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Redesigned CTE Aligns Education to Employer Demands

Landmark legislation recently signed into law raises the quality of career and technical education programs and sets a new vision for students in Iowa to graduate ready for college or career training and jobs.

Implementation of [House File 2392](#), the 2016 legislation to redesign secondary career and technical education (CTE) programs statewide, is underway in Iowa. The legislation builds upon the [recommendations](#) released this past fall by the Secondary CTE Task Force, and marks the first major revision to CTE policy in Iowa since 1989.

The CTE redesign initiative, which focuses on middle and high school

students, is in line with the Future Ready Iowa initiative launched by Gov. Branstad and Lt. Gov. Reynolds last fall. The initiative focuses on ways to continue building Iowa's talent pipeline and to close the skills gap so that more Iowans have quality career opportunities and employers have the skilled workforce they need. This legislation will help achieve the Future Ready Iowa goal of 70 percent of Iowans in the workforce having

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Bolar Joins State Board of Education, Changes to Council

Bettie Bolar, of Marshalltown, has been newly appointed to the State Board of Education by Gov. Branstad, filling a vacancy with the departure of Rosie Hussey. She will also serve on the Community College Council.

Bettie has a long history related to adult education and job training. She began her career as a public health nurse and soon thereafter, started working at Iowa Valley Community College District as director of special projects and health education. Prior to her retirement, Bettie served as Vice Chancellor of Continuing Education at the college.



STATE BOARD OF EDUCATION
MEMBER BETTIE BOLAR

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Cont'd: Redesigned CTE Legislation

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education or training beyond high school by 2025.

The bill contains two divisions: division I focuses on career and academic plans and division II on career and technical education and work-based learning programs.

Division I included changes to Iowa Code chapter 271, section 61, which shifts to a more holistic approach to career guidance and help students identify college and career goals and the coursework and activities that will assist them in achieving those goals. Standards for career guidance, including those for vendor-provided career information and decision-making systems, were adopted by the Iowa State Board of Education (board) on June 11, 2016 and work began immediately on the development of a vendor application process. The department is currently reviewing applications submitted by vendors of career information and decision-making systems for inclusion on an approved list from which school districts may choose. Guidance can be found on the department's [website](#).

Division II revises several sections of Iowa Code, including an overhaul of Chapter 258. The changes align with the Secondary CTE Task Force recommendations, including the repurposing of a long-dormant concept of regional partnerships, which going forward will be referred to as Regional Career and Technical Education Planning Partnerships. These partnerships will consist of districts, community colleges, business, industry, and other stakeholders and will assist in providing for the effective, efficient, and economical delivery of high-quality secondary CTE programming. State vocational education reimbursement funds will be reassigned to regional planning partnerships for use in support of enhancing secondary CTE.

The department hosted regional listening sessions last month with educators, administrators, and other key

stakeholders to gather input to aid in the development of administrative rules for division II and identify implementation questions and needs. The meaningful discussions that occurred around the formation of regional partnerships, key components of career academies, and the reconfiguration of CTE service areas, and other changes serve as a starting point as the department develops rules that will be presented to the board in November.

Those who were unable to attend a regional listening session can still contribute by submitting comments or questions through the department's [online submission form](#) or by sending an email to Perkins@iowa.gov. In addition, updated resources, including a recorded webinar and a new [chart of realigned CTE service areas](#), are available on the [department's website](#).

Contact Pradeep Kotamraju at 515-281-4716 or pradeep.kotamraju@iowa.gov with questions.

HR 2392 Highlights

- ▶ Aligns the needs of students, employers, and the state's economy.
- ▶ Engrains career guidance into a student's educational experience so he or she can make informed decisions about postsecondary and career plans.
- ▶ Introduces exploratory coursework earlier to better prepare students for transitory and ultimately higher-level, specialized academic and technical training.
- ▶ Expands student access to coordinated work-based learning opportunities.
- ▶ Improves access to high-quality CTE programs for students across Iowa as regional partnerships create an expanded statewide system of regional centers.

Iowa Transitions to Every Student Succeeds Act

The Every Student Succeeds Act (ESSA) replaces No Child Left Behind and sets a clear goal to fully prepare all students for success in college and careers.

The Iowa Department of Education continues to work on transition planning as the state moves from regulations under No Child Left Behind (NCLB) to the Every Student Succeeds Act (ESSA), a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965 which was signed by President Obama on December 10, 2015. While ESSA requires states to develop plans that address standards, assessments, school and district accountability, and special help for struggling schools, it recognizes that one size does not fit all. Greater flexibility is provided for school interventions and supports to states, such as Iowa, that currently operate without a waiver to ESEA. The 2016-17 school year will serve as a transition year, with full implementation of Iowa's state plan under ESSA for the 2017-18 school year.

A transition plan for supplementary educational services (SES) and service choice options was developed following four public forums held across Iowa in March and April. The plan was submitted to the U.S. Department of Education on May 6.

The division's Bureau of Career and Technical Education (CTE) has been highly involved in discussions around the implementation of ESSA. Recognizing that a well-rounded

education includes CTE, ESSA includes critical measures which have the potential to strengthen the role of CTE as a core education component by promoting activities that integrate academic and CTE content in the classroom, expanding college and career planning programs, and improving the availability of CTE student performance information.

Contact Pradeep Kotamraju at pradeep.kotamraju@iowa.gov or 515-281-4716 with comments or questions about the role of CTE in ESSA.



ESSA RESOURCES

- ▶ The department posts the latest information and resources on ESSA, including Iowa's transition plan, frequently asked questions, and recorded webinars at <https://www.educateiowa.gov/pk-12/every-student-succeeds-act>.

2017 Perkins Application Open

The fiscal year 2017 Perkins Continuation Application opened on Wednesday, May 4, to all community colleges and secondary districts/consortia.

Instructions:

Application instructions have been sent to all statewide Perkins Grant contacts. In addition, all secondary districts/consortia were sent consortia-wide data from 2015 to be used to determine 2017 targets (data for community colleges were sent in April). Secondary data for individual districts and programs within each district are also available on the Secondary CTE Reporting Application.

FY 2017 Allocations:

Specific allocations for each community college and secondary district/consortium can be found via a link on the grant application.

Notification:

Approval notifications were distributed in July and award letters will be distributed in August.

Full Implementation of WIOA Underway

Iowa's Unified State Plan will ensure individuals are prepared for dynamic careers through an emphasis on lifelong learning while meeting the needs of employers.

Iowa's Unified State Plan for implementation of the Workforce Innovation and Opportunity Act (WIOA) was approved by the State Workforce Development Board and submitted to the United States' Departments of Education (ED) and Labor (DOL) in March. The plan represents the end product of months of collaboration between Iowa's WIOA Core Partner agencies, which includes Adult Education and Literacy.

The model advanced by Iowa's Unified State Plan incorporates and aligns programs from each core partner as well as from those under the purview of the Iowa Departments of Human Services, Aging, and Corrections. The plan lays the foundation for an integrated workforce development system in Iowa where each agency and partner works collaboratively to remove and reduce barriers for all Iowans, with a specific focus on intensive services for those individuals facing the biggest obstacles in securing and maintaining employment.

Regional plans aligning with Iowa's Unified State Plan were submitted May 13, 2016, for final approval and work is underway to ensure all Iowans have access to high-quality education, training, and work-readiness resources through an integrated and efficient workforce system.

Core partners continue to meet on a regular basis to ensure that planning efforts are truly partner-centric and reflective of the requirements for those with the highest levels of need within the workforce delivery system in Iowa. Work is centered on four themes: achieving accessibility, supporting sector partnerships, building career pathways, and aligning integrated education and training opportunities.

Accordingly, plans are underway to reconstitute an existing Iowa Department of Education advisory committee into a statewide Sector Partnership Leadership Council (SPLC). The council will be tasked

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WIOA Fast Facts

Iowa Core Partner Agencies:

- ▶ Iowa Department for the Blind (IDB)
- ▶ Iowa Vocational Rehabilitation Services (IVRS)
- ▶ Iowa Department of Education, Adult Education and Literacy (IDOE)
- ▶ Iowa Workforce Development (IWD)

Primary Goals:

- ▶ Goal I: Iowa's employers will have access to advanced, skilled, diverse, and future-ready workers.
- ▶ Goal II: All Iowans will be provided access to a continuum of high-quality education, training, and career opportunities.
- ▶ Goal III: Iowa's workforce delivery system will align all programs and services in an accessible, seamless, and integrated manner.

Updates: IWD maintains a [website](#) to keep stakeholders updated on WIOA implementation issues.

Report Shows Iowa Surpasses Adult Education & Literacy Goals

Last year, of the nearly 18,000 adult students enrolled in Iowa's adult education and literacy programs, roughly 68 percent, or more than 12,000, persisted through the federal reporting minimum of 12 instructional hours, according to the [2015 Adult Education and Literacy Annual Report](#). The growth in enrollment, in spite of low statewide unemployment rates, represents a 22 percent increase over last year

and indicates that more Iowans are gaining the skills they need to pursue rewarding careers.

To be considered for enrollment, Iowa Code requires persons to be at least 16 years of age and either lack basic education skills needed to function in society; be without high school diplomas or their equivalents; or be unable to speak, read, or write the English language.

The report provides trend,

PY 2015 GAINS

- ▶ Five-year enrollment high.
- ▶ Increase of 31 percent in post-tested enrollees.
- ▶ Seventy percent of progress-tested students achieved educational gains.
- ▶ All 2015 performance goals surpassed.

[\(Continued on page 9\)](#)

Resource Helps Programs Manage Professional Development Needs

Last fall, Adult Education and Literacy (AEL) purchased a professional development management system, known as [My Learning Plan \(MLP\)](#), to assist local AEL programs manage the professional development needs of staff while ensuring compliance with state administrative rules.

Piloted at Indian Hills Community College and Des Moines Area Community College (DMACC), *My Learning Plan* helps administrators manage all aspects of professional learning in one comprehensive online system. The system is used by more than 1,200 school districts, regional providers, departments of education and other educational organizations throughout the country and around the world to manage and track professional development.

Report options available in *My Learning Plan* make it easier for AEL administrators to track hours and identify professional development needs. The system also allows educators to track their own professional development hours, electronically register for professional development opportunities, submit annual individual professional

development plans, complete self-assessments, connect with other AEL instructors across the state, maintain professional development portfolios, and request additional professional development opportunities through local AEL programs as well as the department.

Division education consultants, Marcela Hermosillo and Jayne Smith, configured the system to meet the demands of AEL programs in Iowa and they provided training on site to nearly 90 staff members from Indian Hills, Southeastern, Iowa Western, Western Iowa Tech, North Iowa Area and Southwestern community colleges. Trainings for the remaining colleges are planned throughout the summer.

Video tutorials and training guides are currently being developed to assist AEL educators and administrators as they implement and use *My Learning Plan*.

Contact education program consultants Marcela Hermosillo at marcela.hermosillo@iowa.gov or 515-281-4723 or Jayne Smith at jayne.smith@iowa.gov or 515-725-0046 with questions.

Strategies Developed for NGA Work-Based Learning Policy Grant

Iowa is one of six states – Indiana, Iowa, Montana, New Hampshire, Utah, and Washington -- selected to receive funding and to participate in the National Governors Association's (NGA) Policy Academy on Scaling Work-Based Learning. The 18-month leadership program helps state teams incorporate work-based learning into their overall talent pipeline as a way to establish clear career pathways for young people and to develop a skilled workforce.

Since being awarded a \$100,000 policy grant from the National Governors Association (NGA) to scale work-based learning opportunities for young adults in STEM-intensive industries, work has been underway in Iowa to develop a statewide plan of action co-lead by the Department of Education and the Governor's STEM Advisory Council.

Aligned with the Future Ready Iowa initiative that calls for 70 percent of Iowans in the workforce to have education or training beyond high school by 2025, a team of core partners from education, workforce, the Governor's STEM Advisory Council, economic development, trade unions, and business has developed objectives and strategies to connect Iowans to meaningful work-based learning experiences. The team's work

focuses specifically on connecting young Iowans, ages 16 to 29 years old, to learning experiences such as internships, externships, and apprenticeships to prepare them for middle-skill career opportunities in STEM-intensive industries such as advanced manufacturing, health care, information technology, and energy.

Next steps include conducting a survey of the current work-based learning landscape in Iowa and setting standards for high-quality programs through examination of a new form of school-business partnerships known as STEM BEST™ (Businesses Engaging Students and Teachers).

Contact Pradeep Kotamraju at pradeep.kotamraju@iowa.gov or 515-281-4716 with comments or questions.



Work-Based Learning Strategies

The Iowa NGA Policy Academy has identified the following five strategies to ensure Iowans are prepared for careers, employers' needs are met, and communities are strengthened.

1. **Define** and identify high-quality, demand-driven work-based learning (WBL) programs.
2. **Elevate** the profile and importance of WBL as a critical component of the talent pipeline.
3. **Enhance** existing youth-focused WBL programs through employer investment and alignment with relevant skills and credentials.
4. **Measure** the education and employment gains of high-quality, demand-driven, WBL programs.
5. **Scale** youth and employer participation in WBL statewide by embedding it as a core feature of state education and training programs.

Iowa Leads the Nation in College-Level Coursework for High School Students

Joint enrollment grew to a record high in 2015, with more than 44,000 Iowa high school students jointly enrolled in community college credit courses, according to the [2015 Joint Enrollment Report](#). Additionally, the report finds that Iowa's community colleges enroll students of high school age at a rate far outpacing that of community colleges and four-year postsecondary institutions nationally.

Of the 44,034 students who participated in joint enrollment opportunities during FY 2015:

- ▶ The majority, 88 percent, participated in courses delivered through contractual agreements between community colleges and school districts.
- ▶ Almost 14 percent were from minority racial or ethnic backgrounds, compared to 45 percent for the total credit student enrollment.

- ▶ Approximately half were high school seniors and about one-third were juniors.
- ▶ About 50.6 percent were male, compared to only 45 percent for the overall student body make up.
- ▶ Each averaged eight credit hours taken.

Jointly enrolled students comprised 31.8 percent of the total community college student population and 19 percent of total credit hours. The average annual growth in joint enrollment over the past five years has been 2.5 percent.

The most common subject areas in which students were jointly enrolled included social science and history, English, mathematics, healthcare, and engineering and technology.

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Tool Helps Align Programs with In-Demand Occupations

Identifying and investing in new programs to offer, based on local labor market needs, is an ongoing challenge for community colleges. To help colleges identify regional training gaps for high-demand occupations, *Analyst*, an online labor market research tool, was purchased through the IHUM Grant in 2014 for each community college in Iowa.

Analyst helps colleges align institutional programs with in-demand occupations in their specific regions by giving them the ability to quickly perform regional comparative workforce analyses. With unlimited access to industry, occupation, education, and demographic data, as well as job postings, *Analyst* equips college administrators and educators with the data to make informed decisions regarding the creation, expansion, or suspension of programs.

More information on how *Analyst* can help connect industries to occupations and occupations to educational programs can be found at:

<http://kb.economicmodeling.com/higher-education-training/analyst-introduction-for-higher-education/>.

Contact Paula Nissen with comments or questions about the *Analyst* program at paula.nissen2@iowa.gov or 515-281-3550.



Cont'd: Full Implementation of WIOA Underway

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with overseeing a consistent roll-out of a sector partnership model based on common definitions and practices, ensuring sector partnerships are both demand-driven and meet employers' needs. The council itself will consist of representatives from business and industry, economic development organizations, nonprofit organizations, and other stakeholder groups and will serve as an advisory council to the Iowa State Workforce Development Board.

Unified State Plans were recently approved by the U.S. Department of Labor. In addition, final employer engagement measures, which went into effect on July 1, 2016, have been published.

A [resource page](#) specifically related to the adult education and literacy programs under Title II of WIOA is available through the U.S. Department of Education's Office of Career, Technical, and Adult Education website.

Contact Jeremy Varner at jeremy.varner@iowa.gov or 515-281-8260 with comments or questions.



More than 500 participants attended the state's first joint WIOA conference, **"One Door Many Paths"**. The summer conference was hosted by Iowa Workforce Development, Iowa Department of Education, Iowa Vocational Rehabilitation Services, and the Association of Iowa Workforce Partners in partnership with several other key state agencies to better align services to assist persons served by all agencies through:

- Career Pathways
- Employer Development
- Public & Private Partnerships
- Building Sector Strategies
- Motivational Interviewing
- Participant Investment

Access the new *Sector Partnerships Toolkit: Planning 1.0*, released during the conference, on the [department's website](#).



Faculty Qualifications Guide Available

The division recently released a new resource to help community colleges evaluate potential instructors, audit current faculty qualifications, and prepare for accreditation visits. The ["Iowa Community College Guideline for Faculty Qualifications: A Resource for Administrators and Accreditation Reviewers"](#) is the product of a year-long collaboration between the Division of Community Colleges and Workforce Preparation, the Faculty Standards Task Force, as well as administrative and faculty groups that represent Iowa's 15 community colleges.

The guide was created to ensure statewide consistency in the review process and provides pertinent regional and state accreditation information. It features an *Academic Credentialing Chart* to aid in the review of potential instructors' graduate-level work for arts and sciences courses, resources to help colleges document their review processes, as well as a brief history of Iowa's system of community colleges.

Contact either Barbara Burrows at barbara.burrows@iowa.gov or 515-281-0319, or Chris Russell at chris.russell@iowa.gov or 515-725-2247 with comments or questions.

Cont'd: Adult Education & Literacy Report

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outcome, and performance data on adult basic education, adult secondary education, and English as a Second Language programs that aim to address these deficiencies. Gains made during program year 2015 include:

- ▶ Reaching a five-year high with 12,203 federally-reported enrollees receiving services.
- ▶ Increasing the number of progress-tested enrollees (after a minimum of 40 hours of instruction) by 31 percent over the previous year.
- ▶ Achieving educational gains with 70 percent of the 7,720 progress-tested students enrolled in programs.

- ▶ Surpassing each 2015 performance target set for Iowa's adult education and literacy programs.

Five core outcome measures are tracked as indicators of program performance: improvement in educational functioning levels, high school completion, entry into postsecondary education or training, employment entry, and employment retention. These gains are critical to closing Iowa's skills gap and represent a necessary first step towards reaching the goal set last year by Gov. Branstad and Lt. Gov. Reynolds that 70 percent of Iowans in the workforce have education or training beyond high



school by 2025.

A video profiling the stories and successes of the students who enrolled in Iowa's adult education and literacy programs can be accessed and viewed on the [Your Future Starts Here](http://YourFutureStartsHere.org) website – a public-facing tool designed to increase awareness and connect Iowans to information about adult education programs and other educational resources.

Contact Alex Harris at alex.harris@iowa.gov or 515-281-3640 with comments or questions.

Cont'd: Iowa Leads the Nation in Joint Enrollment

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Improving access to joint enrollment opportunities helps students acclimate to the expectations of college-level coursework. With the potential of improving persistence and completion rates, growth in joint enrollment programs can help reach the goal set last year by

Gov. Branstad and Lt. Gov. Reynolds for 70 percent of Iowans in the workforce to have education or training beyond high school by 2025.

In addition to the state-level data, the report also includes college-specific data to assist community college administrators in the evaluation of program participation and future program

offerings.

Nine (9) community colleges experienced enrollment increases in FY 2015, while six experienced slight decreases. However, 12 colleges experienced increases in the number of credits taken by high school students.

Contact Eric St Clair at eric.stclair@iowa.gov or 515-281-0127 with comments or questions.

Second Annual Education Outcomes Report Released

The second annual report analyzing education, employment, and wage patterns of Iowa's community college graduates was presented to the State Board of Education on March 31.

The report, [Education Outcomes: Certificate, Diploma, and Associate Degree Programs](#), follows students as they progress through postsecondary education and training pathways at Iowa's community colleges and into the workforce. Information about community college awards, time-to-degree, retention, migration, transfer to four-year institutions, employment, wages, and wage clusters is examined.

Developed in partnership with Iowa Workforce Development (IWD), this report follows five cohorts of graduates from academic years 2010-2014. Each graduate is tracked into continued education or the workforce.

Students earning career technical awards, such as Associate of Applied Science (AAS) degrees, had higher rates of employment and earnings than the state's 2014 per capita income of \$28,361. For the

academic year (AY) 2014 cohort, 94 percent of AAS degree recipients were employed within one year of graduation, earning median wages of \$33,057.

AY 2014 graduates employed in manufacturing, wholesale trades, and health care and social sciences had the highest median wages in the year following their awards.

As expected, students earning transfer-oriented Associate of Arts (AA) degrees continued their education at high rates; but those who did not transfer had relatively weak labor market outcomes as compared to students earning awards designed for workforce preparation. The retail trade, health care and social sciences, and accommodation and food services industry sectors employed the largest share of college parallel completers entering the workforce after graduation.

In addition to the state report, college-specific data reports were prepared for each institution to support local planning and decision-making. These customized reports are intended to provide college leaders with actionable data to support program development and improvement. The initiative also



Of the 85,641 students who completed short- and long-term awards between AY 2010 and 2014:

- ▶ The majority earned awards in liberal arts and sciences, health professions, business management and marketing, and mechanics and repairer programs.
- ▶ Eighty-two percent remained in Iowa one year after program completion.
- ▶ Nearly 50 percent continued on to further education, either in state or out-of-state.
- ▶ Approximately 40 percent gained employment within the state of Iowa the first year following award completion.

supplies data to support state and federal accountability metrics.

Next year's report is expected to describe the alignment of current award production with projected labor market demand by various occupational clusters.

Contact Paula Nissen at paula.nissen2@iowa.gov or 515-281-3550 with comments or questions.

Voluntary Framework for Accountability (VFA) Advances to Full Participation

The VFA serves as an accountability framework for community colleges with institutional success measures that reflect the full breadth of the community college mission and the diversity of students' goals and educational experiences.

After a pilot year resulting in nine community colleges publishing credit data, the VFA project advanced to full participation this year with all 15 colleges submitting data. Partnering with the community college presidents, the division funds the VFA membership costs for the colleges and supports the statewide initiative as a data clearinghouse to ensure consistency in data reporting.

During the past year, the VFA Credit Workgroup examined the two-year cohort data definitions and discussed institutional nuances as they relate to the need for consistency in VFA and MIS reporting. After detailed discussion on several metrics, and with the guidance of AACC's VFA office, the Credit Workgroup published a [Data Exchange Manual](#) to provide Iowa's definitions for the VFA metrics. Both the Data Exchange Manual and the [VFA Metrics Manual](#) were used by the colleges and the division for compiling and reviewing the data submission.

The credit two-year cohort (FY14) progress and outcomes data has

been submitted and "locked" with the VFA by all 15 community colleges. The colleges had until June 10 to review and finalize their VFA reports.

These VFA reports will be utilized as benchmarks in relation to other

The VFA reports will be used as benchmarks in relation to other similar community colleges across the nation.

similar community colleges across the nation. As sequential years are submitted, these data snapshots can serve as additional benchmarks against which community colleges' performance can be measured.

The VFA Credit Workgroup will continue the VFA initiative this summer by next examining and defining the six-year cohort data metrics. These will be included in next year's VFA submission (spring 2017), making for a more robust report and enhanced

benchmarking.

In addition to credit student progress and outcomes, the VFA also includes measures of workforce, economic, and community development; these are measured through credit and noncredit career and technical education (CTE) data. The VFA CTE/Noncredit Workgroup diligently worked during the past year to examine these focused metrics and provide definitions for Iowa. These will be added to the Data Exchange Manual for guidance during the initial submission of CTE credit and noncredit data next spring (2017). The final step to full implementation of the project will be to incorporate the adult education metrics, anticipated for spring 2018 reporting.

More information about the VFA initiative and timeline can be found on the [IDOE-VFA](#) webpage.

Contact Zoë M. Thornton at zoe.thornton@iowa.gov or 515-281-4700 with comments or questions.

Future Ready Iowa Summit Addresses Skills Gaps

The Governor's 2016 Future Ready Iowa Summit, held on April 19, 2016, at Hy-Vee Hall in Des Moines, brought in local and national leaders in business, industry, non-profits, and education, as well as policymakers and students, to generate solutions for closing Iowa's skills gap.

Projections indicate that by 2025, over two-thirds of all jobs in Iowa will require education or training beyond high school. Even now, employers across Iowa regularly raise concerns about the shortage of skilled workers to fill jobs in business, industry, and non-profit organizations. In response, Gov. Branstad and Lt. Gov. Reynolds are calling for 70 percent of Iowans in the workforce to have education or training beyond high school by 2025 so that employers have the skilled workforce they need and Iowans have greater career prospects and opportunities for advancement.

The summit elevated the conversation about how to better align degrees and credentials with employer demand and to increase career opportunities for Iowans.

DMACC president, Rob Denson,

and Kirkwood Community College president, Mick Starceovich, were among the expert speakers and panelists at the summit talking about the roles business and industry play in education. They spoke about the increased demand for skilled workers and the growing importance of graduates being able to transition from the classroom to the workforce with the skills needed to thrive.

The discussion was the perfect prelude for work to begin on the implementation of Iowa's recently passed CTE legislation which Gov. Branstad signed into law on May 26. Components of the bill call for school districts to develop local advisory boards of educators, administrators, counselors, business, industry, and other community stakeholders, to identify the skills needed in their communities and how the schools can partner with businesses and community colleges to prepare students for those roles.

Contact Jeremy Varner at jeremy.varner@iowa.gov or 515-281-8260 with comments or questions about Future Ready Iowa and how it relates to CTE reform, WIOA implementation, and other initiatives.



Governor's 2016
Future Ready Iowa Summit

Future Ready Iowa Fast Facts

What is Future Ready Iowa?

Future Ready Iowa is Gov. Branstad's and Lt. Gov. Reynolds' collaborative initiative calling for 70 percent of Iowans in the workforce to have education or training beyond high school by 2025.

Primary Goals:

- ▶ Continue to build Iowa's talent pipeline and reduce Iowa's skills gap.
- ▶ Better align education, workforce, and economic development efforts to meet the needs of Iowa employers.
- ▶ Ensure Iowans have the skills necessary to obtain employment in high-wage, high-demand occupations and traded industries which drive economic growth.

Summit Summary: More information on the Future Ready Iowa initiative and the Governor's 2016 Summit can be found on the [Future Ready Iowa website](#).

Division Welcomes New Staff

Two consultant positions have been filled within the Bureau of Community Colleges with the hiring of Heather Doe and Chris Russell. Heather started on March 11 and Chris started on July 1.

Heather Doe

Heather joins us from the Iowa College Student Aid Commission (ICSAC) where she has served as Associate Director of Marketing and Communications for the past eight years. At the ICSAC, she led public relations and marketing efforts including media placement, wrote and designed reports such as "The Condition of Higher Education Report," coordinated online and social media efforts, and led a marketing and communications team. She has multiple degrees from Iowa State University, including a

master's degree in science in textiles and clothing and bachelor's degrees in marketing and merchandising. Within the Bureau of Community Colleges, Heather will provide leadership on division communications efforts.

Chris Russell

Chris comes to the division from Marshalltown Community College (MCC) where he served as Dean of Students and Academic Affairs. He has 14 years of experience in academic administration, including 10 years as Chief Academic Officer (CAO), for Iowa Valley Community College District. In addition to a passion for serving students, he has a wealth of experience with statewide academic issues, having served on the A&S and CTE deans groups, the CAOs

group, and on numerous statewide committees.

Prior to moving into administration, Chris taught mathematics, chaired the mathematics department, and had terms as chair of the faculty senate and the college's education association. He has a Ph.D. from Iowa State University in Higher Education and degrees in mathematics. With the division, he will provide leadership on academic affairs and serve as the program quality consultant responsible for community college program approval, including the community college program and common course numbering management system.

Contact Jeremy Varner at jeremy.varner@iowa.gov or 515-281-8260 with questions.

Cont'd: Bolar Joins State Board of Education, Changes to Council

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A Q&A with Bettie is available on the department's [website](#).

The Governor's Office also announced the reappointment of Mike Knedler to the board for another term. Mike joined the State Board in 2010. He taught in the areas of history, government, and economics for 32 years at

Iowa Western Community College before retiring in 2002. Since his retirement, he has served on many other boards and has been involved in numerous community activities.

In addition, State Board of Education member, Michael Bearden, was recently appointed to the Community College Council, replacing Brooke Axiotis.

Bearden joined the State Board in 2014. He is a professional engineer and the executive vice president of Clapsaddle-Garber Associates, Inc.

The Community College Council was created in 1990 to assist the Iowa State Board of Education on substantial issues directly related to the community college system.

Perkins Equity Dashboards Released

The department is excited to announce the availability of equity data dashboards on its website to aid secondary and postsecondary Perkins contacts and other stakeholders with nontraditional career and technical program decision-making.

The dashboards, which incorporate Perkins data (6S1, 6S2, 5P1, 5P2), were developed through a partnership between the department and the National Alliance for Partnerships in Equity (NAPE). They serve as integral tools for educators and stakeholders to use to identify performance gaps between students groups in nontraditional CTE programs at the secondary and postsecondary levels.

The Carl D. Perkins Career and Technical Education Act of 2006 includes accountability measures for the participation and completion rates of underrepresented gender students in nontraditional career and technical education programs. Institutions can now conveniently access the dashboards and interpret data in order to develop strategies for improvement on nontraditional accountability measures.

Through the partnership, NAPE provides one-day, on-site, technical assistance for Perkins contacts and other stakeholders involved in data analysis, administration, and instructional research on the use of the data dashboards to improve local

completion rates. A second technical assistance training was held in September 2015 and focused on the development of a utilization plan to address root causes and barriers to student participation in nontraditional career programs. The training process is ongoing and future dates will be announced as they are scheduled.

To build upon the dashboard training, several educators have also participated in NAPE's Program Improvement Process for Equity (PIPE-STEM) which provides the process and structure necessary for implementation planning. The PIPE-STEM process is designed to directly align with Iowa's Perkins application to provide recipients with the resources to assist students in nontraditional careers.

The Iowa Equity Data Dashboards can be found on the department [website](#). A free version of the Tableau software required to access and navigate the dashboards is available for [download](#).

Contact Jeannette Thomas at jeannette.thomas@iowa.gov or 515-281-3636 with comments or questions regarding the data dashboards or PIPE-STEM training.



DASHBOARD RESOURCES

- ▶ [Overview Video](#)
- ▶ [Training Worksheet](#)
- ▶ [Performance Indicator Definitions](#)
- ▶ [Dashboard Files](#)

education agency performance.

The first training session, conducted at Hawkeye Community College in March 2014, provided participants the opportunity to discuss and analyze Perkins performance data to develop targeted strategies to increase participation and

New MIS Reporting Manual Available

The new [Award Year \(AY\) 2016-2017 Management Information System \(MIS\) Reporting Manual](#) and a revised manual and data glossary for AY 2015-2016 were published on April 18, 2016.

For the first time in MIS data collection history, the requested data is based on academic year rather than state fiscal year. This change improves the precision and practicality of the reported data by more naturally aligning with the college education cycle and the Volunteer Framework of Accountability (VFA), a set of nation-wide metrics adopted by Iowa community colleges for reliable tracking of performance and vital statistics.

While the new reporting timeframe improves data relevance, it requires data to be reported shortly after the end of

the award year, leaving colleges and the department with less time for analysis and report preparation. However, the need for additional data reporting cycles later in the year is eliminated since the new timeframe allows all data to be reported at once.

To prevent the need for colleges to expend IT resources on burdensome formatting changes, the department aligned the award year and fall enrollment reporting formats. In addition, the department will provide training sessions and electronic tools for colleges to conduct data verification prior to submission, saving valuable time for post-submission data integrity corrections.

Plans are also underway for the department to reduce the number and/or volume of

required aggregated side-reports by using MIS-reported data to prepare them internally. For example, the AY 2015-2016 manual outlines reporting parameters for the Workforce Training and Economic Development Fund (WTEDF) report data so that future WTEDF reports can be generated, in part or in full, directly from the MIS. The same is true for Home Base Iowa reports. Once the related data is reported in AY 2016-2017, the department will have the ability to generate them directly from the MIS.

The manuals can be downloaded from the department's [website](#).

Contact Vlad Bassis at vladimir.bassis@iowa.gov or 515-281-3671 with comments or questions.

Des Moines Public Schools' Central Campus was recently selected as a national award winner from Advance CTE for its culinary arts program.

"The Des Moines Central Campus, with its strong connection to academics, alignment with industry standards, and meaningful, work-based experiences, is the model one thinks of when describing high-quality career and technical education. It is one of the premier models we have in mind as Iowa begins implementation of the recently passed legislation to update and restructure secondary career and technical education in the state."

Pradeep Kotamraju, Career and Technical Education Bureau Chief, Division of Community Colleges.

Read the full story on the department's [website](#).





Iowa Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319-0146

Phone: 515-281-8260
Fax: 515-242-5988
www.educateiowa.gov

Ryan Wise
Director, Iowa Department
of Education
515-281-3436
ryan.wise@iowa.gov

Jeremy Varner
Administrator, Division of
Community Colleges and
Workforce Preparation
515-281-8260
jeremy.varner@iowa.gov

Barbara Burrows
Chief, Bureau of
Community Colleges
515-281-0319
barbara.burrows@iowa.gov

Pradeep Kotamraju
Chief, Bureau of
Career and Technical Education
515-281-4716
pradeep.kotamraju@iowa.gov

Heather Doe
Consultant, Bureau of
Community Colleges
515-281-7967
heather.doe2@iowa.gov

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

Sign-up on the division's [website](#) to receive the Community College Leader Bulletin in your inbox.

New Equity Review Process Update

To gain efficiencies and provide a structured schedule for community colleges, the Accreditation Advisory Committee approved a plan in August of 2015 to overhaul the community college equity review process and align it with the state accreditation process. With the change, management of the equity process was shifted to the division.

Throughout the fall of 2015, the division's equity team thoroughly reviewed and incorporated federal and state regulations into the established accreditation review process, created guidance and reporting documentation, and laid the groundwork to pilot the newly combined review process.

The pilot was conducted during the comprehensive accreditation review at North Iowa Area Community College in April 2016. Barbara Burrows, chief of the Bureau of Community Colleges, led the pilot with the assistance of the Department of Education's Margaret Jensen-Connet, equity coordinator, and Eric St Clair, program consultant.

"I want to thank NIACC's president, Dr. Steve Schulz, and Dr. Shelly Schmit, who served as the accreditation liaison, for participating in the pilot and

their patience with the scheduling and document uploading processes," Barbara said. "It was a process development experience for all involved."

The pilot enabled the team to identify ways to improve the efficiency and effectiveness of the review process, including:

- ▶ Conducting desk review components simultaneously, rather than consecutively, thus shortening the process by addressing multiple sets of regulations with one review of items. (e.g., student and faculty handbooks, and strategic and facility plans).
- ▶ Scheduling more time between interviews and for team discussion and report preparation.

The team will work this summer to refine the new process, revise the targeting plan required by the Office for Civil Rights, and finalize the guidance and desk review documentation. The completed process will be presented to the Accreditation Advisory Committee in early fall.

Contact Barbara Burrows at barbara.burrows@iowa.gov or 515-725-2247 with questions.