

**FY 2009**

**IOWA**

**Carl D. Perkins Career and Technical Education**

**Certified Annual Report**

**Narrative**

## I. PROGRAM ADMINISTRATION

### Part I: Implementation of State Leadership Activities

Sections 124(b) and (c) of Perkins IV describe the required and permissible uses of state leadership funds, respectively. Provide a summary of your state's major initiatives and activities in **each of the required areas**, as well as **any of the permissible areas that your state has chosen to undertake** during the program year.

Perkins IV leadership funds supported a wide array of activities in Iowa. Consultant staff addressed both the required and permissive use of leadership activities. Department of Education (DE) staff with program specialties (agriculture, industrial technology, family and consumer sciences, business, marketing, information solutions and health occupations) provides significant leadership to the community colleges, secondary schools, and teacher preparation institutions across the state. Under the consultants' leadership, the DE staff issues contracts for activities that address leadership priorities. The following are examples of activities that have been conducted using leadership funds during FY '09. The examples are provided in the order listed in the Perkins IV Act.

#### A. Required Uses of Funds

##### An assessment of the vocational and technical education programs funded under Perkins IV:

- The DE continued its contract with the National Student Data Clearinghouse, exploring the system's capability to provide information regarding success of program completers and leavers and their enrollment (entrance) and persistence in postsecondary institutions. The contract enabled a match of the community college Management Information System data files against the clearinghouse data to track students in other postsecondary institutions. During FY '09, usage of the database by the community colleges continued to increase as the colleges conducted their own institutional research utilizing this data source. The system's capabilities have been documented and have been useful in the creation of a refined model of evaluation.
- An assessment process was used to gather summative and formative data on the Math in CTE program. The summative assessment will include the online pre and post teaching reports that are submitted with each lesson. The formative assessment took place at the end of the process to evaluate the culmination of the Math in CTE scores.

##### Developing, improving, or expanding the use of technology in career and technical education....

Perkins money was not directly utilized for expanding the use of technology but much of the professional development provided enabled CTE instructors to improve their technological skills.

- The DE, in partnership with the Iowa Industrial Technology Education Association, the Iowa Family and Consumer Sciences Educators for Progress, Health Occupation Educators Workshop, Iowa Business Education Association, and Iowa Association of Agricultural Educators provided instructors with technical update training.
- The Business and Marketing Program Management Committee, in partnership with the Iowa Business Education Association, provided two-day workshops for business and marketing educators, including Microsoft Office 2007, teaching literacy, employability skills and financial literacy.

##### Professional development programs....

- DE consultants participated in content area workshops and conferences in order to provide guidance to the instructors within the state of Iowa.
- The DE in partnership with each service area's professional organization coordinated statewide conferences that provided professional development opportunities for CTE educators.

- The DE provided funding to the Early Childhood Alliance for professional development for community college early childhood instructors and secondary family and consumer sciences (FCS) instructors, to revise the child development statewide articulation agreement and develop an Introduction to Early Childhood statewide articulation agreement to improve the transition from secondary FCS programs to post secondary early childhood programs of study.
- A Project Lead the Way (PLTW) counselor's conference was coordinated by the University of Northern Iowa, University of Iowa, Iowa State University and the DE and was held at the University of Iowa in November 2009. This annual professional development conference provides counselors with information about PLTW such as career pathways, college transition and strategies to improve participation of non-traditional students. Counselors play a key role in answering students and parents' questions about the PLTW program and in successfully enrolling students in appropriate PLTW courses. They also counsel students as they consider engineering, engineering technology, and related career fields of study.
- The Agricultural Education Professional Development (AEPD) program provided coordination and development of professional development seminars. In FY '09, 67 percent (211 of 316) of secondary and postsecondary agriculture educators participated in the program. The AEPD program responded to the assessed needs of agriculture education professionals. 93% of high school agriculture education instructors attended the summer professional development conference, which focused on the National Quality Program Standards.
- Regional workshops were conducted by DE staff in the areas of Business and Information Technology, Skilled and Technical Sciences, Agriculture and Family and Consumer Sciences.
- The DE staff provided professional development sessions at the Iowa Business Education Association (IBEA) conference and the Career and Technical Student Organizations (CTSO) advisors' conferences.
- Professional development was held for new instructional staff at the high school level in the areas of Agriculture, Family and Consumer Sciences, Business, Marketing, and Industrial Technology.
- The Math in CTE initiative is a joint effort between the DE's PK-12 education division and community college and workforce preparation division. The Math-in-CTE model offers the opportunity to teach math concepts outside of traditional math classes in a context-rich environment by explicitly teaching mathematics concepts that are already embedded in occupational curriculum. Professional Development regarding how to develop lesson plans for the inclusion of math into the CTE curriculum was provided for Community Colleges and secondary schools CTE/Math instructor teams. The professional development focused on introducing the model and working on the development of the lessons. These teams developed lessons that enhanced the math concepts. They also worked to develop the linkages between the secondary schools and the community college programs.
- During FY09, the Division of Community Colleges and Workforce Preparation was a member of the National Alliance for Partnerships in Equity (NAPE). This membership provided training, resources and access to national experts who provided professional development to promote equity in career and technical education.

**Support for career and technical education programs that improve the academic and career and technical skills of students....**

- The DE utilized resources available through membership in MBA Research (a.k.a. MarkEd) to provide access to CTE curriculum designed to infuse technical skills and the academics. Contracts were written with MBA Research to develop a Curriculum for an Introduction to Finance Course which is directed toward one of Iowa's Targeted Industries. This information was shared with instructors across the state.
- The Business and Marketing Program Management Committee met August 8, October 23, January 20 and June 5 at DMACC in Ankeny. This committee provides resources for business and marketing teachers which includes models of programs of study, professional development, standards and benchmarks, program approval, etc. They also provide information on student organizations, Perkins, articulation and mentoring.
- SkillsUSA is funding a pilot study of an online program being provided which teaches professional development and 21<sup>st</sup> century skills to CTE secondary and post secondary students in schools and colleges within the DMACC and Indian Hills CC areas.

- A professional development subcommittee continued to analyze data from several sources to determine the impact of professional development workshops and activities in affecting student data.
- The DE staff coordinated the development of an inventory of Science, Technology, Engineering, and Mathematics (STEM) initiatives planned or underway at the state's public secondary and postsecondary educational institutions. The web-based resource is a valuable tool for collaboration and coordination.
- The DE sponsored a workshop for new and experienced advisers for Family, Career and Community Leaders of America (FCCLA), discussing the integration of FCCLA into the family and consumer sciences (FCS) curriculum, Students Taking Action with Recognition (STAR) events, the organizations competitive events and using FCCLA as an assessment tool.
- Stakeholders worked collaboratively to revalidate the model competencies for family and consumer sciences instructors to coincide with the revalidated national family and consumer sciences standards and benchmarks.
- The DE has partnered with the Southeast Polk Rotary Club, the Rotary Club of Iowa, and a local school district to offer the Iowa Industrial Technology Expo since 2003. This partnership has leveraged a Perkins investment with an investment of the Southeast Polk Rotary Club to expand the Iowa Industrial Technology Expo that showcases the achievement of Iowa students. Over 1000 entries were showcased and evaluated during the 2009 Expo.
- Postsecondary and secondary agricultural educators utilized the Model Secondary Agricultural Education Curriculum Outline (developed in FY07) to discuss Programs of Study.
- DE staff provided preconference sessions on programs of study and technical skill attainment for administration and teachers at the Iowa Association of Career and Technical Education Conference. This included breakout sessions with assessment vendors. The division provided financial support for the IACTE conference in order to inform the participants about these Perkins requirements and the availability of assessment materials.

#### **Providing preparation for nontraditional fields in current and emerging professions, and other activities...**

- The Iowa Department of Education joined in the extension services grant from the Research on Gender in Science and Engineering Program at the National Science Foundation (NSF) to implement the STEM Equity Pipeline project. The STEM Equity Pipeline's goal is to increase participation of females in secondary and postsecondary Science, Technology, Engineering and Math (STEM) cluster programs of study necessary for successful secondary-postsecondary transition and degree completion. A leadership and state team have been formed to include community colleges, universities, workforce and economic development, AEA (Area Education Agencies), industry, and DE consultants. These teams will receive training in a 5-Step Improvement Process to build the capacity of the formal education community to implement research based approaches to increase participation and completion of females, including those with disabilities in STEM education.
- The DE has instituted pilot projects at four community colleges targeting specific STEM programs for students entering nontraditional careers. A partnership has also been established with Project Lead the Way educators to institutionalize gender equity strategies into teacher training and to infuse research based strategies and intellectual specialization into professional development activities throughout Iowa. The goal is to increase the number of females and special population students in engineering and technology educational programs.
- Master Builders of Iowa - MBI (a construction association with more than 1,900 members) included the DE and Des Moines Area Community College in a grant application to provide the infrastructure to recruit and train nontraditional students in high wage and high skill occupations. MBI anticipates a need for 300+ construction related jobs and is looking to the community college for training. The information and strategies gleaned from the STEM Equity Pipeline project will be applied to this initiative.
- The Equity Consultant provided ongoing technical assistance to the community colleges and to internal staff through dissemination of relevant print and electronic information. To encourage systemic integration of equity efforts, the Equity Consultant was included in internal committees to provide equity/diversity related support for decisions and plan for special populations.

### **Supporting partnerships... to enable students achieve state academic standards and career and technical skills**

- The DE staff provided an entrepreneurship education curriculum workshop and resources to various schools and school counselors.
- Two DE consultants serve on the Jump\$tart Coalition Board in support of financial literacy curriculum development statewide. One consultant also worked with Money Smart week to support Financial Education and served on the Jump\$tart Conference Committee which provides finance education to Family and Consumer Sciences and Business Teachers throughout the state. The finance focus is continued at the IBEA conference in order to continue professional development utilizing the Iowa Professional Development Model.
- Each service area consultant continues to work with business and professional partnerships through their respective program improvement committees. The consultants work with the committees to seek input to plan statewide curriculum development, professional development and various other areas of technical skill attainment and employability concerns in the state. Entrepreneurship also has an active program management committee.
- The DE consultants attend advisory committee meetings throughout the state to assist as the committees work on building partnerships with the businesses and industries in each area. These partnerships allow the schools to offer internships and determine the best curriculum to teach in their respective areas.
- Industrial Technology education continues to establish new partnerships to develop apprenticeship programs, develop curriculum, implement standards, access subject matter experts and provide leadership training. Partnerships developed also assist with the statewide concrete curriculum project. These partnerships include: Building Trade Apprenticeship Coordinators ABC, Skills USA, the Air National Guard and Industry Associations. Partnerships have been developed for manufacturing, construction, transportation, and engineering/communications education.
- SkillsUSA established an Advanced Manufacturing Corridor in partnership with the Iowa Business and Industry's Advanced Manufacturing Subcommittee member companies to work on recruiting students into co-curricular activities to encourage an increase student enrollment in advanced manufacturing programs. Advanced Manufacturing is an Iowa Targeted Industry.
- DE staff participated in the IT Olympics/Cyber Competition held for Iowa IT students across the state. The DE's Information Technology consultant served as a coordinator for the gaming competition and assisted in other areas. This partnership with Iowa State University, which hosted the event, helps to link the high schools and community colleges to the four-year colleges. DE staff also worked directly with the Technology Association of Iowa.
- The DE in partnership with Grand View University and DMACC offer culinary workshops focusing on the development of culinary skills for instructors and the development of curriculum to integrate culinary skills into their food-related coursework.

### **Serving individuals in State institutions**

The DE staff partners with the Iowa Department of Corrections and the Department of Human Services to support the opportunities in correctional facilities. These opportunities include expanding career and technical education programs and including entrepreneurship education.

- At the secondary level, grants were awarded to two state institutions serving juveniles. The funds were used to update curriculum and equipment in career and technical education programs offered to secondary aged students in the institutions.
- At the post secondary level, grants were awarded to five community colleges that serve seven correctional institutions for adults. The funds were used to provide supplementary support services to individuals participating in career and technical education programs offered by the correctional institutions.

### **Support for programs for special populations that lead to high skill, high wage and high demand occupations**

- Incentive grants were awarded to community colleges to support the implementation of strategies to retain and graduate students from minority racial/ethnic groups in career program areas where they are underrepresented. The emphasis was on retention and graduation. Evaluation data on these activities were compiled by the Department of Education. In addition, there was an expectation for collaboration with another agency (school district, community college, college and university, business or community based organization). Students, faculty, staff, and local communities partnered to develop multicultural programming to increase the awareness on diversity, bi-lingual communication, ethnic minorities, and learning communities. Peer mentoring relationships were developed to serve students in non-traditional careers as well as improved data collection processes for non-traditional students, summer STEM camps and hands on activities were initiated including tutoring for computer courses. The goal of these funded initiatives is to encourage and support an inclusive, welcoming and supportive learning environment.
- In an effort to improve cultural understandings and enhance communication among students, faculty, staff, and business and industry, partnerships were developed to deliver multicultural programming on campuses and in the community. The equity consultant provided technical assistance on diversity awareness, minority staff recruitment, bi-lingual communication, ethnicity/multiculturalism, and learning communities.
- In an effort to better define STEM occupations and career offering within the state, the DE hired an intern to research the identification and classification of STEM program offerings to aid in evaluation and reporting processes. The intern also collaborates with Iowa Workforce Development to link research findings to industry projections for in high-wage, high-skill industries.
- The Diversityiowa.net website was redeveloped to serve as a statewide portal of resources to build understanding and skills for educators engaged in fostering a multicultural and diverse learning environment and promote nontraditional career programming. The site will also serve as a professional development venue to include webinars, online communities, and online requests for technical assistance.

### **Technical assistance for eligible recipients**

State program consultants provided technical assistance to secondary districts and community colleges on program development; program assessment; federal reporting, how to utilize the data locally, career and technical student organizations; articulation of secondary programs and community college programs, including Tech-Prep programs; and strategic planning with community colleges program-area deans, (such as nursing and business program deans and Ag Alliance). These activities included CTE teachers and administrators.

## **B. Permissive uses of funds**

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

### **Improvement of career guidance and academic counseling programs....**

Perkins funds were only used for the first activity for counselors as identified below. However, the Iowa Department of Education does employ a consultant who works specifically on activities for career guidance and academic counseling. Some of the activities that the state worked on that affects Perkins schools include:

- The DE in partnership with the Iowa College Student Aid Commission provided professional development for the State Designated Career Information System (Choices). The consultant utilized Perkins funding to provide training to counselors at the secondary and post-secondary level.
- The Iowa School Counseling Framework was created to assist counselors with implementing a comprehensive and accountable school counseling program that is considered “best practice” for the profession. Based on the American School Counseling Association model, the three domains are career development, personal/social and academic. Within the career development domain, elementary and secondary counselors in teams with the teachers will focus on the use of data to increase student achievement and improve connections between student academics and post-secondary success in the workplace.

### **Establishment of agreements, including articulation agreements between secondary and postsecondary career and technical education...**

- The DE continued to provide leadership in the development of statewide articulation within several program areas including agriculture, family and consumer sciences, skilled and technical services, business, marketing, and biotechnology.
- Alignment of Project Lead the Way courses have been completed at the University of Iowa and at Iowa State University. The certification of Project Lead the Way programs allows students increased opportunity to receive credit at Iowa community colleges and regent universities.

### **Support in family and consumer sciences programs**

- The DE sponsored a workshop for new and experienced advisers for Family, Career and Community Leaders of America (FCCLA), discussing the integration of FCCLA into the family and consumer sciences (FCS) curriculum, Students Taking Action with Recognition (STAR) events, the organizations' competitive events and using FCCLA as an assessment tool.
- The DE provided Iowa Family and Consumer Sciences Educators for Progress instructors with technical update training.
- The DE, in partnership with Grand View University, provided professional development workshops for family and consumer sciences teachers discussing the integration of FCCLA throughout the FCS curriculum, strengthening beginning and advanced culinary skills in the FCS curriculum.
- The DE is in partnership with the American Association of Family and Consumer Sciences (AAFCS) in the creation of end of course or pathway credentialing and/or assessments. It is a two-year partnership from 2009-2009.

### **Career and Technical student organizations**

- The DE staff assisted business career and technical student organization advisors with professional development to enhance their chapter management skills.
- An annual advisor conference was held for Business Professionals of America, Future Business Leaders of America, DECA, Delta Epsilon Chi and Phi Beta Lambda advisors. The focus was development of leadership activities for the CTSO students.
- The DE staff assisted in the coordination and implementation of leadership conferences and workshops for the student organizations.
- SkillsUSA and TSA held legislative conferences for their student members. Students heard from legislators about current issues, and learned about the state legislative process.

### **Developing or enhancing data systems to collect and analyze data on secondary and postsecondary...**

During the 2008-2009 fiscal year, our bureau continued to work with the CTE web-based reporting system to update and add checks and balances to improve data validity and reliability. Those updates include:

- Identification of courses in a program
- Students in a program – linked with the Fall BEDS Report
- Districts identified students as concentrators, completers and occupationally proficient
- Project EASIER Plus CTE student data linked with the Senior Placement and the ITEDs files
- The creation of a view only summary report reflecting the program data submitted by each district and community college
- A button was added in the program to approve the student data and the Perkins reimbursement amounts.

A PowerPoint explaining how to complete the data was presented to schools and made available online.

## **Part II: Progress in Developing and Implementing Technical Skill Assessments**

LEAs reported technical attainment based on data they had collected using the previous Perkins requirements. The State of Iowa DE consultants held planning sessions to determine how to provide technical assistance to the LEAs on Technical Skill Assessments for the 2009-2010 year. Since Iowa is a local control state and the school has the decision on how they wish to address the requirement mandating that each program use an assessment instrument approved by a 3<sup>rd</sup> party, the technical assistance will concentrate on making sure the LEAs understand the three options available to them and provide them with an understanding of how their program will meet this requirement.

The three options available are: 1) State or national organization recognized (industry group), 2) Provider of a reliable and valid assessment, and 3) Regional or local advisory committee approves valid and reliable instrument developed locally. Additionally, the programs of study will help to check the alignment with what is taught to the standards and benchmarks which should reflect industry standards.

To ensure that we are moving toward industry validated assessments when possible, we are tying the Technical Skill Assessment piece to the Program of Study. By completing the requirements for the Programs of Study, the Technical Skill Assessments will be improved. Schools in Iowa have until 2013 to make sure 75% of their offered programs are Programs of Study. All of the Technical Skill Assessments will utilize one of the three options above and will have 3<sup>rd</sup> party approval. Reserve Funds are being utilized in 2010 for projects to assist schools in developing their Programs of Study.

## **Part III: Implementation of State Program Improvement Plans**

During the 2008-2009 year, data was collected for all performance indicators. The data shows that Iowa met and exceeded all secondary targets except for 6S2. On Iowa's postsecondary indicators, we met exceeded the performance indicator for 1P1, 3P1 and 4P1. Iowa fell below 90% of the indicator on 6S2, 2P1, 5P1 and 5P2. In reviewing data for 2P1, we identified underreporting on certificates and diplomas. During 2009-2010, we will work with the reporting officers to ensure we have accurate data. For 6S2, 5P1 and 5P2, we will convene a leadership group to develop a strategy based on our learning from our participation in the NAPE STEM Pipeline project.

## **Part IV: Implementation of Local Program Improvement Plans**

Grant recipients were provided a performance report that included disaggregated data for each of the performance indicators. If a recipient's data had indicated that performance was less than 90% of the recipient's negotiated target for a given indicator, the recipient was required to identify a strategy that will be implemented to address the performance for the indicator. At the present time, only overall data has not been run. Once the data for each individual LEA, and community college is determined, each Perkins recipient will be notified if they have any indicators that are below the target and below 90% of the target. Each Perkins recipient that falls below their respective targets, will be required to indicate how they plan on addressing the issue in their 2011 Perkins application.

**Part V: Tech Prep Grant Award Information**

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

Community colleges will be the fiscal agents for the tech prep consortia, with the responsibility for developing the data systems to track high school tech prep students who enter community college programs and the rates at which they persist and subsequently graduate.

The Iowa DE has the authority to withhold and reallocate funding for consortia tech prep programs that do not meet minimum performance levels for three consecutive years.

**IOWA DEPARTMENT OF EDUCATION  
BUREAU OF COMMUNITY COLLEGES & CAREER AND TECHNICAL EDUCATION  
FY '09 PERKINS IV TECH PREP ALLOCATION**

<b>Educational Region</b>	<b>Initial Allocation</b>	<b>FY 2009 Allocation Based on # of School Districts</b>	<b>Allocation from Carryover</b>	<b>FY 2009 Allocation</b>
Region I	\$50,000	\$28,568	\$460	\$79,028
Region II	\$50,000	\$27,378	\$441	\$77,819
Region III	\$50,000	\$21,426	\$345	\$71,771
Region IV	\$50,000	\$15,474	\$249	\$65,723
Region V	\$50,000	\$36,900	\$595	\$87,495
Region VI	\$50,000	\$16,665	\$269	\$66,934
Region VII	\$50,000	\$26,187	\$422	\$76,609
Region IX	\$50,000	\$26,187	\$422	\$76,609
Region X	\$50,000	\$39,281	\$633	\$89,914
Region XI	\$50,000	\$64,277	\$1,037	\$115,314
Region XII	\$50,000	\$27,378	\$441	\$77,819
Region XIII	\$50,000	\$36,900	\$595	\$87,495
Region XIV	\$50,000	\$22,616	\$365	\$72,981
Region XV	\$50,000	\$27,378	\$441	\$77,819
Region XVI	\$50,000	\$15,474	\$249	\$65,723
<b>Total</b>	<b>\$750,000</b>	<b>\$432,099</b>	<b>\$6,964</b>	<b>\$1,189,053</b>

**Part VI: Accountability Data**

**Table 1**

**Perkins IV Secondary Baseline, State Targets and Actual Levels – 2009**

<b>Sub-indicator Title</b>	<b>FY '07 Actual Level (%)</b>	<b>FY '08 Actual Level (%)</b>	<b>FY '09 Actual Level (%)</b>	<b>FY '09 Target (%)</b>	<b>FY '09 Actual vs. Target Performance Rating</b>
<b>1S1 – Academic Attainment Reading/Language Arts</b>	<b>76.38%</b>	<b>76.21%</b>	<b>84.2%</b>	<b>79.30%</b>	<b>E</b>
<b>1S2 – Academic Attainment Mathematics</b>	<b>78.32%</b>	<b>81.27%</b>	<b>87.98%</b>	<b>79.30%</b>	<b>E</b>
<b>2S1 – Technical Skill Attainment</b>	<b>56.65%</b>	<b>N/P</b>	<b>92.42%</b>	<b>58.00%</b>	<b>E</b>
<b>3S1 – Secondary School Completion</b>	<b>91.39%</b>	<b>N/P</b>	<b>87.14%</b>	<b>91.39%</b>	<b>M</b>
<b>4S1 – Student Graduation Rates</b>	<b>91.27%</b>	<b>92.72%</b>	<b>87.14%</b>	<b>91.30%</b>	<b>M</b>
<b>5S1 – Secondary Placement</b>	<b>86.43%</b>	<b>N/P</b>	<b>93.66%</b>	<b>86.43%</b>	<b>E</b>
<b>6S1 – Nontraditional Participation</b>	<b>28.16%</b>	<b>N/P</b>	<b>45.95%</b>	<b>28.16%</b>	<b>E</b>
<b>6S2 – Nontraditional Completion</b>	<b>30.37%</b>	<b>N/P</b>	<b>20.96%</b>	<b>30.37%</b>	<b>D</b>

**Legend:** D – Did not meet, E – Exceeds, M – Meets 90% requirement

Table 1 shows the “agreed” FY 09 secondary performance targets and the state actual levels. As shown in the Table, the state met and exceeded the performance levels in 1S1 by 4.9%; 1S2 by 8.68% 2S1 by 4.42%, 5S1 by 7.23%; and 6S1 by 15.31%. In both 3S1 and 4S1, the state scored 87.14%. This percentage is above the 90% of the agreed-upon target of 82.25% and 82.17% for 3S1 and 4S1 respectively. It should be noted that the definition of completion included **all** leavers during the reporting years whereas the NCLB number is more inclusive. We will convene a leadership group to develop a strategy based on our learnings from our participation in the NAPE STEM Pipeline project in order to improve 6S2.

**Table 2**

**The FY '09 Secondary Performance Levels Reported by Target, State Level and Special Populations Performance Levels Expressed as a Percentage**

	<b>FY '09 Target</b>	<b>FY '09 State Level</b>	<b>ESEA/IDEA</b>	<b>ADA</b>	<b>Econ Disad</b>	<b>Nontrad Train</b>	<b>Single Parent</b>	<b>Disp Home</b>	<b>LEP</b>	<b>Tech Prep</b>
<b>1S1 – Academic Attainment Reading/Language Arts</b>	<b>79.30%</b>	<b>84.20%</b>	<b>39.88%</b>	<b>81.11%</b>	<b>73.55%</b>	<b>86.06%</b>	<b>72.60%</b>	<b>N/P</b>	<b>41.72%</b>	<b>84.29%</b>
<b>1S2 – Academic Attainment Mathematics</b>	<b>79.30%</b>	<b>87.98%</b>	<b>50.09%</b>	<b>85.19%</b>	<b>77.65%</b>	<b>89.57%</b>	<b>74.74%</b>	<b>N/P</b>	<b>53.33%</b>	<b>89.16%</b>
<b>2S1 – Technical Skill Attainment</b>	<b>58.00%</b>	<b>92.42%</b>	<b>87.35%</b>	<b>N/P</b>	<b>41.22%</b>	<b>N/P</b>	<b>N/P</b>	<b>N/P</b>	<b>87.92%</b>	<b>92.10%</b>
<b>3S1 – Secondary School Completion</b>	<b>91.39%</b>	<b>87.14%</b>	<b>81.32%</b>	<b>92.88%</b>	<b>81.37%</b>	<b>90.32%</b>	<b>81.23%</b>	<b>N/P</b>	<b>80.52%</b>	<b>88.63%</b>
<b>4S1 – Student Graduation Rates</b>	<b>91.30%</b>	<b>87.14%</b>	<b>81.32%</b>	<b>92.88%</b>	<b>81.37%</b>	<b>90.32%</b>	<b>81.23%</b>	<b>N/P</b>	<b>80.52%</b>	<b>88.63%</b>
<b>5S1 – Secondary Placement</b>	<b>86.43%</b>	<b>93.66%</b>	<b>85.77%</b>	<b>N/P</b>	<b>90.24%</b>	<b>N/P</b>	<b>N/P</b>	<b>N/P</b>	<b>77.06%</b>	<b>93.44%</b>
<b>6S1 – Nontraditional Participation</b>	<b>28.16%</b>	<b>45.95%</b>	<b>43.50%</b>	<b>N/P</b>	<b>45.63%</b>	<b>N/P</b>	<b>N/P</b>	<b>N/P</b>	<b>41.57%</b>	<b>53.46%</b>
<b>6S2 – Nontraditional Completion</b>	<b>30.37%</b>	<b>20.96%</b>	<b>17.49%</b>	<b>N/P</b>	<b>22.83%</b>	<b>N/P</b>	<b>N/P</b>	<b>N/P</b>	<b>12.89%</b>	<b>20.80%</b>

The state disaggregated and analyzed the FY09 data to determine the performance levels of people with disability. Table 2 shows the secondary performance levels by the agreed target, the state FY09 performance level and the performance level for each measure and for each member of the special populations. In the Table, the ADA student, the Nontraditional students and Tech Prep students met and exceeded the performance levels in 1S1, 1S2, 3S1 and 4S1. The same can be said of Nontraditional students and LEP students for their target performance in 2S1 and 6S1 while Tech Prep students excelled in 1S1, 1S2, 2S1 and 6S1. The economic disadvantaged students met the 5S1 target with 90.24%. The LEP students met and exceeded the target performance level on 2S1 by 29.92% as well as in 6S1 with 13.41% above the agreed target of 28.16%. The state will be consulting with the LEAs for each category where they did not meet the agreed-upon target. In consultation with school districts, the state will review it's data sources and plan on how to improve the areas where the target performance levels were not met. The state will also meet with the inter-agency teams to plan for each population area scoring below target levels.

**Table 3**

**FY '09 Secondary Performance Levels Reported by Gender Expressed in Percentages**

<b>Sub-indicator Title</b>	<b>FY'08 Males</b>	<b>FY '09 Males</b>	<b>FY'08 Females</b>	<b>FY '09 Females</b>	<b>FY '09 Target</b>
<b>1S1 – Academic Attainment Reading/Language Arts</b>	<b>74.82%</b>	<b>82.97%</b>	<b>79.19%</b>	<b>85.65%</b>	<b>79.30%</b>
<b>1S2 – Academic Attainment Mathematics</b>	<b>83.05%</b>	<b>89.00%</b>	<b>78.77%</b>	<b>86.78%</b>	<b>79.30%</b>
<b>2S1 – Technical Skill Attainment</b>	<b>N/P</b>	<b>91.96%</b>	<b>N/P</b>	<b>92.99%</b>	<b>58.00%</b>
<b>3S1 – Secondary School Completion</b>	<b>N/P</b>	<b>88.90%</b>	<b>N/P</b>	<b>89.67%</b>	<b>91.39%</b>
<b>4S1 – Student Graduation Rates</b>	<b>91.01%</b>	<b>88.90%</b>	<b>92.01%</b>	<b>89.67%</b>	<b>91.30%</b>
<b>5S1 – Secondary Placement</b>	<b>N/P</b>	<b>93.42%</b>	<b>N/P</b>	<b>93.94%</b>	<b>86.43%</b>
<b>6S1 – Nontraditional Participation</b>	<b>N/P</b>	<b>45.32%</b>	<b>N/P</b>	<b>46.75%</b>	<b>28.16%</b>
<b>6S2 – Nontraditional Completion</b>	<b>N/P</b>	<b>13.95%</b>	<b>N/P</b>	<b>44.13%</b>	<b>30.37%</b>

Table 3 shows the “agreed” FY 09 secondary performance targets and the State actual levels for all core indicators by gender. As shown in the table, both male and female CTE students met and exceeded the targets in 1S1, 1S2 and 2S1. Both genders also exceeded agreed targets for 5S1 (86.43%’ 6S1 (28.16) and 6S2 (30.37%). Both males and females missed the target for 3S1 and 4S1 with females performing better than males in both core indicators with .77% . Except for 1S2, female CTE students outperformed their male counterparts in the rest of the core indicators. Males missed the performance level in 6S2 by 16.42%. The state will continue to address the 3S1 and 4S1 categories for both genders. The state will also review its internal data management process to ensure data validity and reliability for improvement.

**Table 4**

**FY '09 Secondary Performance Levels Reported by Target, State Level, and by the Ethnic Groupings Expressed in Percentages**

	<b>FY '09 Target</b>	<b>FY '09 State Level</b>	<b>Ind/Alaskan</b>	<b>Asian</b>	<b>Black/Af Am</b>	<b>Hisp</b>	<b>White</b>
<b>1S1 – Academic Attainment Reading/Language Arts</b>	<b>79.30%</b>	<b>84.20%</b>	<b>73.00%</b>	<b>81.00%</b>	<b>63.14%</b>	<b>64.34%</b>	<b>86.03%</b>
<b>1S2 – Academic Attainment Mathematics</b>	<b>79.30%</b>	<b>87.98%</b>	<b>79.00%</b>	<b>82.62%</b>	<b>62.74%</b>	<b>70.48%</b>	<b>89.89%</b>
<b>2S1 – Technical Skill Attainment</b>	<b>58.00%</b>	<b>92.42%</b>	<b>92.06%</b>	<b>92.11%</b>	<b>93.62%</b>	<b>87.02%</b>	<b>92.61%</b>
<b>3S1 – Secondary School Completion</b>	<b>91.39%</b>	<b>87.14%</b>	<b>74.85%</b>	<b>78.62%</b>	<b>72.56%</b>	<b>79.89%</b>	<b>90.41%</b>
<b>4S1 – Student Graduation Rates</b>	<b>91.30%</b>	<b>87.14%</b>	<b>74.85%</b>	<b>78.62%</b>	<b>72.56%</b>	<b>79.89%</b>	<b>90.41%</b>
<b>5S1 – Secondary Placement</b>	<b>86.43%</b>	<b>93.66%</b>	<b>91.14%</b>	<b>88.46%</b>	<b>85.20%</b>	<b>82.59%</b>	<b>94.47%</b>
<b>6S1 – Nontraditional Participation</b>	<b>28.16%</b>	<b>45.95%</b>	<b>45.87%</b>	<b>47.21%</b>	<b>51.79%</b>	<b>43.43%</b>	<b>45.76%</b>
<b>6S2 – Nontraditional Completion</b>	<b>30.37%</b>	<b>20.96%</b>	<b>15.38%</b>	<b>22.73%</b>	<b>20.83%</b>	<b>18.10%</b>	<b>24.80%</b>

Analysis of state data by ethnicity shows that all ethnic categories had disparate graduation rates with the white category at 90.41% followed by the Hispanic with 79.89%. The table also shows that all ethnic groups met and exceeded the Technical Skill Attainment (2S1) target of 58% except for blacks and Hispanics. The rest of the groups met and exceeded the 5S1 target of 86.43%. In Academic Attainment (1S1), Asian and white categories met and exceeded the target by 1.7% and 6.73% respectively. Only the white category met and exceeded the 4S1 target of 90.30%. The Indian/Alaskan category met and exceeded the targets in 2S1, 5S1 and 6S1. The table shows that the state improved from the FY08 state level in 1S1 and 1S2. The state will continue to examine for improvement in the areas that were not met.

**Table 5**

**Perkins IV Tech Prep Baseline, State Targets and Actual Levels – 2009**

<b>Sub-indicator Title</b>	<b>FY '08 Actual Level (%)</b>	<b>FY '09 Actual Level (%)</b>	<b>FY '09 Target (%)</b>	<b>FY '09 Actual vs. Target Performance Rating</b>
<b>1S1 – Academic Attainment Reading/Language Arts</b>	<b>74.20%</b>	<b>84.15%</b>	<b>79.30%</b>	<b>E</b>
<b>1S2 – Academic Attainment Mathematics</b>	<b>74.20%</b>	<b>89.00%</b>	<b>79.30%</b>	<b>E</b>
<b>2S1 – Technical Skill Attainment</b>	<b>N/P</b>	<b>92.10%</b>	<b>58.00%</b>	<b>E</b>
<b>3S1 – Secondary School Completion</b>	<b>N/P</b>	<b>87.14%</b>	<b>91.39%</b>	<b>M</b>
<b>4S1 – Student Graduation Rates</b>	<b>90.30%</b>	<b>87.14%</b>	<b>91.30%</b>	<b>M</b>
<b>5S1 – Secondary Placement</b>	<b>N/P</b>	<b>93.44%</b>	<b>86.43%</b>	<b>E</b>
<b>6S1 – Nontraditional Participation</b>	<b>N/P</b>	<b>45.95%</b>	<b>28.16%</b>	<b>E</b>
<b>6S2 – Nontraditional Completion</b>	<b>N/P</b>	<b>20.96%</b>	<b>30.37%</b>	<b>D</b>

**Legend:** D – Did not meet, E – Exceeds, M – Meets 90% requirement

Table 5 shows the Tech Prep FY09 agreed targets and the state performance levels for FY09. Except for nontraditional completion, the state met and exceeded in targets for 1S1, 1S2, 2S1, 5S1 and 6S1 and met the 90% requirements in 3S1 and 5S1. The state will continue to address areas needing improvement and excel in areas where the state was above the targets.

**Table 6**

**The FY '09 Tech Prep Performance Levels Reported by Target, State Level and Special Populations  
Performance Levels Expressed as a Percentage**

	<b>FY '09 State Level</b>	<b>FY '09 Target</b>	<b>ESEA/ IDEA</b>	<b>ADA</b>	<b>Econ Disad</b>	<b>Nontrad Train</b>	<b>Single Parent</b>	<b>Disp Home</b>	<b>LEP</b>
<b>1S1 – Academic Attainment Reading/Language Arts</b>	<b>84.15%</b>	<b>79.30%</b>	<b>40.75%</b>	<b>80.35%</b>	<b>74.15%</b>	<b>87.64%</b>	<b>72.73%</b>	<b>N/P</b>	<b>39.61%</b>
<b>1S2 – Academic Attainment Mathematics</b>	<b>89.04%</b>	<b>79.30%</b>	<b>51.59%</b>	<b>86.71%</b>	<b>78.67%</b>	<b>90.40%</b>	<b>84.85%</b>	<b>N/P</b>	<b>56.13%</b>
<b>2S1 – Technical Skill Attainment</b>	<b>89.77%</b>	<b>58.00%</b>	<b>86.15%</b>	<b>85.00%</b>	<b>85.89%</b>	<b>N/P</b>	<b>N/P</b>	<b>N/P</b>	<b>91.11%</b>
<b>3S1 – Secondary School Completion</b>	<b>89.61%</b>	<b>91.39%</b>	<b>83.04%</b>	<b>93.85%</b>	<b>84.48%</b>	<b>91.89%</b>	<b>86.86%</b>	<b>N/P</b>	<b>81.55%</b>
<b>4S1 – Student Graduation Rates</b>	<b>89.61%</b>	<b>91.30%</b>	<b>83.04%</b>	<b>93.85%</b>	<b>84.48%</b>	<b>91.89%</b>	<b>86.86%</b>	<b>N/P</b>	<b>81.55%</b>
<b>5S1 – Secondary Placement</b>	<b>93.44%</b>	<b>86.43%</b>	<b>84.91%</b>	<b>N/P</b>	<b>90.08%</b>	<b>N/P</b>	<b>N/P</b>	<b>N/P</b>	<b>74.14%</b>
<b>6S1 – Nontraditional Participation</b>	<b>37.87%</b>	<b>28.16%</b>	<b>30.65%</b>	<b>N/P</b>	<b>36.72%</b>	<b>N/P</b>	<b>N/P</b>	<b>N/P</b>	<b>30.06%</b>
<b>6S2 – Nontraditional Completion</b>	<b>20.96%</b>	<b>30.37%</b>	<b>22.65%</b>	<b>N/P</b>	<b>20.60%</b>	<b>N/P</b>	<b>N/P</b>	<b>N/P</b>	<b>40.00%</b>

Table 6 shows the FY 09 tech prep performance levels disaggregated by the special population categories. The state met and exceeded targets in areas as shown in the Table. The Table also shows that ESEA/IDEA and LEP students scored below the targets. Other groups scored above the 90% requirement. The state leadership team will meet to address areas of major deficiencies.

**Table 7**

**FY '09 Tech Prep Performance Levels Reported by Target, State Level, Gender and by the Ethnic Groupings Expressed in Percentages**

	<b>FY '09 State Level</b>	<b>FY'09 Target</b>	<b>FY '09 Males</b>	<b>FY '09 Females</b>	<b>Ind/ Alaskan</b>	<b>Asian</b>	<b>Black/ Af Am</b>	<b>Hisp</b>	<b>White</b>
<b>1S1 – Academic Attainment Reading/Language Arts</b>	<b>84.15%</b>	<b>79.30%</b>	<b>82.25%</b>	<b>87.59%</b>	<b>72.50%</b>	<b>78.64%</b>	<b>67.23%</b>	<b>64.16%</b>	<b>85.55%</b>
<b>1S2 – Academic Attainment Mathematics</b>	<b>89.04%</b>	<b>79.30%</b>	<b>88.61%</b>	<b>89.82%</b>	<b>82.50%</b>	<b>82.86%</b>	<b>65.97%</b>	<b>71.46%</b>	<b>90.47%</b>
<b>2S1 – Technical Skill Attainment</b>	<b>89.77%</b>	<b>58.00%</b>	<b>89.43%</b>	<b>90.36%</b>	<b>81.25%</b>	<b>85.00%</b>	<b>86.92%</b>	<b>85.66%</b>	<b>90.10%</b>
<b>3S1 – Secondary School Completion</b>	<b>89.61%</b>	<b>91.39%</b>	<b>88.23%</b>	<b>92.13%</b>	<b>78.05%</b>	<b>75.89%</b>	<b>71.48%</b>	<b>79.75%</b>	<b>90.72%</b>
<b>4S1 – Student Graduation Rates</b>	<b>89.61%</b>	<b>91.30%</b>	<b>88.23%</b>	<b>92.13%</b>	<b>78.05%</b>	<b>75.89%</b>	<b>71.48%</b>	<b>79.75%</b>	<b>90.72%</b>
<b>5S1 – Secondary Placement</b>	<b>93.44%</b>	<b>86.43%</b>	<b>93.04%</b>	<b>94.10%</b>	<b>83.33%</b>	<b>86.67%</b>	<b>91.61%</b>	<b>81.42%</b>	<b>94.12%</b>
<b>6S1 – Nontraditional Participation</b>	<b>37.87%</b>	<b>28.16%</b>	<b>25.61%</b>	<b>58,68%</b>	<b>33.47%</b>	<b>38.45%</b>	<b>40.34%</b>	<b>33.53%</b>	<b>38.05%</b>
<b>6S2 – Nontraditional Completion</b>	<b>20.96%</b>	<b>30.37%</b>	<b>18.72%</b>	<b>23.08%</b>	<b>N/P</b>	<b>8.33%</b>	<b>15.00%</b>	<b>16.00%</b>	<b>21.51%</b>

Table 8 shows the Tech Prep performance levels reported by gender and by ethnic groupings reported in percentages. As shown the state levels of performance was higher in all categories for the white population. The Asian, Black and White population met the performance target of 6S1. The table also shows that most of the scores were above the 90% requirements. The state will continue to work to meet and exceed the targets. The state will also consider a focus treatment for ethnic categories whose scores were below targets.

**Table 8**  
**Perkins IV Postsecondary Baseline, State Targets and Actual Levels – 2009**

<b>Sub-indicator Title</b>	<b>FY '07 Actual Levels (%)</b>	<b>FY '08 Actual Levels (%)</b>	<b>FY '09 Target (%)</b>	<b>FY '09 Actual Level (%)</b>	<b>FY '09 Actual vs. Target Performance Rating</b>
<b>1P1 Technical Skill Attainment</b>	<b>82.06%</b>	<b>N/P</b>	<b>82.11%</b>	<b>95.32%</b>	<b>E</b>
<b>2P1 Credential, Certificate, Diploma or Degree</b>	<b>44.02%</b>	<b>N/P</b>	<b>45.00%</b>	<b>38.89%</b>	<b>D</b>
<b>3P1 Student Retention or Transfer</b>	<b>71.79%</b>	<b>N/P</b>	<b>71.80%</b>	<b>76.27%</b>	<b>E</b>
<b>4P1 Student Placement</b>	<b>71.78%</b>	<b>N/P</b>	<b>72.00%</b>	<b>70.52%</b>	<b>M</b>
<b>5P1 Nontraditional Participation</b>	<b>21.76%</b>	<b>N/P</b>	<b>21.77%</b>	<b>16.52%</b>	<b>D</b>
<b>5P2 Nontraditional Completion</b>	<b>39.76%</b>	<b>N/P</b>	<b>39.77%</b>	<b>20.13%</b>	<b>D</b>

**Legend:** D – Did not meet, E – Exceeds, M – Meets 90% requirement

Table 8 shows the FY09 Postsecondary performance targets and the state actual levels of performance. As show in Table 8, the state met and exceeded the agreed targets in Technical Skill Attainment (1P1) by 13.26% and 3P1, Student Retention by 4.48%. The state met the placement target by scoring above the 90% requirement for this core indicator. The state will be addressing areas of concerns to improve the achievement of students in all performance levels.

**Table 9  
Perkins IV Postsecondary Gender and Ethnicity – 2009**

<b>Sub-indicator Title</b>	<b>FY '09 Target (%)</b>	<b>FY '09 Actual Level (%)</b>	<b>FY '09 Males</b>	<b>FY '09 Females</b>	<b>Ind/Alaskan</b>	<b>Asian</b>	<b>Black/ Af Am</b>	<b>Hisp</b>	<b>White</b>	<b>Unknown</b>
<b>1P1 Technical Skill Attainment</b>	<b>82.11%</b>	<b>95.32%</b>	<b>93.50%</b>	<b>96.54%</b>	<b>92.00%</b>	<b>94.40%</b>	<b>93.63%</b>	<b>93.39%</b>	<b>95.53%</b>	<b>93.36%</b>
<b>2P1 Credential, Certificate, Diploma or Degree</b>	<b>45.00%</b>	<b>38.89%</b>	<b>34.64%</b>	<b>42.70%</b>	<b>23.61%</b>	<b>29.46%</b>	<b>27.86%</b>	<b>12.13%</b>	<b>41.22%</b>	<b>30.00%</b>
<b>3P1 Student Retention or Transfer</b>	<b>71.80%</b>	<b>76.27%</b>	<b>71.93%</b>	<b>79.51%</b>	<b>69.10%</b>	<b>76.06%</b>	<b>71.79%</b>	<b>69.08%</b>	<b>76.87%</b>	<b>33.33%</b>
<b>4P1 Student Placement</b>	<b>72.00%</b>	<b>70.52%</b>	<b>61.41%</b>	<b>76.05%</b>	<b>65.00%</b>	<b>70.09%</b>	<b>71.10%</b>	<b>64.11%</b>	<b>70.88%</b>	<b>N/P</b>
<b>5P1 Nontraditional Participation</b>	<b>21.77%</b>	<b>16.52%</b>	<b>9.53%</b>	<b>21.92%</b>	<b>25.32%</b>	<b>20.07%</b>	<b>19.90%</b>	<b>22.58%</b>	<b>15.60%</b>	<b>N/P</b>
<b>5P2 Nontraditional Completion</b>	<b>39.77%</b>	<b>20.13%</b>	<b>14.94%</b>	<b>27.64%</b>	<b>6.25%</b>	<b>13.41%</b>	<b>10.85%</b>	<b>18.42%</b>	<b>20.66%</b>	<b>N/P</b>

Table 9 shows the FY09 performance targets and the state actual levels of performance by gender and by ethnic/racial grouping. As show in Table 9, the state met and exceeded the agreed targets in Technical Skill Attainment (1P1) by 13.21%. The male and female groups as well as the racial/ethnic categories met and exceeded the agreed performance target. The state will be reviewing the current data collection systems and other partnerships outside the agency to capture CTE students within the state and surrounding states for 2P1. We will convene a leadership group to develop a strategy based on our learnings from our participation in the NAPE STEM Pipeline project in order to improve 5P1 and 5P2.

**Table 10**  
**Perkins IV Postsecondary Baseline, State Targets and Actual Levels for Special Populations – 2009**

<b>Sub-indicator Title</b>	<b>FY '09 Target (%)</b>	<b>FY '09 Actual Level (%)</b>	<b>ADA</b>	<b>Economic Disadvantaged</b>	<b>Single Parent</b>	<b>Displaced Homemakers</b>	<b>LEP</b>	<b>Tech Prep</b>
<b>1P1 Technical Skill Attainment</b>	<b>82.11%</b>	<b>95.32%</b>	<b>94.00%</b>	<b>91.53%</b>	<b>91.14%</b>	<b>98.21%</b>	<b>91.36%</b>	<b>N/P</b>
<b>2P1 Credential, Certificate, Diploma or Degree</b>	<b>45.00%</b>	<b>38.89%</b>	<b>38.76%</b>	<b>35.11%</b>	<b>27.26%</b>	<b>38.60%</b>	<b>23.29%</b>	<b>N/P</b>
<b>3P1 Student Retention or Transfer</b>	<b>71.80%</b>	<b>76.27%</b>	<b>77.26%</b>	<b>74.61%</b>	<b>73.31%</b>	<b>85.42%</b>	<b>83.03%</b>	<b>N/P</b>
<b>4P1 Student Placement</b>	<b>72.00%</b>	<b>70.52%</b>	<b>60.82%</b>	<b>67.73%</b>	<b>79.78%</b>	<b>88.52%</b>	<b>48.19%</b>	<b>N/P</b>
<b>5P1 Nontraditional Participation</b>	<b>21.77%</b>	<b>16.52%</b>	<b>17.26%</b>	<b>17.91%</b>	<b>24.97%</b>	<b>25.73%</b>	<b>23.44%</b>	<b>N/P</b>
<b>5P2 Nontraditional Completion</b>	<b>39.77%</b>	<b>20.13%</b>	<b>38.89%</b>	<b>29.66%</b>	<b>20.15%</b>	<b>50.00%</b>	<b>8.33%</b>	<b>N/P</b>

Table 10 combines the results of analysis by special population. As shown in the table, all members of the special populations met and exceeded the FY09 target of 71.80% for student retention or transfer (3P1) and in by 82.11% in Technical Skill Attainment (1P1). The state will address all the areas where scores were below 90% of agreed-upon targets. The state will also plan with the local recipients to address performances of special populations as a whole and will continue to aspire for improvement of student performance.