Compliant
 - a. The recipient meets or exceeds 90 percent of SDLP for each of its approved performance-level targets.
 - b. The recipient is exempt from formal program improvement plans but will continue to be subject to Perkins Desk Audit reviews, state monitoring, and the comprehensive local needs assessment (CLNA) process.
2. Needs Improvement
 - a. The recipient falls below 90 percent of SDLP on one or two of its approved performance-level targets.
 - b. The recipient is required to submit a program improvement plan, which describes the planned strategies and activities to be employed during the upcoming year to bring performance levels back to the 90 percent compliance mark.
 - c. The recipient is subject to possible random selection for an on-site visit.
3. Priority Improvement
 - a. The recipient falls below 90 percent of SDLP on three or more of its approved performance-level targets. Recipients that remain in the priority improvement category for four-years will become monitored agencies.

- b. The recipient must submit a detailed Action Plan.
- c. Analysis of the causes of low performance using available data and other pertinent information.
 - i. Description of the strategies planned to move the agency or school sit to 90 percent of SDLP within two years.
 - ii. Expected outcomes
 - iii. Perkins funding and recipient funding dedicated to each strategy.
 - iv. Date of completion expected for each strategy.

Appendix A - Statewide Career and Technical Education Advisory Council Membership

Advisory Council Membership

Alan Spencer	Teacher, Agricultural Education, Red Oak School
District Benj Van Donge	Director of Workforce Development, Interstates
Brenda Miller	High School Principal
Brian Waller	President, Technology Association of Iowa
Brooke Axiotis	President, State Board of Education
Carrie Talbott	High School Counselor, Center Point-Urbana Community School District
Chandler Jahner	Student, State President, Iowa FFA
Chris Cournoyer	Senator, District 49. Iowa Senate
Chuck Peter	Agronomy Department Manager, StateLine
Cooperative Colleen Callahan	Director of U.S. Support Operations, PBS Systems, Inc.
Dana Lampe	Teacher Leader and Technology Instructional Coach, Linn-Mar CSD
David Kerr	Representative, District 88. Iowa House of Representatives
David Nelson	Founder and Chief Executive Officer, Pratum
Elizabeth McCarthy	Professor, Business and Information Technology, Kirkwood Community College
Emily Schmitt	General Counsel, Sukup Manufacturing Co.
Greg Dufoe	Superintendent, ADM Community Schools
Greg Kepner	Director, Midwest Photonics Education Center, Indian Hills Community College
Jenny Steffensmeier	Owner, Steffensmeier Welding and Manufacturing
Jesse Howard	School Board Member, New London Community School District; National Guard; Reg. WDB
Jessi Steward	Director of Programs, Iowa Association of Business and Industry Foundation
Jessica Dunker	President and Chief Executive Officer, Iowa Restaurant Association
Jim Vanderloo	Director of Secondary Education and Activities; Sioux City Community Schools
Joe Murphy	Executive Director, Iowa Business Council
Joshua Byrnes	Member, State Board of Education; Osage Municipal
Utilities Julie McGonegle	Vice President of Wealth Management Operations, Farm Bureau Financial Services
Karen Swanson	Principal, Howar Middle School, Centerville Community School District

Kathleen Nacos-Burds	Vice President of Learning and Student Success, Northeast Iowa Community College
Ken Sagar	President, Iowa Federation of Labor, AFL-CIO
Kendra Ericson	Director of Nursing Education, Des Moines Area Community College
Kristie Kuhse	Teacher, Family and Consumer Sciences
Larry Leliefeld	President, Geothermal Eco Options, Inc.
Laura VanWaardhuizen	Family and Consumer Science Education and Studies, Iowa State University
Liz Mathis	Senator, District 34. Iowa Senate
Mary Ann Hanusa	Representative, District 16. Iowa House of Representatives
Mary Bontrager	Executive Vice President of Talent Development, Greater Des Moines Partnership
Mary Davis	Payroll Manager, Wells Enterprises
Mary Landhuis	President, Lisle Corporation
Matt Lapka	Director of Technology, Service Delivery, MediRevv
Mike Espeset	President, Story Construction
Monica Kurth	Representative, District 89. Iowa House of Representatives
Murray Fenn	Consultant, Career and Technical Education, Green Hills Area Education Agency
Neale Adams	Dean, Business and Industrial Technology, Iowa Central Community College
Sam Miller	Chief Administrator, Central Rivers Area Education Agency
Stephanie Amick	Chief Operating Officer and Managing Partner, JP Senior Healthcare, LLC
Steve Ovel	Trustee, Kirkwood Community College
Steve Schulz	President, North Iowa Area Community College
Tara Troester	Curriculum Facilitator and Career and Technical Education Content Lead, Cedar Rapids Community School District
Tim Kraayenbrink	Senator, District 5. Iowa Senate

Government Agency Representatives

Alex Harris	State Director for Adult Education, Iowa Department of Education
Ann Lebo	Executive Director, Iowa Board of Educational Examiners
Beth Skinner	Director, Iowa Department of Corrections
Beth Townsend, or designee	Director, Iowa Workforce Development
Carrie Rankin	Associate Director, Governor's STEM Advisory Council

Christina Sibaouih	Division Administrator, Community Engagement, Iowa College Student Aid Commission
Jeremy Varner	Division Administrator, Community Colleges and Workforce Preparation, Iowa Department of Education
Linda Fandel	Special Assistant for Education, Office of the Governor
Mary Jackson	Resource Manager, Iowa Vocational Rehabilitation
Services Michelle Mcnertney	Division Administrator, Workforce Services Division, Iowa Workforce Development
Ryan Wise	Director, Iowa Department of Education

Accountability Sub-group Membership

Jim Vanderloo	Curriculum Director, Sioux City Community School District
Murray Fenn	CTE Consultant, Green Hills Area Education Agency
Paul Hans	CTE Director, Council Bluffs Community School District
Tara Troester	CTE Director, Cedar Rapids Community School District
Erin Volk	Institutional Researcher, Western Iowa Tech Community
College Lindsay Stoaks	Associate Vice President, Southwestern Community College
Cort Iverson	Institutional Research, Kirkwood Community College
Jeremy Pickard	Dean, Eastern Iowa Community Colleges
Vlad Bassis	Data Consultant, Iowa Department of Education
Chris Russell	Program Quality Consultant, Iowa Department of Education
Dan Li	Data Consultant, Iowa Department of Education
Jeanette Thomas	Equity Consultant, Iowa Department of Education
Jeff Fletcher	Accountability Consultant, Iowa Department of Education

Teacher Recruitment, Retention, and Professional Development Sub-group Membership

Jennifer Anderson	University of Northern Iowa
Christopher Carlson	Northeast Iowa Community College
Heidi Doellinger	Iowa State University
David Ford	Mississippi Bend Area Education Agency
Catharine Freeman	Hawkeye Community College
LuAnn Haase	Morningside College
Donald Hackmann	Iowa State University
Kent Johnson	University of Northern Iowa
Laura Jolly	Iowa State University
Bridget Mahoney	Lone Tree Community School District
Dominick Manusos	University of Northern Iowa
Amy Mayer	RAPIL
Gail Moorman Behrens	Upper Iowa University
Collen Mulholland	University of Northern Iowa
Tom Paulsen	Morningside College
Kathy Schmedding	Council Bluffs Community School
District Scott Smalley	Iowa State University
Ashlee Spannagel	Southeastern Community College
Brooke Strahn-Koller	Kirkwood Community College
Ken Tidwell	Western Iowa Tech Community
College Laura VanWaardhuizen	Iowa State University
Leslie Wilson	University of Northern Iowa
Gail Behrens	University of Iowa
Dan Martin	Kirkwood Community College
Jo Ann Fredrickson	Sioux City Community School District
Matt Lapka	MediRevv
Carrie Rankin	Iowa Governor's STEM Advisory Council
Angela Gillis	Kirkwood Community College
Alan Spencer	Red Oak Community School District
Katherine Towler	Sioux City Community School District
Ann Lebo	Iowa Board of Educational Examiners
Dave Wempen	Iowa Board of Educational Examiners
Larry Bice	Iowa Department of Education
Lisa Stange	Iowa Department of Education

Middle School CTE Sub-group Membership

Alexa Scherer	North Cedar Community School District
Alyssa Amelon	Clear Creek Amana Community School District
Andrew Fuhs	Oskaloosa Community School District
Andrew Peterson	South East Valley Community School
District Aubrey Winslow	Camanche Community School District
Carl Small	Central DeWitt Community School District
Carol Guenther	Midland Community School District
Chad Udhe	Bettendorf Community School District
Cheryl Valenta	Kirkwood Community College
David Moeller	Dubuque Community School District
David Miller	Maquoketa Community School District
Deb Richmann	Central DeWitt Community School District
Dee Burt	Marshalltown Community School District
George Pickup	Central DeWitt Community School District
Gretchen Price	Muscatine Community School District
Hannah Steiber	Keystone Area Education Agency
Jane Koch	North Cedar Community School District
Jason McLaughlin	Central City Community School District
Jennifer Boyd	Davenport Community School District
Jennifer Buckwalter	Maquoketa Community School District
Jillian Dotson	Bettendorf Community School District
Jim Russ	New Hampton Community School District
Jo Ann Fredrickson	Sioux City Community School District
Katie Sorgenfrey	Cedar Rapids Community School District
Paul Hayes	Cedar Rapids Community School District
Savanna Bachus	Calamus Wheatland Community School District
Susan Groth	East Sac Community School District
Kristie Kuhse	Waverly-Shell Rock Community School District
Kent Seuferer	Iowa Department of Education
Kristy Volesky	Iowa Department of Education
Katy Blatnick-Gagne	Iowa Department of Education

Appendix B - Definition of Size, Scope, and Quality

The following definition of size, scope, and quality aligns with state-level statutory requirements for secondary and postsecondary programs. Compliance with the following principles will be monitored through the respective state program approval processes.

Size:

Career and technical education programs will demonstrate sufficient size by providing the minimum coursework necessary for youth and adult learners to be classified as concentrator status at the secondary and postsecondary levels.

A secondary program must:

- Consist of a minimum of 3 sequential units within a single career and technical education service area, articulated to at least one related postsecondary program. [Program Self-Study Criteria 2.3].
- Maintain sufficient enrollment which demonstrates general interest amongst the school district's student population and justifies on-going support. At a minimum, enrollment satisfies state "offer-and-teach" requirements for each unit offered within the program.

A postsecondary program must:

- Consist of a minimum of 12 credits under a CIP code approved by the Bureau of CTE.
- Maintain sufficient enrollment to justify on-going support, as determined by the institution's administration.
- Demonstrate alignment to in-demand occupations.

Scope:

Career and technical education programs will demonstrate sufficient scope by providing youth and adult learners with opportunities to earn industry-recognized credentials, participate in work-based learning experiences, and connect secondary to postsecondary coursework.

A secondary program must:

- Afford students the opportunity to earn postsecondary credit [Program Self-Study Criteria 2.4], industry-recognized credentials, and/or other certifications, licenses, or endorsements relevant to the aligned industry and of value to the students. [Program Self-Study Criteria 2.8]
- Provide access to age and grade appropriate problem-, project-, and work-based learning opportunities. [Program Self-Study Criteria 2.5]
- Integrate CTSO curriculum and activities into the program. [Program Self-Study Criteria 2.6]

A postsecondary program must:

- Culminate in the awarding of an associate degree, diploma, or certificate, meeting standards established in Iowa statute, with demonstrated value to the student and employers.
- Integrate Career and Technical Education Student Organization curriculum and activities into the program⁹.

Quality:

Career and technical education programs will demonstrate sufficient quality through alignment with industry-recognized standards and practices, implementing appropriate assessment practices to evaluate student learning, and procedures to continuously improve all aspects of programs.

A secondary program must:

- Integrate approved standards for the service area into the curriculum. [Program Self-Study Criteria 2.1]
- Utilize formative and summative assessments to measure student attainment of academic and technical knowledge, relying on national or industry-validated assessments and certifications, as appropriate. [Program Self-Study Criteria 3.1]
- Maintain and consult a program advisory council to ensure all aspects of the program reflect current workforce, industry and/or occupational practices. [Program Self-Study Criteria 4.2]
- Demonstrate continuous improvement by establishing, executing, and accomplishing appropriate program goals through the secondary program approval and review process. [Program Self-Study Action Steps]
- Demonstrate improvement in serving special populations by making satisfactory progress toward the performance targets set for each recipient in accordance with this Act and the local application approved by the Bureau of CTE.

A secondary program is taught by a licensed teacher or teachers, meeting requirements established by the Iowa Board of Educational Examiners, who regularly maintain, with district support, up-to-date knowledge and skills, including all aspects of an industry. [Criteria 5.1]

A postsecondary program must:

- Incorporate curriculum reflecting the knowledge and skills required of employers within the aligned industry, as validated by the program's advisory council.
- Assess students through relevant tools and practices, as determined by the institution consistent with external accrediting bodies.
- Demonstrate continuous improvement by establishing, executing, and accomplishing appropriate program goals through the institution's postsecondary program approval and review process.

⁹ Refer to [Appendix G](#) - Strategy for Enhancing Program Quality through Career and Technical Student Organizations.

- Demonstrate improvement in serving special populations by making satisfactory progress toward the performance targets set for each recipient in accordance with this Act and the local application approved by the Department.

A postsecondary program is taught by qualified faculty, meeting requirements for faculty established in Iowa statute and by the postsecondary institution, who regularly maintain, with institutional support, up-to-date knowledge and skills including all aspects of an industry.

Appendix C - Recommendations of the Middle Grades Career Exploration and Development Subgroup

Perkins V Middle Grades

Iowa CTE will make intentional connections to middle school career exploration and career development. Iowa CTE recognizes that students will benefit from an early and broad exposure to courses and activities that focus on career exploration and career awareness, including but not limited to labor market information, educational requirements, Individual Academic Plans, career counseling, and employability skills.

Iowa currently requires career exploration and development instruction starting in the seventh and eighth grades. Twenty-first century skills, including but not limited to financial literacy, family life and consumer sciences, and employability skills are addressed through a variety of curricular needs in kindergarten through twelfth grade (Iowa Code 2019, §256.7 subsection 26(a)(3)), and Division I of HF 2392 focuses on career and academic planning and establishes a holistic planning process established under Iowa Code chapter 279, section 6.1. Iowa CTE will be the first to provide additional financial support to districts seeking to provide a more holistic, integrated approach to the delivery of career exploration and career development at the middle grades (5-8).

Districts that meet the minimum standards and CTE licensure requirements will have access to Perkins funding to plan, develop and deliver quality middle school career exploration and development programming that is rooted in meaningful student activities and experiences.

Minimum Standards

Schools must:

- Provide all students with awareness and exposure to the 16 Career Clusters® by way of one or more of the following:
 - Offer a CTE course or courses like Agriculture; Business; Family and Consumer Sciences; Health Science; Industrial Technology; Information Solutions, which align with the six Iowa recognized CTE Service Areas
 - Offer a career pathways-based course or courses
- At a minimum, offer a course or courses to both seventh and eighth grade students, and may include a course or courses at the fifth and/or sixth grade levels.
 - Courses must meet a minimum of 6 weeks (30 days).
- Use state approved middle school CTE and 21st Century Skills standards to ensure students gain a full range of desired technical, academic and employability knowledge and skills.
- Help develop a student's occupational identity, employability skills, 21st Century Skills, and technical skills by providing hands-on, experiential learning.
- Incorporate learning into each student's Individual Career and Academic Plan as defined by Iowa Code chapter 279, section 61.

- Provide exploratory work-based learning experiences such as classroom speakers, industry tours, career fairs, projects or hand-on experiences.
- Align to a variety of career development activities, including but not limited to career and academic counseling, high school programming, postsecondary alignment.
 - These activities should be part of the District's Career and Academic Planning Plan.

Career and Technical Student Organization (CTSO) Opportunities

A CTSO is an intra-curricular element of CTE programs. CTSOs help students develop leadership, goal setting, problem-solving, decision making and communication skills through active participation in CTSO related events. CTE programs must align their CTSO chapter with the service area and follow the state and national guidance of the CTSO.

Recognized CTSOs shall be an integral part of a secondary CTE program and all students shall be provided an opportunity to participate in leadership development activities. Middle school programs are encouraged but not required to provide leadership training opportunities by establishing and maintaining all appropriate CTE student leadership organizations. Recognized Nationally Affiliated CTSOs that offer middle school participation are: Business Professionals of America (BPA), Future Business Leaders of America - Phi Beta Lambda (FBLA-PBL), National FFA Organization, Family, Career and Community Leaders of America (FCCLA), HOSA-Future Health Professionals, SkillsUSA, and Technology Student (TSA). Each secondary program must establish and maintain both a state and nationally affiliated CTSO.

Work-based Learning Integration

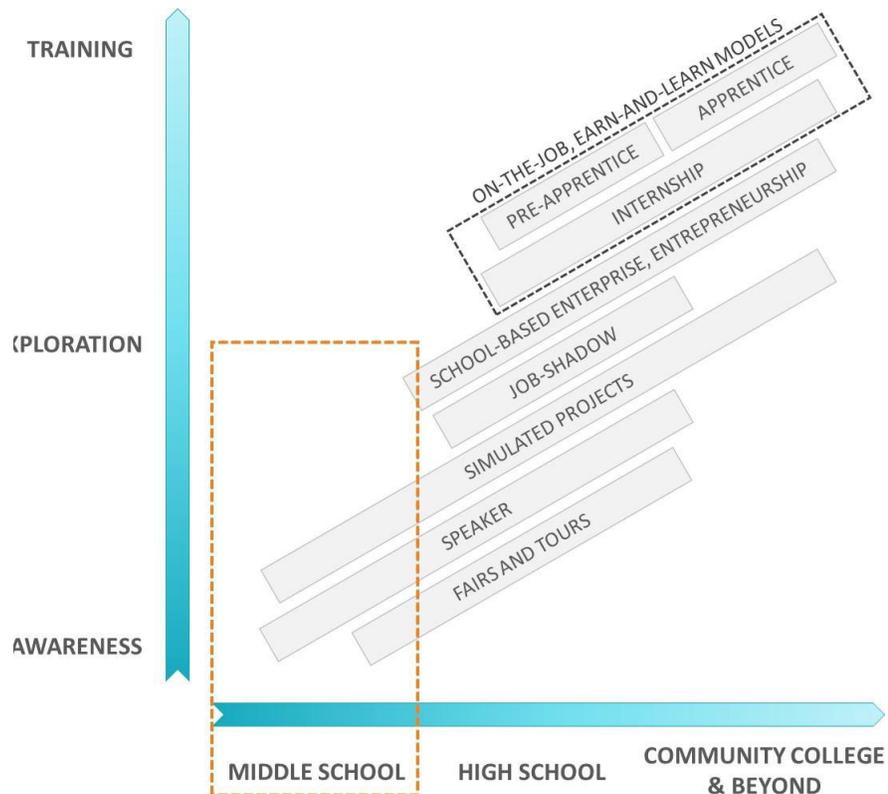
Work-based learning (WBL) is a structured educational opportunity designed to utilize employer and community experiences to help students meet specific learning objectives. By providing opportunities for students to see the connection between classroom content and potential careers, work-based learning helps students make informed decisions about their life goals that play a role in their Individual Career and Academic Plan (ICAP). Providing entry-level experiences is an important component of career development and exploration.

Work-based learning can be offered as a component of a CTE or career pathways course (see Middle Grades minimum standards) by working with the school counselor and Iowa Intermediary Network. Collaboration should take place between an Intermediary representative, the District ICAP Team, School Counselor and Teacher.

Experiences should align with in-class learning and partner with the five ICAP essential elements- self-understanding, career exploration, postsecondary exploration, career and postsecondary decision.

As a student progresses in grade level, so should their WBL experience. Examples of experiences at the beginning of the WBL spectrum are:

6th Grade: Classroom speakers, hands-on experiences & direct connection to field trips.
 7th Grade: Classroom speakers, hands-on experiences & direct connection to field trips.
 8th Grade: Classroom speakers, classroom projects, hands-on experiences, worksite tours or career fair exposure.



Professional Development

High-quality professional development is essential for all educators and reflects current and best practices in teaching and learning. Professional development can also help educators with varied interests build their capacity and confidence. Middle Grades educators are encouraged to attend professional development in a variety of ways like job-embedded learning that takes place throughout their school day, work with teams of teachers who teach the same grade or subject matter in a local district, region, and attend state and/or national professional development events.

Examples of Middle Grades Professional Development are:

- ICAP training
- Iowa College & Career Readiness Academy courses
- Association for Career and Technical Education (ACTE)
- Iowa ACTE

- Association for Middle Level Education (AMLE)
- Work-based Learning conference or training, including the multi-occupations (MOC) endorsement.
- Externships- work with Intermediaries

Appendix D - Use of Reserve Fund

The following strategies were identified by the Iowa Department of Education, Bureau of CTE as possible uses of the reserve fund that address areas of significant need. These proposals were discussed with the CTE Advisory Council on January 7, 2020.

Use of Reserve Fund: Continue existing **support for Career and Technical Education Student Organizations (CTSOs)**, and, in addition, one or more of the following based on available funds:

Expand College and Career Transition Counselors. College and Career Transitions Counselors work as a liaison between the community college and secondary schools to ensure students are supported in their career exploration and receive proper assistance in transitioning into additional training. The counselors will support career exploration through a joint effort with the Iowa Intermediary Network, Work-based Learning Clearinghouse, ICAP and work-based learning coordinators overseeing high school student internships. Use of reserve funds would build on and support the model piloted by Mississippi Bend AEA, Eastern Iowa Community College, and several eastern Iowa school districts. These funds would serve as a catalyst to start-up partnerships that would be sustained long-term through other funding streams. This measure would also ensure consistency in implementation of the model statewide, and allow for tracking and data reporting.

Expanding WBL professional development through Multioccupation Coordinator (MOC) training. The MOC endorsement provides training specific to work-based learning and allows an endorsed teacher to place students in WBL learning experiences across subject areas. The reserve fund could be used to expand access to the MOC training to enhance WBL across the state. Trained coordinators can better collaborate on the spectrum of work-based learning if provided sustained professional development opportunities. One concept is to work directly with providers to make the training open-access. Teachers who complete the training could pay for CEUs.

Information technology teacher pipeline grant. Use the reserve fund to develop teacher preparation programs within the information technology field. Expand on existing initiatives, including introduction to the teaching pathway at the secondary level, the community college transfer major and bachelors of applied science models, to establish an innovative, *replicable* “2+2” CTE teacher preparation programs in order to increase the pool of qualified CTE teachers endorsed in I.T., growing the supply of qualified teachers and ultimately available programs, student participation, and workers prepared for high demand I.T. careers.

Appendix E - State Determined Levels of Performance, Secondary and Postsecondary

Secondary Indicators

Metric	2024-2025 Baseline (%)
1S1 - Four-year graduation rate	94.00
2S1 - Academic proficiency in Reading/Language Arts	69.38
2S2 - Academic proficiency in Mathematics	66.19
2S3 - Academic proficiency in Science	65.86
3S1 - Post-Program Placement	90.03
4S1 - Non-traditional program concentration	27.19
5S1 - Attained Recognized Postsecondary Credential ¹⁰	4.00
5S3 - Participated in work-based learning	26.73

Postsecondary Indicators

Metric	2024-2025 Baseline (%)
1P1 - Post Secondary Placement	78.49
2P1 - Earned recognized postsecondary credential	61.41
3P1 - Non-traditional program concentration ¹¹	17.30

¹⁰ New data collection measure to be implemented for 2024-2025 academic year reporting. Hence, baseline is an estimate based on limited state-level data and information with informed insight from the Perkins V Accountability sub-committee.

¹¹ For Postsecondary indicator 3P1 "Non-traditional program concentration" the performance targets proposed are based on historical data. The growth rate is more conservative because each community college is independent and

will implement changes in accordance with their local governing board.

Appendix F - Response to Public Comments: Accountability and Performance Indicators

Public Comment for Perkins V Accountability

Public comment was again collected through September 6, 2024, for the revised proposed State Determined Levels of Performance after IDOE Director wanted us to change course on indicators of performance targets. Iowans were invited to review and provide feedback for the **2.0 Draft Iowa Perkins V Accountability for Continuation of State Plan**. Feedback was submitted by email to cte@iowa.gov or via USPS mail to the Iowa Department of Education, Bureau of Community Colleges and Postsecondary Readiness, 400 E 14th St, Des Moines, IA 50319.

Feedback

There was ZERO feedback.

Public comment was collected through May 7, 2024, for the proposed State Determined Levels of Performance.

Iowans were invited to review and provide feedback for the **Draft Iowa Perkins V Accountability for Continuation of State Plan**. Feedback was submitted by email to cte@iowa.gov or via USPS mail to the Iowa Department of Education, Bureau of Community Colleges and Postsecondary Readiness, 400 E 14th St, Des Moines, IA 50319.

Feedback

Comment 1

March 28,
2024 Waukee
CSD

"I see an issue with using only students that are concentrators (graduating class). A student has to take 2 units (typically 4 HS courses) to be a concentrator in a pathway. Currently our district only offers EMT, CNA, ProStart Cert. I& II, and ServSafe certifications. When we pull concentrators, Waukee would not be able to count EMT or CNA certifications because most students do not take 4 courses in our health science program. This drastically changes the % of certs that we can claim. Also If your goal is to force more teachers out of the profession, putting more on our plates and making our classes less appealing only makes us not want to stay in teaching. Most of us are hanging on by a thread how it is and with fewer and fewer teachers available especially in the industrial tech side of things, adding an extra hurdle is just going to make things worse. Why can't this be optional instead of required?"

DE RESPONSE: Iowa must follow the federal rules stated in the Perkins V Act for reporting indicator of performance 5S1. "The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential." Iowa will be disseminating further guidance and information for this indicator of performance academic year 2024-2025. [Ihttps://cte.ed.gov/accountability/core-indicators](https://cte.ed.gov/accountability/core-indicators)

Comment 2
Waukee CSD

April 12, 2024

“Key questions surrounding this topic:

- Who is paying for these exams/certifications etc for the students? Will the funds be provided every year for this? If we are using grant money how do we know these funds won't run out?
- Who is paying for the teachers to take training and get certified for themselves? It takes hours of time to study and get certified. If I am required to do this for my job, there should be compensation for the studying hours.
- What if I personally don't pass the test to be able to proctor the test? What if I don't have the time due to children, taking a Master's program, or having a second or third job to support myself/family to study for this? Do I have to get this or will there be people from the state who can proctor this that we could call?
- If I can't get the requirements to proctor the test do I have to quit my job because I can't offer it to the students? Why are we adding more to the classroom curriculum that is already hard to get done in the time that we have with students? How are we supposed to meet all standards and implement new curriculum/tests?
- Teachers will be burnt out especially in districts with only one teacher per department. Maintaining a CTSO, having to certify students, learn a new curriculum, take hours of outside work hours to study, etc. what is going to be an incentive for these teachers to stay?
- CTE teachers are becoming harder and harder to find. How will we draw people to the profession, especially young people, when we are struggling?
- How is this serving all students? Not all students want to take these tests or get certified in the industries but want to learn about the topics for their individual or future families well beings. Will this turn students away if they have to take a test, pay money to take a course, etc?
- What do we do when the students fail? Are we requiring all students to pass these? If so this could be a very large and expensive problem.
- What modifications for these industry standard tests are going to be given? With students with IEP, 504 plans, etc. modifications will need to be made for these tests as well. How does the industry handle this? Will it compromise the integrity of the certification?
- Who is in charge of the data pulling at each building? How can we ensure the state is receiving accurate information for concentrators, completers, and then certified students?”

DE RESPONSE: Iowa must follow the federal rules stated in the Perkins V Act for reporting indicator of performance 5S1. "The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential." Iowa will be disseminating further guidance and information for this indicator of performance academic year 2024-2025. [Ihttps://cte.ed.gov/accountability/core-indicators](https://cte.ed.gov/accountability/core-indicators)

Comment 3

April 23, 2024

Waukee CSD

- “As one of the health science pathway instructors for Waukee Community School district, I feel that this new state determined levels of performance is not equitable in its current format especially in the health sciences pathways. We have an established pathway at Waukee which includes Exploration of HealthSciences and Medicine (DMACC HSC109) , Medical Terminology (DMACC HSC 114), Basic Nurse Aide, Advanced Nurse Aid and EMT.
- However it is difficult for many students to be a concentrator in this pathway because

they would have to take four courses to equate the two units needed to become a concentrator. This becomes a logistical challenge due to the time commitment of the two classes with the credentials, CNA and EMT, and the student trying to fulfill their other graduation requirements.

- I recommend that the Department of Education CTE change the focus group to pull on all information on all graduating students, not just those who have become a CTE concentrator in a pathway. Schools have not had enough time to implement these credentials and students don't have the time to be a concentrator without districts constructing the pathway in such a way that they can. In addition, the list of "official" credentials seems to be arbitrary. Why doesn't Basic Life Saving through the American Heart Association qualify as a credential if it is needed to pursue health care careers and a prerequisite for CNA and EMT?
- In conclusion, you need to give schools more time to figure out the credentials in the pathways, allow TRUE industry standard credentials to be recognized or define concentrators in a different way."

DE RESPONSE: Iowa must follow the federal rules stated in the Perkins V Act for reporting indicator of performance 5S1. "The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential." Iowa will be disseminating further guidance and information for this indicator of performance academic year 2024-2025. <https://cte.ed.gov/accountability/core-indicators>

Comment 4 April 24, 2024 Waukee CSD

"I hope this message finds you well. I wanted to bring to your attention a couple of concerns I have regarding the new certification requirements being proposed for all approved CTE programs .

First, I have concerns about the current focus on using only students who are concentrators to determine certification rates. In our district, becoming a concentrator in a pathway requires a student to complete two units, which typically translates to four high school courses. However, our district currently offers certifications in EMT, CNA, ProStart Cert. I & II, and ServSafe. Among these, EMT and CNA certifications are particularly affected because most students do not take four courses in our health science program, making them ineligible as concentrators. This limitation significantly impacts the percentage of certifications that we can claim, particularly in fields like healthcare where certifications are highly valuable. Second, while certifications hold merit, the Business/Computer Science programs at Waukee and Waukee Northwest high schools prioritize project-based learning opportunities due to our limited time with students. We believe that hands-on experiences and real-world applications of knowledge are crucial for student development, fostering skills that go beyond what certifications alone can offer. This emphasis on practical learning aligns with our educational philosophy and allows us to maximize the impact of our instructional time, even if it means foregoing some certification opportunities. Therefore, I believe we would be doing our students a disservice to scale back on the hands-on opportunities just to meet the certification requirements that might be imposed on our programs. Thank you for your attention to my concerns, and I look forward to hearing that you are working towards a solution that benefits all stakeholders involved."

DE RESPONSE: Iowa must follow the federal rules stated in the Perkins V Act for reporting indicator of performance 5S1. "The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential." Iowa will be disseminating further guidance and information for this indicator of performance academic year 2024-2025. <https://cte.ed.gov/accountability/core-indicators>

Budget Form for Section IV (FY25)

Line #	Budget Item	Percent of Funds (Actual)	Amount of Funds		
1	Total Perkins V Allocation	Not applicable	\$14,538,454.00		
2	State Administration	4.96%	\$ 721,779.00	(Max)	<i>a</i>
3	State Leadership	10.00%	\$ 1,453,845.40	(Max)	
4	- Individuals in State Institutions	0.8%	\$ 116,307.63		<i>b</i>
4a	--- Correctional Institutions	Not required	TBD		
4b	--- Juvenile Justice Facilities	Not required	TBD		
4c	--- Institutions that Serve Individuals w/ Disabilities	Not required	NA		
5	Non-traditional Training and Employment	4%	\$ 60,000.00		<i>c</i>
6	Special Populations Recruitment	0.3%	\$ 5,000.00		<i>d</i>
7	Local Formula Distribution	85.04%	\$12,362,829.60		
8	- Reserve	3.0%	\$ 370,884.89		
9	--- Secondary Recipients	80.5%	\$ 298,384.89		
10	--- Postsecondary Recipients	19.5%	\$ 72,500.00		
11	- Allocation to Eligible Recipients		\$11,991,944.71		
12	--- Secondary Recipients	47.5%	\$ 5,697,587.47		
13	--- Postsecondary Recipients	52.5%	\$ 6,294,357.24		
14	State Match (from non-federal funds)	Not applicable	\$ 721,779.00		<i>e</i>

a. Amount equal to 5% of amount allocated to state (line 1) less difference between actual Line 2 and Line 14 (state match).

b. Amount equal to no more than 2% of the amount allocated to the state (line 1).

c. An amount not less than \$60,000 but not more than \$150,000 shall be available for services that prepare individuals for non-traditional fields.

d. An amount shall be made available for recruitment of special populations... which shall be not less than the lesser of (i) an amount equal to 0.1%; or (ii) \$50,000.

e. 2019 Iowa Acts, Chapter 135 (House File 758). Division I (Iowa Department of Education), Section 5, subsection 2 (Career and Technical Education Administration).