



COMMUNITY COLLEGES &
WORKFORCE PREPARATION

Community College Leader Bulletin

Volume I, Issue 3

Fall 2008

Special points of interest:

- Senior Year Plus Guidance Released
- Faculty Minimum Standards to expand by July 1, 2011
- Perkins Programs of Study to be Organized Around Career Clusters

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Quality Faculty Plan Requirements Changed

The Quality Faculty Plan process has changed significantly with legislation passed by the 82nd General Assembly earlier this year.

Because of these changes, the Department of Education has begun promulgating administrative rules. Administrative rules are the regulations used to implement the law. The change in the law will prompt all 15 of the state's community colleges to modify their institutional Quality Faculty Plans (QFPs).

The purpose of the Quality Faculty Plan (QFP) process is to ensure the competence of Iowa's community college instructors. QFPs are institutional plans designed to guide the hiring and professional development of faculty. The process focuses on instructors as higher education professionals.

Institutional QFPs must be developed and maintained by the



key changes in institutional QFP requirements.

First, the pool of college employees that are mandated to be included in the institutional QFP has been expanded. All faculty teaching college credit courses, counselors, and media specialists must be included in the college's QFP. The plan's requirements may be differentiated for various employee groups. For example, the college's institutional QFP might set different requirements for full-time faculty than adjunct instructors or counselors.

The Department's proposed rules define counselors and media specialists as those who are classified as such within the

college's QFP committee and be approved by the college's Board of Trustees. Each college's QFP committee must meet certain [membership requirements](#). The Department recommends that college QFP committees review and update plans at least annually.

With the passage of [House File 2679](#) earlier this year, there are

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Accreditation Advisory Committee Reconvened

The Community College Accreditation Advisory Committee reconvened October 30 at Des Moines Area Community College.

The purpose of the committee is to continuously review the community college accreditation process and recommend improvements. The state accreditation process confirms each

college is offering quality programs and services consistent with state standards.

In addition to the advisory committee's regular duties, the Department has charged the group with assisting with a review of accreditation and accountability processes mandated by the legislature earlier this year. The study will be broad in scope

reviewing issues related to program quality, oversight, data reporting requirements, faculty compensation, system performance measures, and accreditation processes in other states.

At the October 30 meeting, the Department proposed a work plan for the committee to con-

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“Our goal is to encourage many more Iowa natives and adults who move to Iowa to prepare for and complete the GED tests.”

— Iowa First Lady Mari Culver



New Distance Education Policy Adopted

To expand access to adult literacy programs, the Iowa Department of Education has adopted draft policy guidelines for distance education delivery.

There are many factors that prevent those most in need of literacy services from accessing learning opportunities including transportation, living in rural areas, health, and family responsibilities. Delivered through Iowa's 15 community colleges, distance education provides opportunities to students who previously may not have had access to services.

Iowa will pilot distance learning in the majority of community college adult literacy programs during FY 2009 in order to develop protocol and instructional methodologies. The pilot will focus on alternative delivery of instructional support for GED students during the program year.

The draft policy guidelines include requirements related to curricula, measuring contact

hours, proxy contact hours, student logs, assessment of students, training requirements, and application and approval procedures for operation of distance education programs.

According to the draft guidelines, students will receive a blended approach with both distance education and traditional classroom instruction.

The guidelines were based on the National Reporting System (NRS) distance learning guidelines and were developed with the assistance of a committee the Department convened earlier this year. The draft document will be reviewed again in the summer of 2009.

GED On-Demand Launched Oct. 1

On October 1, 2008, [GED On-Demand](#) was launched in Iowa. The distance education program is offered through a partnership between the Iowa Department of Education, Iowa's 15 community colleges, [Iowa Public Television](#), and Media.com. The initiative uses on-

demand television technology to make it easier for Iowans without a high school diploma to prepare for the [General Educational Development \(GED®\)](#) tests.

First Lady Mari Culver announced that GED On-Demand is being offered as a way to provide instructional support to more of the nearly 290,000 eligible Iowans.

For additional information, please contact [Helene Grossman](#), State Director for Adult Literacy, at 515-281-3640.

State Approved Distance Learning Curricula

- GED Connection (KET)
- KET GED Connection Workbooks
- Fast Track
- GED Satellite Series (Contemporary)
- ED2Go

Curricula Being Explored for State Approval

- GED-I
- Missouri GED Online

Iowa to Receive ESL Training through CAELA

Iowa is one of 12 states that will receive technical assistance from the [Center for Adult English Language Acquisition \(CAELA\)](#) over the next two years.

Funded by the [U.S. Department of Education](#), the goal of the CAELA assistance is to increase the capacity of states to provide technical assistance to professional developers and teachers of adult English language learners. State staff hope to broaden the base of expert English as a Second Language (ESL) professionals at the col-

lege level and increase student success by providing training to instructors on evidence-based practices.

To provide the professional development, Iowa will follow a “train the trainer” model. Each year, CAELA staff will provide training to three instructors — each of which will reach out to a third of the state.

Iowa has formed a steering committee which met with CAELA staff in October. The steering committee is currently preparing a survey of adult

literacy coordinators and instructors to obtain feedback and assess professional development needs. The surveys will be distributed in November.

Practitioners interested in participating in the project by serving as trainers will follow an application process that will be completed by January 2009. Training will be held in the spring of 2009.

For more information, please contact [Phyllis Hinton](#) at 515-281-4723.

Math-in-CTE P.D. Sessions Scheduled for Oct. 27-28



The **Math-in-CTE** professional development initiative is continuing with sessions scheduled for October 27-28 in Des Moines.

The two-day sessions are part of a ten-day professional development initiative planned for the year. The initiative is designed to pair math instructors with career and technical education (CTE) instructors to enhance math concepts embedded in CTE curricula.

At the June professional development workshops, a total of 76 math and CTE instructors were paired to form 14 community college instructor teams and 24 high school instructor teams.

Upcoming sessions will be held March 9-10, 2009, in Des Moines and May 8, 2009.

For more information, contact [Kelli Diemer](#) at 515-281-3516.

The Math-in-CTE State Leadership Team

[Kelli Diemer](#) — Chair and CTE Content Specialist for Business

[Pat Thieben](#) — Data Coordinator

[Ken Maguire](#) — CTE Consultant for Construction

[Judith Spitzli](#) — Content Specialist for Mathematics

[Tom Schenk Jr.](#) — Assessment Coordinator

Tuition Assistance Pilot Program in Development

A new pilot program to provide tuition assistance to certain community college students is currently being developed.

The program will be designed to provide tuition assistance to employees of health care facilities serving individuals with mental illness or mental retardation.

The incentive program is funded by an appropriation of \$500,000 included in Senate File 2425 and employer matches. The Department of Education and the Department of Human Services are partnering to establish the program.

Through the program, community colleges will partner with health care facilities serving individuals with mental illness or retardation. The program will be open to all qualifying employers willing to match state funds on a dollar-for-dollar basis for their employees' tuition.

The Department of Education expects to award non-competitive grants to community colleges. Colleges will

award the tuition assistance to eligible students.

Funds will be dispersed to all 15 community colleges — each receiving a \$15,000 basic allocation. The balance of the appropriation (\$275,000) will be awarded to the colleges based on each institution's proportion of total federal Pell Grant recipients enrolled in career and technical education or college parallel/career option programs.

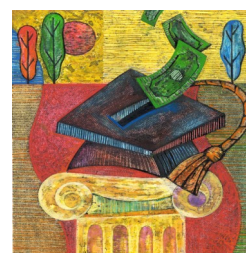
Participating colleges will enter into agreements with one or more local healthcare facilities and may also enter into agreements with local nonprofit public agencies. Colleges will bill providers for their half of students' tuition per the agreements. Employers may not bill students.

Tuition assistance may be provided to eligible students for up to six credits of coursework per semester. Tuition assistance will be defined as tuition charged per credit and will not include fees or books. Student services staff are expected to assist students in applying for additional financial aid to cover the costs of fees, books, and other expenses.

To be eligible for the program, students must be residents of Iowa and enrolled in community college coursework leading to a degree applicable to the healthcare workforce. Students must also be employed by a participating healthcare facility serving adults with mental illness or retardation for a period of at least 60 days or 240 hours. To maintain eligibility, students must continue employment of at least 20 hours per week while taking college coursework. Participating providers will certify student eligibility on an individual basis and send the information to the partnering college.

Each college will be required to submit reports on participation each term of enrollment. It is expected that community college financial aid officers will play a key role in collecting the necessary data on participants and expenditures. The Department will report to the legislature January 15, 2009. Additional information is forthcoming.

For more information, please contact [Catherine Vance](#) at 515-281-4722 or [Roger Utman](#) at 515-281-8260.





Faculty Advisory Committee Reconvened October 15

The Community College Faculty Advisory Committee met October 15 at Des Moines Area Community College in Ankeny. The meeting was the group's second since being organized in May.

The group received presentations on changes to the Quality Faculty Plan (QFP) process, minimum faculty standards, and the faculty supplemental salary distribution. The committee was also provided an overview of the Community College Accreditation Advisory Committee and the Community

College Professional Development Committee. Discussion centered around how changes in the QFP process will impact the colleges and the role of Faculty Advisory Committee members in the process.

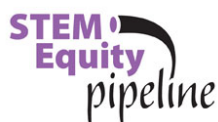
The group was established by the Department in response to a recommendation by the Community College Quality Faculty Working Group last fall. The legislature mandated the committee with the passage of HF 2679 earlier this year.

The purpose of the committee is to keep faculty informed

about higher education issues including changes to Iowa Code and administrative rule, facilitate communication between college faculty and the Department, and to serve as a forum to discuss faculty issues.

The committee consists of 15 members nominated by their college's QFP Committee. The group meets three times annually.

For additional information, please contact [Jeremy Varner](#) at 515-281-2866 or [Colleen Hunt](#) at 515-281-0319.



Iowa to Participate in STEM Equity Pipeline Project

Iowa has joined the [National Alliance for Partnerships in Equity \(NAPE\)](#) Education Foundation [STEM Equity Pipeline Project](#).

The [National Science Foundation](#)-funded project is intended to increase the participation of females in secondary and post-secondary Science, Technology, Engineering, and Mathematics (STEM) career cluster programs of study.

Utilizing a proven five-step program improvement process, the STEM Equity Pipeline provides training to state teams to adopt gender-inclusive policies and practices in teaching, curriculum, and student support programs. The state teams then train others to use data and research-based practices at the state and local level to make effective program decisions.

State teams receive technical assistance and professional development from experts in

effective strategies for increasing the participation of women and girls in STEM. The first state team meeting will be held November 25.

The Iowa Department of Education is organizing a state leadership team of approximately 8-10 members. The team met November 3 to receive an overview of the project from NAPE staff and to organize the state team.



Through the project, Iowa will receive free technical assistance and expert access to professional development resources for two years. Additionally, Iowa will receive \$10,000 per year of participant support funding for meeting and travel expenses.

For additional information, please contact [Jeanette Thomas](#) at 515-281-3636.

MIS Reporting Season Underway

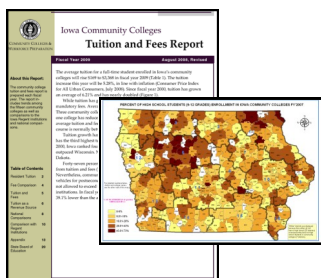
The reporting season for the [Community College Management Information System \(MIS\)](#) began with the August 1 deadline for Fiscal Year 2008 year end reporting.

The MIS Team strongly encourages colleges to report clean data in a timely manner. It is critical that deadlines be met in order for the Department's MIS Team to reconcile data. One college failing to report in a timely manner or reporting data with significant errors can impede the overall process. For example, the deadline for year end reporting falls on August 1 allowing two weeks for data to be received and confirmed before financial data is due August 15. The August 15 deadline allows two weeks for financial data to be confirmed before audits begin. If data is reported late, delays cascade into other projects.

New Publishing Format

The MIS Team has introduced a new publishing format for all MIS data reporting. The format is intended to make the reports more accessible and user friendly. New content is being added to the reports to present data in more meaningful ways. For example, the MIS

Team plans to include detailed maps in many reports utilizing Geographic Information System (GIS) data.



High School Enrollment Report

The [FY 2007 Iowa Community College High School Enrollment Report](#) was released in September. The report in-

cludes system-wide and college-level data on high school student enrollment in community colleges.

The report indicates high school student enrollment accounted for 25.6% of total community college enrollment and 12.3% of total credit hours in FY 2007. Students earned an average of 7.47 credit hours.

The MIS Team anticipates the report will be released in the spring in future years.

For more information, please contact [Vladimir Bassis](#), 515-281-3671 or [Tom Schenk Jr.](#), 515-281-3753.

2008 Performance Indicators Report Released

The [2008 Iowa Community College Performance Indicators Report](#) was recently released.

The report is utilized to monitor progress toward the Iowa State Board of Education-approved performance indicators common to all Iowa community colleges.

The performance indicators are aligned with the goals outlined in the [five-year strategic plan](#)

for Iowa's system of community colleges.

The Department is planning to reconstitute the Community College Performance Indicators Taskforce to maintain and review community college performance indicators.

For additional information, please contact [Vladimir Bassis](#) at 515-281-3671 or [Tom Schenk](#) at 515-281-3753.

FY 2009 Tuition and Fees Report Released

The [Tuition and Fees Report for Fiscal Year 2009](#) has been released. The report indicates Iowa community college tuition rose an average of 5.3% this year to \$3,368. This academic year, colleges lowered fees 4.0% to an average of \$281.

The increase in tuition is in line with nationwide inflation, but the cost to students remains high relative to other states. Because of tuition increases

over the past decade, Iowa has the third highest community college tuition and fees among contiguous states. Tuition and fees at Iowa community colleges were 39% above the national average in FY 2006. Average community college tuition and fees remain lower than that of Regent universities — 39% lower in FY 2009.

Tuition and fees comprise a larger share of revenue for

community colleges than ever before. Just under half of operating revenues (48%) were collected from tuition and fees in FY 2007. Meanwhile, the share from state support has steadily declined since the 1990s and local support has remained at 5%.

For more information, please contact [Tom Schenk](#) at 515-281-3753 or [Jeremy Varner](#) at 515-281-3866.



MIS Reports Available Online

- [Condition of Community Colleges](#)
- [Fall Credit Enrollment](#)
- [Tuition and Fees](#)
- [Certified Budget](#)
- [High School Credit Enrollment](#)
- [Performance Indicators](#)
- [Financial Data Brochure](#)

QFP process continued

HF 2679 (2008) At-a-Glance

- All faculty teaching college credit courses, counselors, and media specialists must be included in the institutional QFP
- College QFPs may differentiate requirements for various employee groups

SF 588 (2007) At-a-Glance

- Institutional QFPs must include all faculty employed half-time or more
- QFP committees must be maintained and meet membership requirements
- QFPs must be maintained

[Continued from Page 1](#)

college's collective bargaining agreement or written policy. College QFP committees are provided the autonomy to include additional employee groups, beyond those mandated to be included in the plan, at their discretion.

QFP committees are provided with significant flexibility in determining plan requirements, provided the approved plan includes the nine minimum components outlined in Iowa Code Chapter 260C.36.

Accountability for the QFP process is provided through the [state accreditation process](#). Accreditation site visit protocols related to the QFP process have been in place since 2006. The Ad Hoc Accreditation QFP Protocol Committee met earlier this year and provided recommendations for changes.

In the future, the [Community College Professional Development](#)

[Committee](#) will make recommendations on site visit protocols to the [Community College Accreditation Advisory Committee](#). The accreditation advisory committee is charged with continuously reviewing the state accreditation process and making recommendations to the Department.

The [Community College Professional Development Committee](#) will play a crucial role in serving as a vehicle for colleges to share promising practices in QFP implementation.

A public hearing on the Department's [proposed administrative rules](#) was held on September 19. The [State Board of Education](#) will review the changes on November 19. If approved, the proposed rules could be effective as early as January or February, 2009.

For more information, please contact [Jeremy Varner](#) at 515-281-3866 or [Colleen Hunt](#) at 515-281-0319.

QFP Committee Membership Requirements

- 1) The committee must include both faculty and administrators.
- 2) The committee must not have more than a simple majority of a single gender.
- 3) Faculty must be equally representative of the arts and sciences and career and technical education.
- 4) Faculty must be appointed by the certified employee organization representing the faculty, if any. Otherwise, faculty must be appointed by the college administration.
- 5) College administrators must be appointed by the college administration.

Iowa Code 260C.36

Quality Faculty Plan Minimum Components

Institutional QFPs must, at a minimum, include nine minimum components:

1. **Plan maintenance provisions.**
2. **Determination of the employees to be included in the plan.**
3. **Orientation for new faculty.**
4. **Continuing professional development for faculty.**
5. **Procedures for accurate recordkeeping and documentation.**
6. **Consortium arrangements where appropriate, cost-effective, and mutually beneficial.**
7. **Activities to ensure faculty attain and demonstrate instructional competencies and knowledge within their subject or technical areas.**
8. **Procedures for collection and maintenance for records demonstrating each faculty member has attained or documented progress toward attaining minimum competencies.**
9. **Compliance with the faculty accreditation standards of the North Central Association of Colleges and Schools (NCA) and with the faculty standards required under specific programs offered by the community colleges that are accredited by other accrediting agencies.**

State Minimum Faculty Credential Standards Expanded

Legislation passed by the 82nd General Assembly has expanded the pool of college faculty required to meet state minimum faculty standards.

With the passage of [Senate File 588](#) in 2007, minimum faculty standards were expanded to apply to not only full-time faculty but those under contract for half-time or more as well.

Earlier this year, the legislature made further changes to the standards with the passage of [House File 2679](#). By July 1, 2011, all community college instructors teaching college credit coursework must meet state minimum standards — including adjunct faculty. The only exception to these standards are developmental education instructors teaching only courses that are not intended to transfer or to complete a degree. The standards do not apply to instructors of non-credit courses.

In accordance with the changes in [Iowa Code](#), the Department has proposed revisions to Chapters 21 and 24 of the [Iowa Administrative Code](#) (281). These proposed regulations were presented to the [State Board of Education](#) and stakeholder groups. The State Board issued a “[Notice of Intent to Adopt Rules](#),” which was followed by a public comment period and a [public hearing](#) held September 19. The [State Board of Education](#) will consider adoption of the administrative rules on November 3. If approved, the tentative effective date is January 21, 2009.

The [state accreditation process](#) ensures that state standards such as minimum faculty standards are met within the context of continuous institutional improvement. Each college is

Minimum Faculty Standards (IAC 281-21.3)

Career and Technical (CTE) Instructors

CTE instructors shall be registered, certified, or licensed in the occupational area in which the state requires registration, certification or licensure, and shall hold the appropriate registration, certificate, or licenses for the occupational area in which the instructor is teaching, and shall meet either of the two following qualifications:

- (1) A baccalaureate or graduate degree in the area or related area of study or occupational area in which the instructor is teaching classes.

OR

- (2) Special training and at least 6,000 hours of recent and relevant work experience in the occupational area or related occupational area in which the instructor teaches classes if the instructor possesses less than a baccalaureate degree.

Arts and Sciences Instructors

Arts and Sciences instructors shall meet either of the two following qualifications:

- (1) Possess a master’s degree from a regionally accredited graduate school, and have successfully completed 12 credit hours of graduate level courses in each field of instruction in which the instructor is teaching classes.

OR

- (2) Have two or more years of successful experience in a professional field or area in which the instructor is teaching classes and in which post-baccalaureate recognition or professional licensure is necessary for practice, including but not limited to the fields or areas of accounting, engineering, law, law enforcement, and medicine.

Definitions (IAC 281-21.3(2))

“Recent and relevant work experience” - Each community college must determine what constitutes recent and relevant work experience for career and technical education instructors,

“Field of instruction” — The determination of what constitutes each field of instruction should be based on accepted practices of regionally-accredited two and four-year institutions of higher education.

subject to accreditation by the State Board of Education. The Department’s [accreditation process](#) includes protocol related to instructor credentialing requirements and college per-

sonnel policies.

For more information, please contact [Jeremy Varner](#) at 515-281-3866 or [Colleen Hunt](#) at 515-281-0319.

**By July 1, 2011,
all community
college
instructors
teaching college
credit course-
work must meet
state minimum
standards.**



PLTW Evaluation Study to be Conducted

The [Kern Family Foundation](#) has agreed to fund a \$300,000, three-year research grant to study the effectiveness of [Project Lead the Way](#) (PLTW).

The Iowa Department of Education, Iowa State University, and the University of Iowa have partnered to conduct the study. The research team will use a combined data set to follow PLTW students from high school into college. It will be the first time any researchers in the nation will be able to follow PLTW students over a long period of time.

The three-person team will compare the success of PLTW students to a set of typical students. Researchers will use

advanced statistical methods to determine whether the state-funded project was able to help students achieve better educational outcomes in both high school and college. In particular, some items the research team will measure include the improvement in standardized test scores in high school, graduation rate, transition into higher education, persistence in a science-related major, and college graduation.

The proposal was reviewed by the Kern Family Foundation, the National PLTW organization, Dr. Gene Bottoms, the president of the Southern Regional Education Board, and Professor Skip Meno from San Diego State University. All of the parties approved the re-

search agenda noting the importance of the research in determining the effectiveness of PLTW. Research will begin in December 2009 and conclude in 2011.

The research team is also exploring further funding through the National Science Foundation to expand the depth and scope of the study.

The Kern Family Foundation is a private, independent grant-making organization which focuses on systemic change targeting broad-impact, long-term programs.

For more information, please contact [Tom Schenk](#) at 515-281-3753 or [Ken Maguire](#), PLTW state coordinator, at 515-281-4721.



Faculty Supplemental Salary Funds to be Distributed

Faculty supplemental salary funds will be distributed by the Department to the colleges for distribution to college faculty.

The General Assembly appropriated \$1.5 million for FY 2009. The Department's payment of funds to community colleges will be made quarterly with the first payment in October 2008.

Legislation passed earlier this year prompted changes the Department's methodology for distributing supplemental salary funds to the colleges. This year, funds will be distributed based on each college's proportion of total full-time equivalent instructors instead of salary expenditures.

Full-time equivalent instructor was defined as the number of

eligible full-time plus the fractions of part-time faculty covered by a collective bargaining agreement.

Colleges will distribute supplemental salary funds to eligible faculty based on the collective bargaining agreement, if language exists. If no language exists, the funds will be allocated equally to all eligible full-time and part-time faculty with part-time faculty receiving a pro-rated share.

Faculty eligible to receive the funds include all non-administrative instructors, counselors, and librarians that are classified as full-time. Part-time faculty are eligible if they are included in the college's collective bargaining agreement.

In accordance with the change in Iowa Code ([HF 2679](#)), the

Department has proposed administrative rule changes. A public hearing was held on September 19 and the State Board of Education will consider adoption of the rules November 3.

The Department has received instructor counts from each college. To calculate the per college distribution, the Department receives instructor counts from each college. Data was collected based on an Oct. 1, 2007 snapshot date.

The Department wishes to extend its sincere thanks to staff at each college who assisted in the process by providing feedback and necessary information.

For more information, please contact [Kent Farver](#) at 515-281-3550.

Department Issues Initial Guidance for Senior Year Plus

The Department has issued [initial guidance on Senior Year Plus legislation \(HF 2679\)](#) to provide clarification and guidance on implementation of the law.

The guidance includes information on the new Iowa Code section 261E — an umbrella for all postsecondary credit opportunities available to high school students including Postsecondary Enrollment Options, Advanced Placement, contracted courses generating supplementary weighting (concurrent enrollment courses sometimes referred to as dual credit), and career academies.

The Department will soon begin developing administrative rules to implement the law. Iowa Department of Education PK-12 Division Administrator Kevin Fangman is chairing the [rulemaking](#) effort. An advisory committee will soon be organized to obtain input from the community colleges and other postsecondary institutions.

The recently released guidance provides direction on some aspects of the legislation such as the standardized eligibility requirements for students, instructors, and institutions participating in Senior Year Plus programming.

Further definition will be completed through the [administrative rulemaking process](#). The process is expected to be complete in early 2009.

As mandated by the legislation, the Department will soon convene a Postsecondary Course Audit Committee. The committee will be charged with developing and recommending audit procedures for the auditing of postsecondary courses offered in accordance with Senior Year Plus.

For more information, please contact [Jeremy Varner](#) at 515-281.3866 or [Kevin Fangman](#) at 515-281-3333.

**Administrative rules
are written to
define and describe
how legislation will
be implemented
and enforced.**

Accreditation Advisory Committee to Assist with Study

Continued from Page 1

sider. The work plan calls for four work teams which will report to the advisory committee. Department of Education Division of Community Colleges and Workforce Preparation Administrator Roger Utman and Chair of the Iowa Association of Community College Presidents Tim Wynes will manage the study.

Each of the four work teams will address a portion of the study. The teams are: Program Quality; Data Definitions; National Review of Accreditation; and Faculty Compensation. The teams are expected to consist of accreditation advisory committee members as well as others from the field identified by the committee as having expertise in the area covered by the team. A Department consultant will staff each work team.

A progress report on the accreditation and accountability

review is due to the legislature by January 15, 2009. The final report is due January 15, 2010.

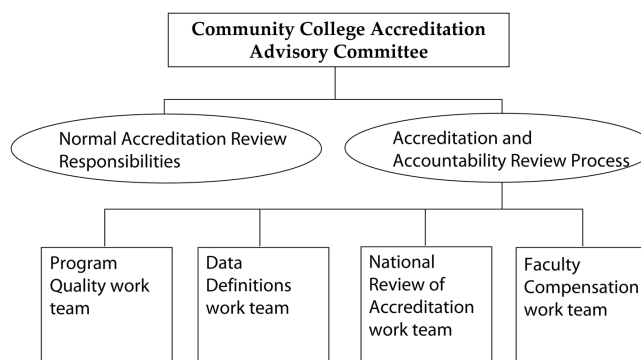
Future meetings of the accreditation advisory committee are

expected to be held in March and June of 2009.

For more information, please contact [Colleen Hunt](#) at 515-281-0319.



Diagram of Accreditation Advisory Committee Work Plan



Department staffing:

Accreditation Advisory Committee — [Colleen Hunt](#)
 Program Quality Work Team — [Ken Maguire](#)
 Data Definitions Work Team — [Vladimir Bassis](#)
 National Review of Accreditation Work Team — [Jeremy Varner](#)
 Faculty Compensation Work Team — [Tom Schenk Jr.](#)

Perkins IV—Programs of Study Requirements

Within five years, 75% of career and technical education programs offered by local school districts must meet Programs of Study (POS) requirements to be eligible for Perkins funding, according to [Iowa's Five Year State Perkins Plan](#) approved by [U.S. Department of Education](#) earlier this year. Currently, all grant recipients must offer at least one Program of Study.

Programs of Study link high school CTE programs with community college programs. Local districts must work with their local colleges in order to develop the Programs of Study.

In a broad sense, Programs of Study are not new to career and technical education (CTE) given Iowa's rich heritage of Tech Prep and career academy programs. Perkins IV, however, requires their systemic implementation and expands requirements.

Programs of Study were deliberately added into Perkins IV as a way to achieve a new vision for career and technical education (CTE) by more consistently and thoroughly connecting secondary and postsecondary education, requiring integration of rigorous academic and technical instruction, and encouraging the acquisition of dual credit.

Programs of study provide a roadmap for students to navigate educational options and prepare them to successfully transition into postsecondary education, careers, and lifelong learning. Further, programs of study serve as a tool for collaboration between the learner levels, a framework for curriculum revision and alignment and a dynamic mechanism that can ensure that CTE is meeting the

needs of the every-changing economy.

The Department is currently developing a self-assessment tool that local districts may use to evaluate their CTE programs and assess their progress toward implementing quality

Programs of Study. The tool will be made available on the Department website.

For more information, please contact [Roger Foelske](#) at 515-281-4700 or [Pat Thieben](#) at 515-281-4707.

**Developing
Programs of
Study is a
process, not an
event.**

P.O.S. Requirements

The [Iowa Department of Education](#) requires the following items as part of a Program of Study:

- Follow Iowa Code for CTE programs:
 1. Include coherent and rigorous curriculum
 2. Includes academic and technical content
 3. Is a coordinated, non-duplicative sequence of courses that align secondary with postsecondary
 4. Adequately prepares students to succeed in postsecondary education leading to a certificate, credential, credit certificate, diploma, degree
- The secondary CTE POS may include joint enrollment opportunities for students to earn postsecondary credit.
- CTE POS must include a sequence of at least three units of CTE coursework offered at the secondary level linked to postsecondary education leading to an industry-recognized certificate or credential, including Bureau of Apprenticeship and Training, credit certificate, diploma, Associate of Applied Science (AAS) or Associate of Science (AS) with a career option in a specific career field.
- CTE Programs at the secondary level must be competency-based and include:
 1. Applied learning that contributes to academic knowledge
 2. Higher-order thinking skills
 3. Reasoning and problem-solving skills
 4. Work attitudes
 5. General Employability Skills
 6. Leadership
 7. Knowledge of all aspects of the industry including entrepreneurship
- CTE programs must have an advisory committee with representation of secondary and postsecondary levels of instruction as well as business and industry, as applicable.
- CTE programs are evaluated through an annual review of Perkins performance requirements. Additionally, Iowa Code requires an in-depth review of 20% of all CTE programs annually.

[Iowa Perkins IV Five Year Plan](#)

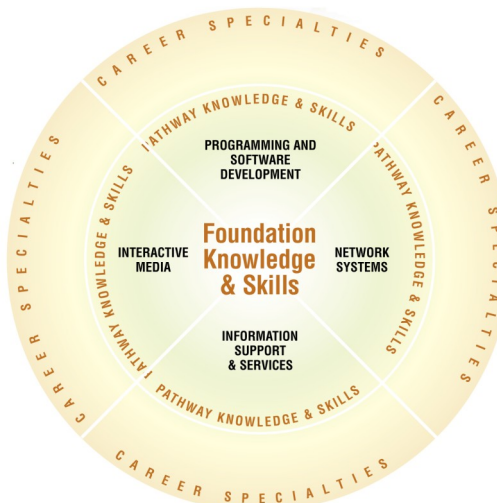
Programs of Study to be Organized Around 16 Career Clusters

The Department has opted to utilize the [16 career clusters](#) identified by the [U.S. Department of Education](#) for organizing Programs of Study required by Perkins IV.

In approaching Program of Study development and implementation for Perkins IV, the Department adopted the career cluster framework.

The career cluster framework aligns with the world of work. Serving as an organizer for instruction, the framework consists of progressively-specific clusters of related occupational fields. The framework groups related occupations according to common knowledge and skills. Within each of the 16 clusters there are two to seven career pathways. Within each of the 79 career pathways are numerous career specialties.

Information Technology Career Cluster



The 16-cluster career framework is also utilized by the State-designated career information and decision-making system — [Iowa Choices®](#).

For more information, please contact [Roger Foelske](#) at 515-281-4700 or [Pat Thieben](#) at 515-281-4707.



Professional Development Committee to Meet

The first meeting of the Community College Professional Development Committee is scheduled for November 19 at Des Moines Area Community College in Ankeny.

The group was organized by the Department following a legislative mandate included in [House File 2679](#). The committee was a recommendation of the [Community College Quality Faculty Working Group](#) — a group mandated by the legislature to study comprehensive quality faculty issues.

The purpose of the professional development committee is to advise the Department on statewide professional development opportunities with a fo-

cus on the community college Quality Faculty Plan (QFP) process and requirements.

The committee is expected to play an important role in sharing promising practices in institutional QFP development and implementation. The group will assist the Department in determining the documents and technical assistance that should be provided to colleges related to the QFP process.

Once convened, the group will also provide input on state accreditation process protocols and guidelines related to QFP requirements for the [Community College Accreditation Advisory Committee](#) to review.

The committee will establish

data-driven, systemic, ongoing, and sustainable statewide professional development opportunities.

Membership on the committee includes representatives from each of the 15 community colleges. Committee members were appointed by the Department to ensure balance and include representatives from the Community College Quality Faculty Working Group, community college QFP committees. Committee members will serve staggered three-year terms.

For more information, please contact [Colleen Hunt](#) 515-281-0319 or [Jeremy Varner](#) at 515-281-3866.

The Professional Development Committee is expected to play an important role in sharing promising practices in institutional QFP development.

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Helping Communities Meet the Learning Needs of All Their Children and Adults

The Community College Leader Update is a quarterly publication of the Iowa Department of Education, Division of Community Colleges and Workforce Preparation.

The Iowa Department of Education consists of three major divisions: Community Colleges and Workforce Preparation; Early Childhood, Elementary, and Secondary Education; and Financial and Information Services. The Division of Community Colleges and Workforce Preparation includes the Bureau of Community Colleges and Career and Technical Education Services and is supported by federal funds from the Carl D. Perkins Career and Technical Education Act, the Adult Education and Family Literacy Act, veteran education, and state funds.

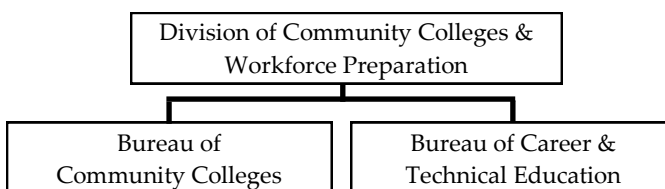
Changes in the Division of CC & WP

Dr. Roger Utman has been named Division Administrator for the Division of Community Colleges and Workforce Preparation. Dr. Janice Friedel retired in July to accept a position with California State University-Northridge.

Dr. Utman came to the Iowa Department of Education as an Education Program Consultant in July 2005. He was promoted to Chief, Bureau of Community Colleges and Career and Technical Education in July 2006.

Prior to coming to the Department, Dr. Utman worked at Iowa Western Community College in Council Bluffs for 21 years in a variety of positions, last serving as Dean of Student Support Services.

Dr. Utman received his B.A. in English and Education and M.A. in Education from the University of Iowa. He received his Ph.D. in Administrative, Curriculum, and Instruction with an emphasis in Higher Education



Administration from the University of Nebraska/Lincoln.

Kent Farver will return to the Division of Community Colleges and Workforce Preparation on Oct. 17. He will continue serving as community college finance consultant.

Janet Woodruff has left the Department to accept another position. The division is seeking to fill the vacant position which will be responsible for MOC, corrections, Perkins, and entrepreneurship.

The Division is planning to split the Bureau of Community Colleges and Career and Technical Education into two bureaus — the Bureau of Community Col-

leges and the Bureau of Career and Technical Education.

With the promotion of Dr. Utman, the [bureau chief position](#) is vacant. The Division is currently filling the bureau chief position over the Bureau of Community Colleges. A request for a bureau chief position for the Bureau of Career and Technical Education is currently going through the required approval process.

As the reorganization continues, the Division will keep the community colleges informed about which bureau will be responsible for various Division functions.

For more information, please contact [Roger Utman](#) at 515-281-8260.

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or grievances related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, telephone number 515/281-5295; or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661, telephone number 312/730-1560, fax 312/730-1576, email: OCR.Chicago@ed.gov.