EDUCATION IS IOWA'S FUTURE

Annual Update on Measures of Success, Key Strategic Plan Initiatives and State Board Priorities

2007

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PART I: KEY STRATEGIC PLAN INITIATIVES AND STATE BOARD PRIORITIES

The following section includes updates on initiatives and activities related to the Strategic Plan and to State Board priorities.

STRATEGIC PLAN GOAL 1 – All children will enter school ready to learn.

GOAL 1 INITIATIVE: Early Childhood Strategic Team Activities

Purpose:
The purpose of the Early Learning Work Team is to maximize resources and efforts of the Department of Education and its entities to influence early childhood: program quality, child outcomes, early care, health, and education systems development.

Activities and Accomplishments:
The Early Learning Work Team focused on three goals for 2006-2007:

- To provide technical assistance to early childhood programs to implement quality program standards;
- To develop a comprehensive early childhood professional development system for early care, health, and education; and
- To prepare for implementation of potential legislation for 4-Year-Old Preschool Programs.

The first goal of the Early Learning Work Team was to continue efforts to support implementation of the *Iowa Quality Preschool Program Standards*. This work was supported by a three year State Improvement Grant funded by the Federal Office of Special Education Programs. This was the last year of the grant and final data for pre- and post-test results for meeting the program standards will be analyzed once data is submitted from the facilitators in May of 2007. Preliminary data for the number of community-based programs participating in grant efforts totaled 475, which included funding from Community Empowerment collaboration efforts. The total number of 3- and 4-year-olds impacted by the grant was 12,712.

The second goal of the team was to develop a comprehensive early childhood professional development system for early care, health, and education. This is an interagency effort, lead by the Department of Education, to guide a facilitated conversation to establish a statewide professional development system for early care and education providers. Funding from Community Empowerment professional development appropriations was used to contract with Dan Haggard, the New Mexico Director of Professional Development Office of Child Development, to facilitate committee work. The committee has had one meeting and agreed the system must be a

comprehensive statewide competency-based professional development system for early care and education that is a continuum, beginning with entry level to a licensed degree, with many steps. Future committee meetings will focus on the development of competencies, requirements to meet levels, and necessary alignment of courses to articulate between agencies, community colleges, and universities. The importance of this committee work is critical to the state embracing quality teachers for providing care and education of infants, toddlers, and preschoolers.

The third goal of the team was to take steps to prepare for implementation of potential legislation for 4-Year-Old Preschool Programs. The Early Learning Work Team has separated subcommittee work for three areas of need: (1) writing of the rules; (2) development of an application process for the initial year of funding; and (3) development of technical assistance materials to guide school district's application of potential grant funds. In addition, the Work Team applied for a $10,000 grant opportunity with the National Governor's Association to fund a Governor's Summit.

Results:

Given the passage HF 877 and the appropriation of $15 million for the initial year's funding for 4-Year-Old Preschool, the Early Learning Team has ramped up its activities in April and May. Development of the administrative rules, issuing of application materials for districts, and providing technical assistance will demand a continued team effort.

Early ACCESS was another program that received a state appropriation. Early ACCESS provides birth to three services for infants and toddlers who are at-risk including "special populations" of children. Early ACCESS is a part of the federal Part C Individuals with Disabilities Education Act (IDEA 2004). Reauthorization of IDEA requires states to serve "special populations" of children including foster care, mental health, drug affected, premature birth complex medical needs, and homeless. This change in the federal law means that an estimated 1701 Iowa children need to be provided services. Funding was appropriated to support the multi-agency system of services for these children (the Department of Education is the Lead Agency designated by the Governor). The appropriation included support for the Child Health Specialty Clinic's provision of services for infants and toddlers born prematurely, drug-exposed, or medically fragile. Much of the appropriation will cover Area Education Agency costs to support provision of 16 early intervention services for children with educational (developmental) and family-centered services needs.

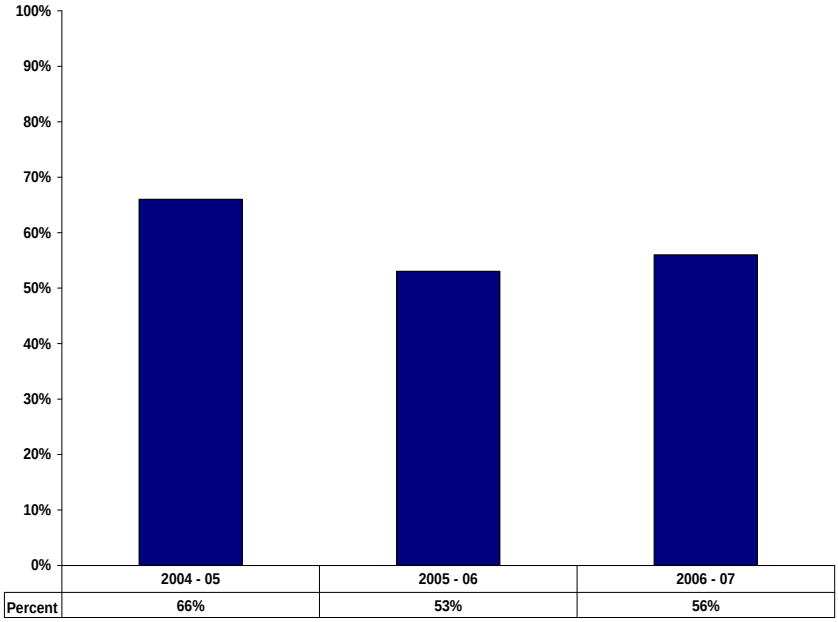
The Early Learning Work Team continues to collect and analyze data for the State Board of Education's indicator for the percentage of children attending quality preschool environments (see Figure 1).

In addition, Kindergarten Literacy Assessment data was collected and analyzed to meet prior 2005 General Assembly legislation requiring local school districts to administer Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or a kindergarten benchmark assessment adopted by the Department of Education to every kindergarten student

enrolled in the district. The following graph represents three years of trend data for DIBELS data. (Only one measure of the DIBELS assessment data is used; whether children know beginning sounds.)

FIGURE 1

Percent of Children Entering Kindergarten Proficient in Beginning Sounds Using DIBELS.



Data Source: Project Easier, Iowa Department of Education, 2006-2007

On the Horizon

The greatest opportunities lie in two areas: (1) implementing and expanding the 4-Year-Old Preschool programs, and (2) continuing to support the Early ACCESS program. Due to funding from the legislature in 2007, both programs show promise for future support but will also continue to require adequate staffing at the Department.

STRATEGIC PLAN GOAL 2 – All students will achieve at high levels, prepared for success beyond high school.

GOAL 2 INITIATIVE: Reading

Purpose:

The Department's professional development and technical assistance efforts are designed to engage school districts in the development and implementation of a comprehensive, quality K-12 literacy program that will improve student achievement. This effort is supported through multiple initiatives: Every Child Reads, Statewide Reading Team (SWRT), Reading First, Adolescent Literacy, Teacher Development Academies, Collaborative Strategic Reading (CSR), and Strategic Instruction Model (SIM). The focus of these efforts is to develop and refine a professional development

strategy for large-scale, building-based structured school improvement focused on accelerating the literacy achievement of every student. Within the aforementioned efforts, there is a special emphasis on students who are experiencing difficulty in the area of literacy.

At the elementary level, the Every Child Reads K-3 effort is designed to support the implementation of a research-based comprehensive reading program. The Elementary SWRT, comprised of individuals from across the state, is focused on building the capacity to meet this goal. In addition, this group supports the Department's Reading First Program that targets accelerating the reading achievement of students in kindergarten through third grade in low performing-high poverty schools so that all students are reading at grade level by the end of third grade.

At the secondary level, the Adolescent Literacy Research and Development Team is engaging in a structured inquiry about adolescent literacy and literacy achievement levels for middle and high school students. The outcomes for the effort are to (1) form a cadre of people who will serve as a resource to AEAs and local schools with specific knowledge of adolescent literacy, (2) develop a proposed plan for building capacity statewide in adolescent literacy, and (3) identify potential resource materials needed to support capacity building.

Also, the Department sponsors several Teacher Development Academies that target the secondary level. The Academies are designed to increase student achievement through quality professional development while addressing high demand content areas. Each Academy includes the design structures of Iowa's Professional Development Model in which trainers provide the theory and demonstrations, facilitate practice, and work with school teams of teachers and administrators to build opportunities for peer collaboration in the workplace to address implementation issues and analyze student performance. Three of the Academies are specifically developed to address the high need and high demand area of adolescent reading: Question-Answer Relationships (QAR), Concept Oriented Reading Instruction (CORI), and Second Chance Reading (SCR). Two additional state-sponsored professional development opportunities include Collaborative Strategic Reading (CSR) and the Strategic Instruction Model (SIM).

Activities and Accomplishments:

Every Child Reads K-12/Statewide Reading Team (SWRT) - The 240 Statewide Reading Team (SWRT) members continue to support both Reading First and non-Reading First schools. During 2005-2006, the Department's K-12 Literacy Team designed and delivered seven additional days of professional development activities through the development and expansion of the Every Child Reads: Teaching and Leaning Professional Development Materials.

Reading First - Fifty-five school buildings are currently in their third year of implementation of research based instructional strategies aimed at accelerating student achievement in reading.

In September 2005, the Department announced Iowa districts eligible to apply for the second round of competition for Reading First funds. A series of pre-application professional development opportunities were provided to local district personnel in preparation for the submission of their Reading First applications. Thirty-nine district applications were submitted.

Teacher Development Academies – Forty-seven middle schools and high school teams which include 214 teachers, 47 principals and central office administrators, and 38 AEA reading and content area consultants are currently engaged with the three Teacher Development Academies.

Second Chance Reading (SCR) - is a research-based program that provides a specific course for struggling readers at the middle and high school levels. At the Middle school level struggling readers are assigned to a SCR class rather than their regular reading class. At the High School SCR classes are treated as an elective course. The focus of SCR is on comprehension of both fiction and non-fiction texts, but vocabulary and fluency are addressed as well. Thirty-four Iowa teachers and consultants studied to become SCR trainers in 2006-2007. The Iowa trainers provided the 2006-2007 sessions regionally to 21 high schools, 15 middle schools, and 3 junior/senior high schools.

Strategic Instruction Model (SIM) - In the last 18 months, the Department has been engaged in building the state's capacity to support the Strategic Instruction Model (University of Kansas). Teams from each of the state's 11 AEAs are enrolled in the training sequence for SIM.

Results:

Of the 11,829 students participating in Iowa's Reading First effort, 34 percent are from minorities, 59 percent are economically disadvantaged, 14 percent are English Language Learners and 14 percent are receiving special education services. Each of these percentages is well above the state average of the respective groups.

Program Results:

- The percentage of students proficient in Reading First schools has increased in every area over the last three years.
- Over 90 percent of Reading First buildings have increased the percent of 4th graders proficient in reading comprehension on the ITBS.
- Nearly half of the Reading First buildings have increased the percent of 4th graders proficient in reading comprehension on the ITBS by more than 20 percent.
- None of the school buildings that have participated in Reading First for the last three years were on Iowa's 2006-2007 Title I Schools in Need of Assistance List.
- Reading First schools are closing the achievement gap on the majority of reading assessments.
- Student performance at the 4th grade level in reading statewide (for all schools including Reading First schools) is likewise improving.

The following tables represent the student performance results of the QAR, CORI and SCR Teacher Development Academies:

TABLE 1
Teacher Development Academies
Fall 2005 to Spring 2006 Comparisons

Stanford Diagnostic Reading Test	**QAR**		**CORI**		**SCR**	
Grade Equivalent (GEQ) Score	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary
Fall 2005 GEQ Mean	8.1	7.6	6.2	6.4	5.6	6.0
Spring 2006 GEQ Mean	9.5	8.7	7.5	7.6	6.9	7.1
Change in GEQ Mean	**1.4**	**1.1**	**1.3**	**1.2**	**1.3**	**1.1**

TABLE 2
Teacher Development Academies
Change Intervals

	QAR		**CORI**		**SCR**	
Stanford Diagnostic Reading Test	Comprehension	Vocabulary	Comprehension	Vocabulary	Comprehension	Vocabulary
Change Intervals	Percent of Students	Percent of Students	Percent of Students	Percent of Students	Percent of Students	Percent of Students
1 year to 2 years, 9 months	18%	21%	22%	24%	25%	29%
3 years to 4 years, 9 months	13%	12%	17%	6%	12%	7%
5 years or more	12%	8%	8%	12%	10%	9%

The Collaborative Strategic Reading and Strategic Instruction Model (SIM) efforts are in the initial stages of development and therefore are collecting baseline achievement data. At this time no achievement results to determine the extent of the impact of the efforts with middle schools and high schools are available.

The proficiency results published in the *2006 Annual Condition of Education Report* include all students who were enrolled at the time of testing. During the 2004-2006 biennium, compared to the 2002-2004 biennium, the percent of proficient students increased in Grade 4 Reading for all students and all subgroups except the American Indian subgroup. In Grade 8 Reading, the percent of proficient students increased for all students and all student groups except the Migrant subgroup. In Grade 11 Reading, the achievement for all students did not improve. Subgroups recording decreases in the percent of proficient students at Grade 11 included Female, non-ELL, Migrant and non-Migrant.

On the Horizon:

Resources to support districts to articulate a K-12 quality, comprehensive literacy program are in the initial stages of development. The K-12 Literacy articulation will include essential content, research-based instructional practices, effective assessment use and desired student outcomes. This articulation will include an alignment with the existing Department efforts.

Teacher Development Academies Second Chance Reading and QAR will each have a set of instate trainers ready to deliver professional development to LEA staffs by the end of the summer. This cadre of trainers will eliminate the need for national trainers.

On a pilot basis, a set of school teams will engage in a training sequence around authentic pedagogy. This training sequence will include the integration of the Model Core Curriculum and Rigor and Relevance effort currently being implemented across the state.

Based upon the feedback, the Adolescent Literacy Research and Development Team will continue with its inquiry into adolescent literacy during 2007-2008. Also, selected team members are developing professional development support materials. The Department is planning to make these materials available for AEA-initiated professional development efforts next fall.

As for the Strategic Instruction Model (SIM), only the 18 new participants will continue with professional development opportunities. The rest of the time will be spent on certifying participants and utilizing a task force to standardize how implementation with fidelity is being monitored. A database is also being developed to collect achievement data to evaluate the impact on students.

GOAL 2 INITIATIVE: Science

Purpose:

For science, the Department has developed a K-12 professional development sequence for area education agency and school district personnel referred to as Every Learner Inquires. This effort, completing its first year of a three-year sequence for building the state's capacity to provide quality professional development and follow up to school districts as well as individual schools, is designed to accelerate student achievement in science. The goals for this effort are:

- Student Learning Goal: Improve science learning for all K-12 students in the state.
- Teacher Learning Goal: Build teacher leadership and content expertise within the system.
- Teacher Practice Goal: Implement inquiry-based instruction.
- Organizational Goal: Establish a structure that sustains the implementation of Every Learner Inquires.

Activities and Accomplishments:

There were 173 individuals (88 AEA personnel, 74 school district personnel, and 11 others) participating in the 1st year of this initiative representing all 11 area education agencies, 35 school districts, and several postsecondary institutions.

The initiative began in the summer of 2006 with a four-day institute, followed by five sessions each for 11 elementary and secondary capacity building teams and four case study schools. Academic year sessions built on the learning from the summer institute and focused on the five essential features of inquiry, as outlined in the National Science Education Standards; on accountable talk, a process in which students learn to ask scientifically oriented questions and back claims with evidence; and an introduction to the 5E Learning Cycle model. The expectation is that the AEA capacity building teams will learn the instructional and leadership strategies presented so that they will be able to provide professional development to districts in year three of the initiative.

The foci of this initiative are based on the National Research Council's "National Science Education Standards" and "How Students Learn: Science in the Classroom" as well as research from the Iowa Content Network on practices that have been shown to raise student achievement in science.

Learning Points Associates (LPA) has been retained as the independent evaluator for the initiative. LPA has developed teacher and student surveys which have been administered at the four case study schools (Perkins Academy, Des Moines; Harlan High School; Lincoln Elementary, Washington; and North Cedar Elementary, Mechanicsville). Teacher leaders on the capacity building teams participated in the teacher survey as well. LPA visited the four case study schools this spring to conduct interviews with teachers and administrators, and have collected ITBS/ITED baseline data.

Results:

The 2006 Annual Condition of Education Report indicates that both 8th and 11th grade students showed a slight improvement in the percentage of students proficient (8th = 77.3 percent to 80.4 percent; 11th = 78.7 percent to 80.4 percent) in science from the 2001-2003 biennium to the 2004-2006 biennium. At both grade levels, white and Asian students performed appreciably better than African American, Hispanic, and American Indian students. The same circumstance exists when comparing the performance of students not eligible for free or reduced price meals to students eligible for free or reduced price meals, students without an IEP to students with an IEP, non-ELL to ELL students, and non-migrant to migrant students.

Since ELI is just completing its first year, there are no student achievement data to determine the initiative's impact on student achievement. However, baseline achievement data will be available this coming fall for the four case study schools participating in the initiative.

On the Horizon:

Planning is underway for summer and academic year sessions beginning in July 2007. Emphases for the professional development will be on the Learning Cycle model, assessing inquiry, and adapting curricula to reflect an inquiry approach.

GOAL 2 INITIATIVE: Mathematics

Purpose:

The Department's efforts in mathematics are organized around Every Student Counts (K-12 professional development effort) and the Teacher Development Academy – Cognitively Guided Instruction (professional development program for elementary school staff). The goal of the efforts is to develop the capacity to provide quality, "just in time" professional development and technical assistance to schools focusing on improved student achievement in mathematics.

Activities and Accomplishments:

Every Student Counts (ESC) has completed the third year of professional development in this five-year initiative. This year's focus has been Data Analysis and Probability at all three levels of training. Professional development has been provided at two regional sites, Cedar Rapids and Carroll. All of the AEAs as well as 6 urban districts have participated in this year's training sequence.

Beginning in August of 2006, all area education agencies began offering ESC professional development. The professional development varies according to the plans of the individual AEAs. Some are choosing to deliver at all three levels elementary, middle and high. Others started with one level of training based on the needs of the districts they serve.

During the 2006-2007 school year, Cognitively Guided Instruction (CGI) was offered for first and second year participants representing 18 building teams. Thirty of the second year participants will continue with their training this summer and the Department will provide on-going support during their first year as CGI trainers. Seventy of the first year participants are continuing on to their second year of training. By August 2008, these groups will constitute a group of 100 certified trainers.

Results:

The *2006 Annual Condition of Education Report* indicates that both 4th and 8th grade achievement in mathematics continued to improve as reflected by the percentage of students proficient (4th = 75 percent to 80.1 percent; 8th = 71.6 percent to 74.8 percent) from the 2001-2003 biennium to the 2004-2006 biennium. This was not the case for 11th grade achievement which showed a continuing slight decline in the percentage of students proficient (79.2 percent to 78.5 percent). At all three grade levels, white and Asian students performed appreciably better than African American, Hispanic, and American Indian students. The same circumstance exists when comparing the performance of students not eligible for free or reduced price meals to students eligible

for free or reduced price meals, students without an IEP to students with an IEP, non-ELL to ELL students, and non-migrant to migrant students.

During this 3rd year of the ESC initiative, there were 246 individuals (171 AEA personnel, 73 school district personnel, and two others) representing all 11 area education agencies, six urban school districts, and several postsecondary institutions. Since this was the 1st year that participants were expected to engage school district staff in this effort, there are no student achievement data to determine the effort's impact on student achievement in mathematics. However, data is being gathered from participants that will allow the Department to determine the impact on student achievement. The initial round of achievement data will be available for analysis in the fall of 2007.

On the Horizon:

Every Student Counts (ESC). During the 4th year of training beginning in September 2007, the focus will be on assessment, both formative and summative. The mathematical content will address the number and operations strand with a strong connection to the mathematics Model Core Curriculum at the high school level. All of the current AEA and urban district teams plan to continue with the professional development sequence.

Cognitively Guided Instruction (CGI). Beginning in July 2007, as a result of requests from school districts, another sequence of professional development will be provided. Applications are currently being received and processed for this additional sequence. The required training of select participants as trainers will continue during the 2007-2008 school year.

GOAL 2 INITIATIVE: Focus on High Schools/Middle Schools

Purpose:

The purpose for focusing on high schools and middle schools is to ensure that each Iowa youth graduates from high school having opportunities to take challenging, relevant courses that have prepared her/him well for success in postsecondary learning and the workplace.

Activities and Accomplishments:

The Department's support of high schools and middle schools has focused on: (a) the development of models and materials, (b) funding and technical assistance for implementation of models, (c) information/material development and dissemination, and (d) development of infrastructures for ongoing support to Iowa high schools and middle schools.

Development of models and materials: The State Board endorsed the Model Core Curriculum for Iowa High Schools in literacy, mathematics, and science in May 2006. In the past year, the Department has provided ICN presentations to assist local educators to assist them in developing a deep understanding of the model and conducting gap analyses between the essential concepts and skill sets articulated in the model and

local content standards and benchmarks. Also, Model Core Curriculum leaders in literacy, mathematics, and science have made a series of presentations in several AEAs around the state to deepen school leadership teams' understanding of the Model Core Curriculum and give them hands-on learning experiences related to the Model Core Curriculum.

The Department has also provided guidance to districts to implement the requirements of SF245 and SF2272 related to the development of core curriculum and career plans for every eighth grader. These plans require each high school student to graduate having completed four years of English/language arts, three years of social studies, three years of science, and three years of mathematics. Using national and state guidelines, effective practice research and input from AEA and LEA staff, a technical assistance document and answers to frequently asked questions were developed. These materials were shared through ICN sessions and in a number of AEA-sponsored presentations throughout the state.

Funding and technical assistance for implementation of models: In November 2006, an additional 20 Iowa high schools were selected to join the 20 high schools selected in 2005 as partners in the Iowa High School Project. This project is a three-year project of ongoing financial support from the Department of Education and technical assistance from the International Center for Leadership in Education (ICLE) to help grow improvement and reform efforts in Iowa high schools with a concentration on struggling learners within the rigor and relevance framework. AEAs, as critical partners in this initiative, are also paired with the schools in the project to provide consultation, support and expertise, while simultaneously participating as members of the learning communities in the high schools.

The Department intends to add an additional 20 schools in 2008. With an ultimate core of 60 promising Iowa high schools in this project, high school improvement and reform efforts will be financially and technically supported to do the work of improving student outcomes in Iowa high schools.

Information/material development and dissemination: In collaboration with the School Administrators of Iowa (SAI), the Department hosted the *Third Annual Iowa High School Summit* in December 2006, attended by more than 2000 participants. Other information dissemination sessions and staff development activities focusing on specific issues faced by middle and high schools were hosted by the Department, including those related to drop-out prevention, learning supports, behavior, and secondary transition.

Development of infrastructures for ongoing support to, and continuous improvement of, Iowa middle schools and high schools: The Department is continuing to work with the AEAs to support a network of trainers who can assist high schools in their efforts to renew their preparation of students for postsecondary learning and employment. The network is reviewing current training for high school teams in each AEA and supporting each other in common efforts.

Results:

The activities and accomplishments described above are in early implementation stage, thus any impact on student participation in rigorous, relevant coursework that prepares them for postsecondary learning and employment can not be expected for a number of years. There are, however, indicators that can be used as baseline measures to determine the ultimate effect of Department activities. These measures include: graduation rates, percentage of students intending to pursue postsecondary education, percentage of students scoring above 20 on the ACT, percentage of students completing a core curriculum and student satisfaction with their high school preparation.

The graduation rate for the total population has been relatively stable since 2000 (90.7 percent in 2005), however, trend lines vary for different ethnic sub-groups. The trend line since 1996 for African American students is slightly increasing (from 63.8 percent to 76.5 percent in 2005). The trend line for Hispanic students has been variable (74.1 percent in 2005). Districts reported that 83.5 percent of their graduates planned to pursue postsecondary education after high school. The trend line for percentage of students scoring 20 or higher on the ACT is stable (71.2 percent in 2006).

On the Horizon:

The Department is planning a number of new initiatives related to high schools:

- In collaboration with the AEAs, the development of model units and accompanying professional development to support the implementation of the Model Core Curriculum for Iowa High Schools
- The collection of baseline information regarding the current instructional practices and curriculum content in literacy, mathematics, and science. This information will allow the Department to monitor the implementation of the Model Core Curriculum in the future.
- The implementation of Authentic Intellectual Work as an instructional framework for high schools among a select group of up to eleven high schools.
- The expansion of the current Model Core Curriculum to include social studies, financial literacy, civic literacy, health literacy, technology literacy, and employability skills and the development of K-8 Model Core Curriculum in literacy, mathematics, and science.
- In collaboration with Iowa Testing Programs, the development of additional high quality assessments, both formative and summative, that align with the Model Core Curriculum.

GOAL 2 INITIATIVE: Educator Quality

Purpose:

The Student Achievement and Teacher Quality Program was established in 2001. The intent of the program is to acknowledge that outstanding teachers are a key component in student success. The program's goals are to enhance student achievement by redesigning teachers' professional development to improve instruction, providing mentoring and induction structures to attract and retain high performing teachers,

developing teacher evaluation processes to build teacher capacity, and piloting a project to determine the efficacy of team-based variable pay. The design of the Teacher Quality Program is based on the principle that investing in the professional growth of teachers will result in improved instruction, and improved instruction will yield gains in student achievement.

Activities and Accomplishments – Administrator Mentoring and Induction:

In 2006, the Iowa Legislature established requirements of and funding for administrator mentoring and induction. This was the first year of an on-going program that meets House File 2792 mandates. The School Administrators of Iowa in collaboration with the Iowa Department of Education developed the program.

The purposes of administrator mentoring and induction are

- To provide support, professional development, and access to a variety of information sources critical to a beginning administrator's success as a leader of student achievement.
- To develop competency in the Iowa Standards for School Leaders.

The activities and accomplishments to date include:

- Assignment of a quality mentor who is in a comparable position and geographic proximity (117 administrator mentor-mentee pairs participated in 2006-2007).
- One day of mentor training and monthly coaching tips for mentors.
- A one-day summer New Administrator Institute.
- Two statewide mentor-mentee meetings to provide information and networking opportunities.
- The Survival Guide for School Administrators posted on the SAI website to provide resources needed by new administrators.
- One day of *ePortfolio* training to assist mentees in electronically documenting their progress on leadership standards.
- Program evaluation to assess program effectiveness.

Administrator Mentoring and Induction Results:

Evaluation design calls for participants to complete surveys at three times in the school year. Two of the three surveys have been completed; a final analysis will be completed after the May 2007 surveys are returned.

In the beginning and mid-year surveys, principals reported feeling confident in all areas but three: the ability to use conflict productively, finding time for personal rejuvenation, and allocating resources appropriately to accomplish building goals.

In beginning and mid-year surveys, superintendents reported feeling confident in providing leadership to principals and other district central office staff, as well as working with a district leadership team to accomplish goals. Superintendents rated themselves as needing coaching and support on all other items of the survey. In two areas, approximately half of the superintendents reported "not feeling confident with

coaching and support" or "not sure they can do the task." Those two areas were finding time for personal rejuvenation and taking time for reflection on professional practice.

On the Horizon:

Recently the Department was notified that a three-year grant application to the Wallace Foundation was approved. In addition to the state funds supporting administrator mentoring and induction, Wallace grant funds will focus on developing school leaders, not just on those individuals new to school administration.

Activities and Accomplishments - Teacher Mentoring and Induction:

The Teacher Mentoring and Induction Program was first implemented in the 2001-2002 school year.

The purposes of teacher mentoring and induction are:

- To recruit and retain teachers new to the profession
- To ensure high quality teachers in the classroom
- To promote excellence in teaching
- To enhance student achievement
- To build a supportive environment within school districts
- To increase the retention of promising beginning educators
- To promote the personal and professional well being of classroom educators
- To support continuous improvement

A quality educator induction program:

- Explains district, building, departmental, and grade level policies, procedures, and expectations.
- Establishes a balance between entering an established community with conventional practices and developing new kinds of teaching that advance student learning.
- Promotes continued professional learning through reflective practice and professional conversations about teaching.

The program components include the following:

- Mentor Training
- Mentor Selection Process
- Support for Beginning Educators
- Supportive Organizational Structure
- Program Evaluation

A variety of support mechanisms are in place to provide technical assistance to LEAs and AEAs with the Mentoring and Induction program:

Mentoring and Induction Institute: the Mentoring and Induction Institute offers the Mildred Middleton Crystal Key Award for Outstanding Mentoring and for Outstanding Leadership in a Mentoring and Induction program in the state of Iowa. The award is provided by the Iowa State Education Association and is offered annually.

Technical Assistance Guide to assist AEAs and LEAs revise their existing programs. It is located at http://www.iowa.gov/educate/content/view/481/573/

The Iowa Mentoring and Induction Network: The Iowa Mentoring and Induction Network provides information and technical assistance on topics such as licensure issues for new teachers, system support, Iowa mentoring and induction models, and mentoring resources. Members represent LEAs, AEAs, the Department, higher education, and ISEA.

Teacher Quality Enhancement Grant (TQE): In 2005, the DE was awarded a grant from the U.S. Department of Education in the amount of $6.3 million dollars over three years. This grant is being used to increase the effectiveness of teacher education programs for teacher candidates and will also assist in collecting data on first and second year teachers in Iowa in the future (see "On-line Survey"). The grant supports, in part, the technical assistance and related activities for Mentoring and Induction

Teacher Mentoring and Induction Results:

Approved District and AEA Plans -- One hundred percent of the public school districts and AEAs in Iowa have a Mentoring and Induction plan that has been approved by the DE. These plans are amendments to each local CSIP.

See the chart below for information about the retention of new educators. The retention of new teachers in Iowa has increased since the Teacher Quality Legislation was implemented. Prior to implementation of the teacher quality legislation, 87 percent of the teachers who were first year teachers in 2000-2001 returned to teach the next year (see table below). However, 92 percent of the teachers who were first year teachers in 2004-2005 returned to teach in 2005-2006. The percent of teachers returning to teach a second year is shaded in dark gray. The percent of teachers in the classroom two years after their first year also increased.

Also note that there has been considerable variability in the number of first year teachers during the last six years.

TABLE 3
Public School District First Year Teacher Retention 2000-01 to 2005-2006*

Year	Number of First Year Teachers in Base Year	Teachers Returning in 2001-2002	Teachers Returning in 2002-2003	Teachers Returning in 2003-2004	Teachers Returning in 2004-2005	Teachers Returning in 2005-2006
2000-2001 (Base year)	1810	1574 (87.0%)	1424 (78.7%)	1339 (74.0%)	1273 (70.3%)	1221 (67.5%)
2001-2002**	1614		1407 (87.2%)	1285 (79.6%)	1216 (75.3%)	1162 (72.0%)
2002-2003***	1269			1131 (89.1%)	1033 (81.4%)	975 (76.8%)
2003-2004	1432				1295 (90.4%)	1200 (83.8%)
2004-2005	1512					1391 (92.0%)
2005-2006	1590					

Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation Basic Educational Data Survey (BEDS) Staff Files.
*Data does not include teachers leaving Iowa to teach in other states.
**Mentoring and induction was first offered in 2001-2002.
***All beginning teachers were supported by mentoring and induction in 2002-2003.

On the Horizon:

1) A Model Framework for local districts to use to improve the quality of their Mentoring and Induction programs is being developed. The Iowa Department of Education is serving as a partner with this effort led by ISEA. The Model will be available in 2008.

   Under this framework, an effective mentoring program in Iowa should include the following key components:

   - A clear focus on effective teaching using the Iowa Teaching Standards
   - Preparation of experienced educators to serve as mentors
   - Learning opportunities for mentors to use commensurate with the growth of beginning educators
   - Meaningful formative assessment of the performance of beginning educators
   - Time and support for the mentor and beginning educator to work together
   - Understanding the relationship between Iowa Teaching Standards and the comprehensive evaluation
   - Establishing the firewall between mentor and evaluator and acknowledging confidential relationship between the beginning educator and mentor
   - Annual verification of program completion

2) An on-line survey for all first and second year teachers and for administrators who have new educators in their buildings. Grant funds are being used to contract with the New Teacher Center, University of California, Santa Cruz to develop and conduct this survey next year.

3) The exploration of an endorsement for Teacher Leaders to be available in 2008. This endorsement would:
   - Acknowledge and recognize teacher leaders
   - Support teachers in developing capacities for leadership
   - Provide multiple opportunities/paths for professional growth and career advancement
   - Deepen understanding of the teaching profession
   - Empower teachers as collaborators and change agents for educational reform
   - Initiate new thinking and generate research
   - Retain quality educators
   - Strengthen the overall quality of education and student learning

Activities and Accomplishments - Teacher Evaluation:

Iowa Teaching Standards: Iowa law contains eight teaching standards. These standards by law are guiding the retooling of teacher professional development and evaluation. The State Board of Education adopted model criteria for each standard to further define what Iowa recognizes as good teaching. The standards and criteria can be found at: **http://www.state.ia.us/educate/ecese/tqt/tc/doc/itsmc030122.d.**

Iowa Evaluator Training: Evaluator training continues to be provided across the state to those participants who want to obtain their new (first-time) evaluator's license. From July 2005 until the current time approximately 300 people have participated in the training. The profile of the participants has shifted to include more teachers who already have their administrator endorsement and original evaluators license and now want to prepare to obtain their first administrative position. It also includes administrators in Iowa schools who had been a practicing administrator in another state and are new to Iowa.

On the Horizon:

Iowa Evaluator Approval Level II: Evaluation of Teachers (Renewal Training): Beginning in late summer of 2007, this license renewal course, will be offered to participants who have taken the initial teacher evaluation training. Key areas of emphasis in this training are conferencing skills for pre and post observations and individual teacher professional development plans, intensive assistance plans, and evaluating Iowa Teaching Standard two.

In the spring of 2007, the State provided training to teach the evaluator level II coursework. Trainers for this course are current administrators, retired administrators, university professors, and AEA staff in leadership positions.

Iowa Evaluator Approval Level II: Evaluation of Administrators (Renewal Training): The Department in cooperation with SAI and the Wallace Foundation Grant will offer training beginning in September, 2007 designed to prepare participants to evaluate school administrators based on the six leadership standards that were endorsed by the State Board in 2006. The training focuses on the administrative standards and related criteria. It will prepare administrator evaluators with the concepts and skills necessary to make the appropriate licensure decisions and to conduct performance reviews of the administrators based on the six standards.

GOAL 2 INITIATIVE: Iowa Learning Technology Commission

Purpose:

The Iowa learning technology commission was created in 2003 to develop and administer the Iowa learning technology pilot programs. These grants were intended to encourage innovation, increase student achievement, and ensure that technology is used on the basis of best practices. The Department provides support for the Commission.

Activities and Accomplishments:

For each of the last three years, the legislature appropriated $500,000 to the Commission for these pilot grants. In each of the last two years, six grants were awarded to promote innovative uses of technology in school districts. The grants awarded in round one are being completed this school year and a summary evaluation of the effects of the grants will be developed during the fall of 2007. Information regarding the ILTC, including synopses of the grants, can be found at the Commission's web site at http://homepage.mac.com/albodespanish/iltc/iltc.html. Examples of pilot grants in progress include one-to-one laptop computer projects, Project Lead the Way expansion, science problem-solving, and podcasting student portfolios.

Results:

The effects of the pilot grants will be analyzed in several ways. The pilots will be analyzed first to determine if they accomplished what they set out to do. The statute guiding the Commission also includes a list of criteria that must be assessed by every grantee. A meta-analysis of the grants in combination will also be performed. One of the criteria measured will be an attempt to determine the specific effect on student performance data. Results of the analysis of the first round grantees will be available in the fall. The ILTC will also be issuing a third round of grants in the fall using the most recent appropriation provided by the 2007 legislature.

On the Horizon:

The Iowa Department of Education has been asked to implement a technology grant program using funds from a recent Iowa consumer class action settlement with Microsoft Corporation. Although the total amount of money available and specific parameters for use are not yet known, funding will be made available to local school districts to upgrade computer hardware and software and provide more equity of access for students across the state. In addition to the money going out to school districts, one million dollars will be provided to the Department to administer this program and provide technical assistance.

This comes at an opportune time, since state and federal funding for technology has declined significantly in recent years.

GOAL 2 INITIATIVE: Project Lead the Way PLTW®

Purpose:

The Division of Community College and Workforce Preparation within the Department of Education has developed a statewide system that utilizes a national pre-engineering program called Project Lead the Way® (PLTW). This statewide system fosters the integration of academics into career and technical education and creates a seamless transition for students to move from the secondary level to higher education. PLTW is a 501 (c) (3) not-for-profit corporation that promotes pre-engineering education for middle and high school students. PLTW incorporates strong partnerships between the public schools, higher education institutions and the private sector to increase the quantity and quality of Iowa's advanced manufacturing and biotechnology workforce. The broad scope of the PLTW program prepares students for engineering and related careers at Iowa's community colleges and four-year institutions. PLTW consists of the following courses:

- Biotechnology Engineering
- Civil Engineering and Architecture
- Computer Integrated Manufacturing
- Digital Electronics
- Engineering Development and Design
- Gateway to Technology
- Introduction to Engineering and Design
- Principles of Engineering

In addition, PLTW offers an exciting Middle School Technology Curriculum: Gateway To Technology. This project provides a project-based, hands-on learning approach for middle schools. The curriculum is 45 weeks in length and is divided into five nine-week units from the following: Design and Modeling; The Magic of Electrons; The Science of Technology; Automation and Robotics; and Flight and Space. Designed for all students, the units address national standards in math, science and technology.

Activities and Accomplishments:

- The University of Iowa and Iowa State University serve as PLTW affiliate universities. Each university has sent professors to training in 2006 and will offer two-week training institutes in the summer of 2007 for the following courses: Gateway to Technology, Introduction to Engineering, Principles of Engineering, Digital Electronics and Biotechnical Engineering. PLTW requires that every teacher successfully complete a two-week intense training institute conducted by an affiliate University-College of Engineering.

- Both the University of Iowa and Iowa State University provide the opportunity for students to receive credit for PLTW courses. Credit is offered in for all eight PLTW pre-engineering courses.

- Counselors play a key role answering student and parent questions about the PLTW program and enrolling students in appropriate PLTW courses. They also counsel students as they consider engineering, engineering technology, and related career fields of study. Fifty-two participants attended a PLTW counselors' conference that was held at Iowa State University in November 2006.

- The private sector has committed more than $1.6 million to assist educational institutions implement PLTW.

- PLTW is providing consulting services to the National FFA organization as FFA develops an agriculture curriculum that will continue to use the PLTW curriculum development model. Iowa is interested in becoming a pilot state as National FFA begins to implement the courses.

Results:
The number of PLTW program sites that have been established has increased by 53 from 2005-2007.

FIGURE 2
PLTW Program Sites

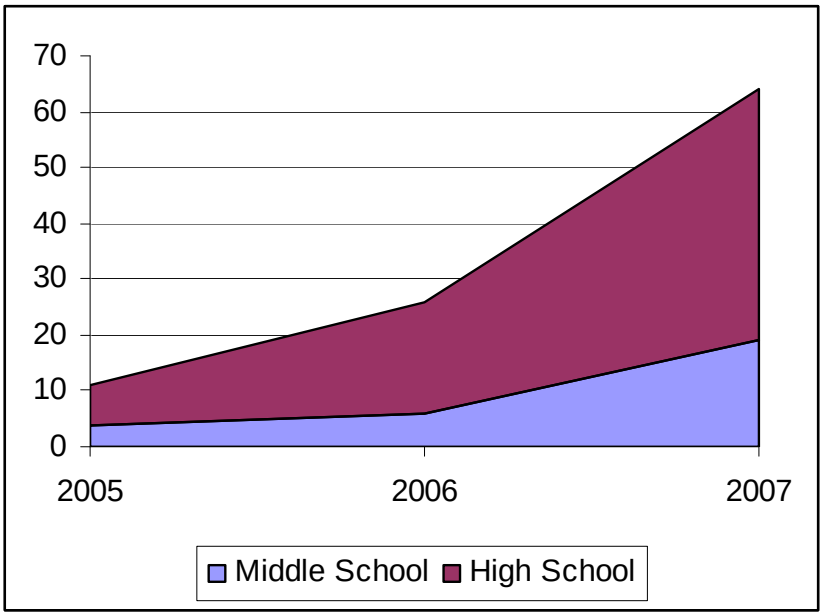
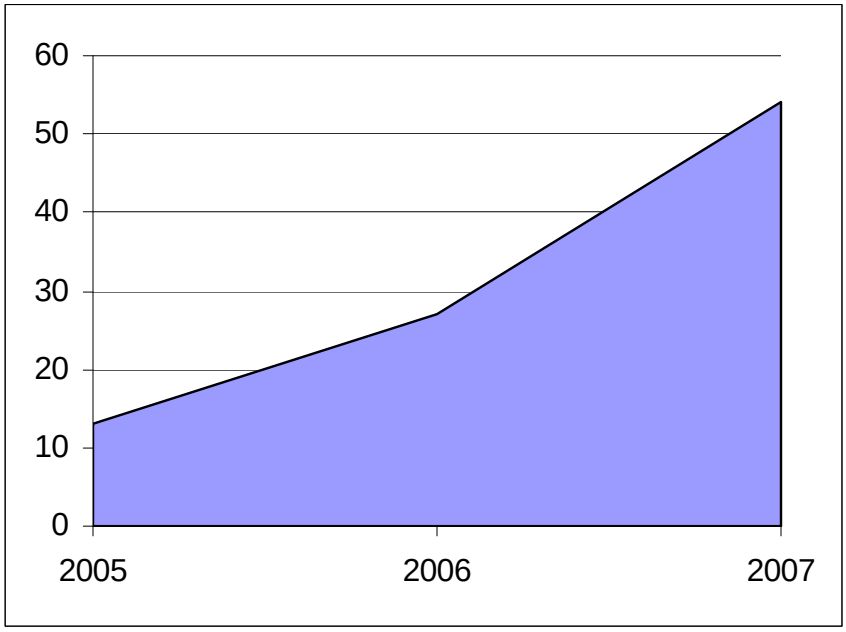


TABLE 4
Program Sites by Level

	Fiscal Year		
	2005	**2006**	**2007**
Middle School	4	6	19
High School	7	20	45

Every teacher must successfully complete a two-week intense training institute conducted by an affiliate University-College of Engineering. Iowa PLTW teacher training by year:

FIGURE 3
PLTW Teachers Trained



	2005	2006	2007
Teachers	13	27	54*

*Projected teachers to be trained in the summer of 2007.

College Credit -- In 2005-2006, 49 students applied for university credit for the Introduction to Engineering course and 39 received credit. Eleven students applied for university credit for the Principles of Engineering course and 11 received credit.

On the Horizon:

Professional development will be offered in 2007-2008 to counselors, and PLTW teachers through conferences, summer training sessions and web-based professional development training opportunities.

In order to assist schools who implement PLTW, there will be a continued focus on expanded funding resources. The Kern Foundation has approved another round of grant applications and some community colleges have focused on a regional focus to funding resources.

GOAL 2 INITIATIVE: Career Planning

Purpose:

The Division of Community Colleges and Workforce Preparation provides career resources and services to Iowans in order to promote improved career planning and to prepare every student for success at postsecondary institutions and the workplace.

Activities and Accomplishments:

With the passage of legislation for every 8th grade Iowa student to complete a Student Core Curriculum Plan (SCCP) with a graduation plan and a career option line, several resources were developed to help educators and school personnel provide basic information about Iowa careers, jobs and occupations.

1. Iowa Career Resource Guide and 16 Occupational Poster Set
   The Iowa Career Resource Guide, developed through a partnership with Iowa Workforce Development (IWD) and the Iowa Department of Education, provides up-to-date labor market information of more than 200 careers in Iowa, organized by the 16 Career Clusters framework. Information includes the average hourly wages by the amount of experience, projected career growth over a 10-year period, and the educational level needed for the career. Sections of the guide include: a career cluster-based interest inventory, 21st century skills, Iowa colleges and universities, financial aid, apprenticeships, IWD offices, job searching and interview skills, and more. In addition, wall-sized occupational posters were printed of the 16-career clusters information in the Iowa Career Resource Guide for use in each school's classrooms and common areas.

2. Iowa Choices – Iowa's Career Information and Decision Making System
   One of the tools for career information and planning is the online system, Iowa Choices. This comprehensive system of assessments, planning tools, databases, career interviews, connecting organizational links, and more allows students to create online portfolios that follow the students from middle school to college. The portfolios are part of the career development process to equip students with broad information to assist in narrowing down hundreds of career and educational possibilities to those matching the characteristics of the individual student. Funding and trainers for the Choices products, Explorer and Planner, are provided by a partnership between Iowa College Student Aid Commission and Iowa Student Loan Liquidity Corporation/College Planning Center.

3. Community College Program Brochure
   The Community College Program Brochure provides general information about Iowa's community colleges' major functions as an educational entity. Sections include college transfer, career and technical education, adult/continuing education, financial aid, apprenticeship programs, student services, and more. The brochure unfolds into a poster grid that includes program offerings broken down by the career cluster and which community college(s) offer the program. The poster notes whether the individual programs are college transfer (arts and sciences) or career and technical (or career option) and what type of credential is awarded upon completion.

Results:

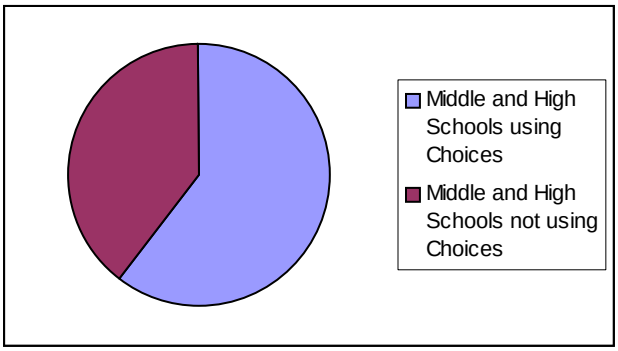
- Over 70,000 Iowa Career Resource Guides were printed and distributed through AEA personnel to over 900 middle and high schools, community colleges, universities, and Iowa Workforce Development One-Stop Centers. Each middle and high school received a classroom set of 40 to be used for career education information to assist in the career planning.
- Over 300 sets of posters (4,500 posters) have been distributed to Iowa secondary schools and community colleges.
- Utilization of Iowa Choices by educational institutions and other entities in Iowa is increasing.
    - A total of 836 schools and 132 postsecondary institutions were provided with free access to Iowa Choices Products in FY06.
    - Training was provided for over 760 educators, counselors, and administrators through AEA or community college professional development sessions or workshops.
    - Iowa Choices, a career-planning tool, is used by 60 percent of middle and high schools and 40 percent of colleges and universities in Iowa.

TABLE 5
Utilization of Iowa Choices, FY06

Institution	Using Choices	Have Access to Choices	Percent Utilizing Choices
Middle Schools and High Schools	503	836	60.17
Colleges and Universities	52	132	39.39

Source: Iowa College Student Aid Commission.

FIGURE 4
Utilization of Choices by Iowa Middle and High Schools, FY06



Note: N=All middle and high schools.
Source: Iowa College Student Aid Commission.

GOAL 2 INITIATIVE: Iowa's Warehouse Information System for Education

Purpose:

Iowa's Warehouse Information System for Education will provide access to statewide educational data to enable data-driven decisions at the state, area education agency, and local level.

Activities and Accomplishments/Background:

Data are one of an educational institution's most valuable, but underused, assets. At the Department of Education (DE), the Area Education Agencies (AEAs), and in our schools and districts across the state, data about students, staff, courses, programs, schools, revenues, and expenditures has been collected and managed in order to report on the status and progress of our educational system to the people of Iowa, its lawmakers, and the federal government. The DE has used this collection of data to produce *The Annual Condition of Education Report* to inform a host of planning and operational decisions, and to guide policy development and implementation. Unfortunately, Iowa's educational stakeholders do not yet have sufficient access to enough timely, high quality data and analytical tools to adequately support their decision-making.

Iowa's Warehouse Information System for Education (I-WISE) will leverage state and local commitment to improving education data quality and use in Iowa by developing, implementing, and sustaining a statewide longitudinal data system that utilizes individual student information. This system will improve the utility, accuracy, reliability, and timeliness of our data; reduce redundancy within our collections; decrease reporting burden on our schools and districts; streamline federal reporting; improve stakeholder access to longitudinal data; guide data-driven decision making at all levels of education; enable data exchange across institutions within the state; protect privacy and confidentiality; support research to improve our understanding of effective management

and instructional policies; and facilitate data driven decision-making that will affect student learning.

A single statewide data warehouse of student-referenced information will avoid the duplication of individual school districts or AEAs creating warehouses with limited populations of student information. I-WISE will also enable all districts, AEAs, and the general public to have access to appropriate student information in the same time frame, avoiding the inequities of some areas having access to their student information sooner because of greater financial or technical capabilities, while others have to wait for visibility to their data.

Expected Results:

The data warehouse solution objectives include the following:

- Provide the DE, AEAs, school districts, schools and the general public access to appropriate education data, reports, graphs, and decision support tools through a flexible, easy-to-use web interface, with the capability to export data to spreadsheets and other analytical tools.
- Improve educational decision-making through timely access to high quality education data.
- Analyze student achievement data at various levels such as state, AEA, school district, school building, grade level, etc. in order to understand intervention needs.
- Perform trend analysis such as student achievement, attendance, dropout, mobility, graduation, etc.
- Disaggregate and integrate achievement data by subpopulation groups and program participation to recognize program effectiveness for differing student groups.
- Identify students who are having difficulty in particular grades, subject areas, or content areas, and disaggregate these students by subject area and/or reporting categories and subpopulations.
- Compare student, school, or school district performance over a period of years broken down by the demographic characteristics of students to identify trends and patterns among the various subgroups and between schools.
- Track student enrollment from school to school and from school district to school district within the state to analyze mobility of student populations.
- Analyze and examine longitudinal data at the student, school, school district, and state level for relationships and patterns.
- Meet the informational and reporting requirements of the U.S. Department of Education—including No Child Left Behind (NCLB) and Education Exchange Network (EDEN) data, plus all other reporting requirements deemed necessary by the DE.
- Ensure compliance with state and federal laws and statutes that protect the confidentiality, integrity and availability of student information (Family Educational Rights and Privacy Act [FERPA] and Health Insurance Portability and Accountability Act [HIPAA] regulations).

On the Horizon:
The data warehouse solution will be phased in over 1 to 3 years using individual student records from Project EASIER, special education student data from the Information Management System (IMS), and student achievement data from the Iowa Testing Program (ITP). In the future, the Department expects to expand the warehouse to possibly include staff data, financial data, additional achievement data, and district program data.

STRATEGIC PLAN GOAL 3 - Iowans will pursue higher education that results in an improved quality of life supported by better economic opportunities through high skill employment**.**

GOAL 3 INITIATIVE: Community College Accreditation

Purpose:
Iowa's state accreditation process for community colleges was revised placing emphasis on continuous quality improvement to enhance institutional performance and student success.

Activities and Accomplishments:
The community college accreditation process was restructured in 2006 to incorporate the Higher Learning Commission's Academic Quality Improvement Program (AQIP) model. Nine of 15 community colleges have shifted from Program to Evaluate and Advance Quality (PEAQ) to AQIP. To align with North Central Association of Colleges and Schools' process, administrative rules were amended. The rules contained the following criteria: Mission and Integrity; Preparing for the Future; Student Learning and Effective Teaching; Acquisition, Discovery, and Application of Knowledge; Engagement and Service. The revised accreditation process also includes state standards for minimum faculty competencies, faculty workload, provision for students with special needs, and guidelines for vocational program review.

Results:
Administrative rules were submitted to and approved by the State Board of Education in September 2006, amending the accreditation process. During the past year, the Division of Community Colleges and Workforce Preparation conducted six community college accreditation visits.

On the Horizon:
The Division of Community Colleges and Workforce Preparation will coordinate three visits and reports next fiscal year. Additionally, Senate File 588 mandates further amendments in 2007 to Chapter 24 regarding Quality Faculty Development Plans.

GOAL 3 INITIATIVE: Community College Articulation

Purpose:
Articulation agreements take a variety of forms, but all are designed to facilitate effective transfer – either from high schools to community colleges or from community colleges to other postsecondary institutions. The agreements help to better align course content between institutions and assist students in knowing how their community college credits/programs transfer and satisfy specific major requirements at each university.

Activities and Accomplishments:
Each year, a staff member represents the Department of Education on the Liaison Advisory Committee on Transfer Students (LACTS) concerning articulation/transfer issues. The committee is made up of six voting members (three from the community colleges and one member each from the three Regents universities) and an ex-officio member from the Department of Education. Over the years, the committee has been influential in developing eight statewide agreements. A complete listing of articulation agreements is published in both a printed and electronic format under the title *The Public Connection, Volume I and Volume II.* These publications are also posted on the Department of Education's website. Articulation agreements are reviewed and reaffirmed annually.

Results:
During the 2006-2007 academic year, the Association of Science Degree articulation agreement was reached and approved. At the Annual Articulation Agreement Review meeting in April, the other seven statewide articulation agreements were renewed. One of the vehicles utilized to ease the transition of students into community colleges and transferring to the Regents universities is the common course numbering system. The system was implemented in the fall of 2006. Community colleges and the Regents universities are continuing to work on program-to-program articulation agreements.

On the Horizon:
Efforts are underway to make the AS Degree more uniform across Iowa's 15 community colleges, and there are continued discussions regarding the transfer of the AS and AAS degrees to the Regents universities. The common course numbering system initiative will continue to move toward common course descriptions and core content over the next several years. As the integrity of the common course numbering system improves, articulation efforts will be significantly improved. Iowa State University is assessing the creation of a Bachelor of Applied Science or Bachelor of Technology degree program to improve the transition of students from community college technical degree (AAS) programs. The program would be modeled after the Bachelor of Applied Studies the University of Iowa began offering in the 2005-2006 academic year.

GOAL 3 INITIATIVE: Community College Management Information System (MIS) and Data-Tracking Systems

Purpose:

The Division of Community Colleges and Workforce Preparation's efforts to enhance the capacity to report on the enrollment of students and their success has been expanded through the development of a consistent methodology to track students and to utilize the data in the Iowa Workforce Development's (IWD) Unemployment Insurance Records and the National Student Data Clearinghouse.

Activities and Accomplishments:

House File 2527 mandated that the state's K-12 unique student identifier system be integrated into the community college MIS (Management Information System). During 2007, the division is conducting a pilot-test of the application. Hawkeye Community College and Des Moines Area Community College are the two pilot-sites being conducted this summer. After the pilot the process will be implemented with all of Iowa's 15 community colleges. This step is critical to the state's ability to track secondary students' enrollment, persistence and graduation from community college programs.

Iowa has been using the data matching capacity of the Community College MIS with the IWD's Unemployment Insurance Records, and the National Student Data Clearinghouse to report on several of the federally-mandated Perkins accountability measures: Post-program placement (i.e. job placement), retention, and postsecondary program enrollment. The State Board of Education's directive to the division to develop quantifiable measures of the economic impact of the community colleges led to further data mining of these matched data sets. The division and Iowa State University (ISU) developed the research methodology with input from an advisory committee of institutional researchers from the community colleges and IWD staff. The report "Transfer Behavior Among Iowa Community College Students and Post-College Earnings of Iowa Community College Students" was completed. The department and ISU researchers are conducting workshops at each community college for the president and his/her executive cabinets. Other dissemination methods will be utilized to share the results.

Results:

The division continues to refine and enhance the Community College MIS; the data dictionary of 1998 was revised and issued; the annual reporting manual was amended and disseminated; the K-12 state unique student identifier addition to the Community College MIS was pilot-tested; standard annual reports were all issued within deadlines; and a methodology was developed jointly with ISU for reporting of the transfer behaviors and wage earnings of community credit students.

On the Horizon:
The division will continue to collaborate with its major research partner, ISU, in further examination of the transfer and workforce success of community college students. Additionally, the division will examine the issues and process to revise the MIS from a point-in-time reporting system to a student unit record system format.

GOAL 3 INITIATIVE: Community College Science, Technology, Engineering, and Mathematics (STEM) Activities

Purpose:
A plethora of initiatives are aimed at improving science, technology, engineering, and mathematics (STEM) education at the community college level.

Activities and Accomplishments:
Community colleges have undertaken many STEM initiatives. One community college has developed a STEM career academy. Community colleges are playing an important role in implementing Project Lead the Way (PLTW) in conjunction with local high schools. Additionally, the Division of Community Colleges and Workforce Preparation is actively involved with the Iowa Mathematics and Science Coalition (IMSC). The division created a group of community college faculty and administrators to work with the Iowa Initiative for College Mathematics and Statistics Education (IICMASE) in its efforts to improve student transitions in the field of mathematics.

Results:
A Perkins reserve fund consisting of $150,000 (with a $300,000 match available) is being created for FY08. The funds will be used to pull together mathematics faculty at the high schools, community colleges, and the Regents universities to improve curriculum alignment.

On the Horizon:
The division will compile an inventory of K-16 initiatives in STEM fields. There is a great deal of activity underway as a variety of entities recognize the need for STEM initiatives. However, there is no compilation or inventory of these activities. The department will collect and inventory these initiatives and disseminate information about the initiatives. During the next fiscal year, the reserve fund will be dispersed in equal portions to the community colleges (via an RFA process) to convene regional meetings of mathematics educators. The division will continue to be actively involved with the IMSC and the IICMASE. Additionally, the division will explore avenues to enhance the integration of mathematics and science into career and technical programs, and to emphasize the importance of contextual learning to math and science teachers (i.e., the integration of career and technical education in academics).

GOAL 3 INITIATIVE: Entrepreneurship Education

Purpose:

Entrepreneurial education, per Iowa Code Chapter 258, states a vocational program sequence will address the following: new and emerging technologies; job-seeking; job-keeping and other employment skills, including self-employment and entrepreneurial skills, which reflect current industry standards; leadership skills; entrepreneurial and local-market needs; and the strengthening of basic academic skills.

Activities and Accomplishments:

- On September 12, 2006, a joint Entrepreneurship Task Force was formed with the Iowa Department of Education and the Iowa Department of Economic Development. This task force has meet bi-monthly with over 50 stakeholders either attending the meeting or giving input via email.
- Various workshops were given to Iowa secondary and postsecondary teachers on the National Entrepreneurship Standards and Benchmarks. Other workshops included the Iowa Superintendents' Meeting, Iowa School Board Meeting, Community Entrepreneurship Academy, Iowa Venture Capital and Entrepreneurship Conference, and Harvesting Great Places Workshops.
- All John Pappajohn Entrepreneurial Centers developed a brochure of current programs that are delivered by the centers. This is being distributed to Iowa teachers, etc. (K-16).
- An Alternative Entrepreneurship Education Grant was submitted to the Carver Trust Fund. Funding is pending.
- The John Pappajohn Entrepreneurial Center located at the University of Iowa designed and developed a survey that was delivered to K-16 instructors. This information is the beginning of an information database.
- Partners were identified to develop and maintain a joint website for the above database to be available to Iowa teachers and students (K-16).
- Entrepreneurship Week was February 24–March 3, 2007. This was celebrated by many workshops and conferences for students K-16.

Results:

- One charter school will begin fall 2007 with a complete program of entrepreneurship education.
- I-JAG schools have begun teaching entrepreneurship education, and a student run business is an important part of the sequence of learning.
- Two alternative education schools are teaching entrepreneurship education and 23 have attended training to integrate entrepreneurship education.
- All career and technical instructors are to be integrating entrepreneurship education in career and technical programs. Technical assistance is given to these teachers.
- Five community colleges have a complete program in entrepreneurship education.

- Twelve community colleges teach adult education courses in entrepreneurship education.

On the Horizon:

- The Targeted Industries FY08 appropriations bill contains funds for entrepreneurship education. The Entrepreneurship Task Force is developing a plan to be involved.
- The John Pappajohn Entrepreneurial Center, located at the Des Moines Higher Education Center, is developing video vignettes that reinforce teaching points. The edited vignettes from interviews throughout Iowa will give entrepreneurialism a "real life" and "Iowa" face and will also supplement multi-media materials.
- Discussions are continuing about youth entrepreneurship and career education planning, as well as information dissemination to schools and businesses.
- The University of Northern Iowa is proposing that entrepreneurship education be included in their teacher education programs.
- The Entrepreneurship Task Force has developed the following vision statement: *"An Iowa that nurtures an entrepreneurial culture of creative and innovative thinkers who recognize opportunity, manage risk, contribute to economic viability, and add value to society."* The mission statement of the Entrepreneurship Task Force is as follows: *"Establish entrepreneurship as a visible and valued part of the economic and educational system in Iowa by supporting communication and collaboration among business, industry, education, government, community organizations, and citizens resulting in venture creation."* The task force vision statement, mission statement, and strategic plan with goals and objectives will be presented within 30 days to Judy Jeffery, Director, Iowa Department of Education; and Mike Tramontina, Director, Iowa Department of Economic Development.

GOAL 3 INITIATIVE: Family Literacy

Purpose:

The Division of Community Colleges and Workforce Preparation supports comprehensive family literacy programs to help break the cycle of poverty and illiteracy by working to improve the educational opportunities of families most in need of services as defined by low literacy levels, poverty, limited English proficiency, and other indicators. The Iowa Workforce Development and the Iowa Department of Education's Division of Community Colleges and Workforce Preparation received incentive grant funds to establish and support a family literacy model in Iowa's community colleges. Community colleges were invited to submit proposals for grants to fund family literacy programs for a third round, which will carry funding through to June 2008.

Activities and Accomplishments:

The theme for this round of funding is “The Working Family,” assisting adults in building work skills while providing career awareness to children. The local programs are designed to help parents become full partners in their children’s education and prepare children for successful experiences in school and life.

Fourteen community colleges received funding to continue their efforts and explore the working family approach. Although each community college was able to choose their own path for meeting the goals of round three, the following components are included in their plans:

- The comprehensive family literacy program model integrates four components – adult education, child education, parenting, and parent/child literacy activities – into one model.
- Collaboration with Iowa Workforce Development has been and will continue to be encouraged, and their assistance requested in offering job skills support to family literacy participants
- Existing efforts directed at children 0-8 have continued.
- Children in upper elementary and middle school are included in grant efforts through career awareness.
- Parenting for academic success of the children is a component.
- Career prep with a continuum of support from beginning job skills through moving up the career ladder may be included.
- An evaluation component is in place to collect quantitative and qualitative data.
- A fall face-to-face meeting provided an opportunity for sharing of program design and success. Strategies for recruitment and retention were the topics addressed at the workshop.
- A spring workshop provided professional development related to teaching literacy skills to adult students. In addition, a workshop was offered on how to build family literacy backpacks.

Results:

At the conclusion of the second grant round in June, data will be aggregated regarding participation and impact of the family literacy programs across the state. Each community college will collect, analyze, and contribute to the second round report. Data will guide our efforts for round three and future grant opportunities.

On the Horizon:

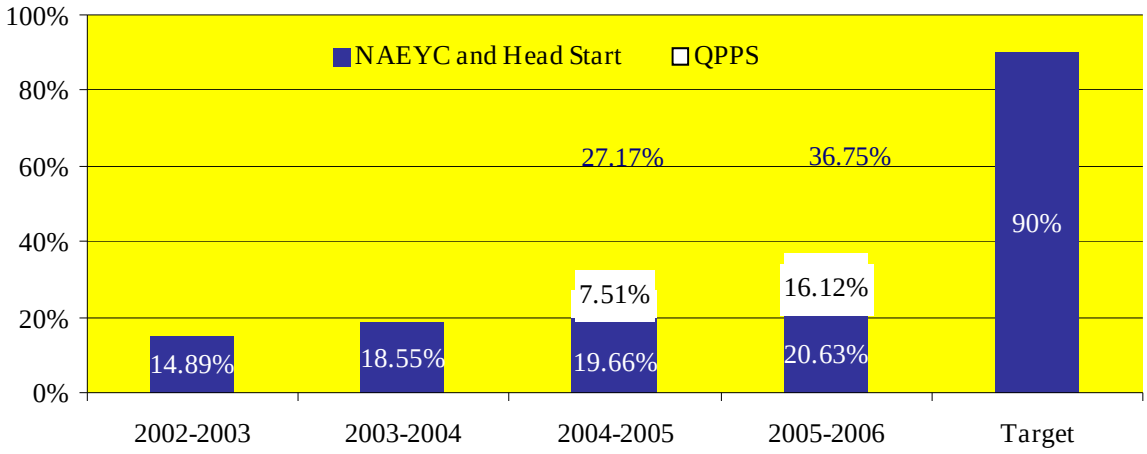
The state of Iowa is eligible for another round of funding that could, potentially, support the family literacy programs through June 2009. Direction for another round of funding would provide opportunity to build capacity for when there are no longer grant funds available. In addition, transition of students on to ABE (Adult Basic Education), higher-level ESL (English as a Second Language), GED (General Education Development), credit classes or workforce skills, and certification would be included. Communities not previously involved would have the opportunity to participate. Department staff is working with the Iowa Workforce Development to determine funding for the family literacy programs offered through our community colleges.

PART II: MEASURES OF SUCCESS

The State Board and Department of Education Strategic Plan includes indicators that are used to measure success toward achieving the goals in the plan. Following is an update on these indicators.

INDICATOR: Percentage of children, ages three and four, who have participated in a quality early care or education program

FIGURE 5
Percentage of Children Attending Quality Preschools

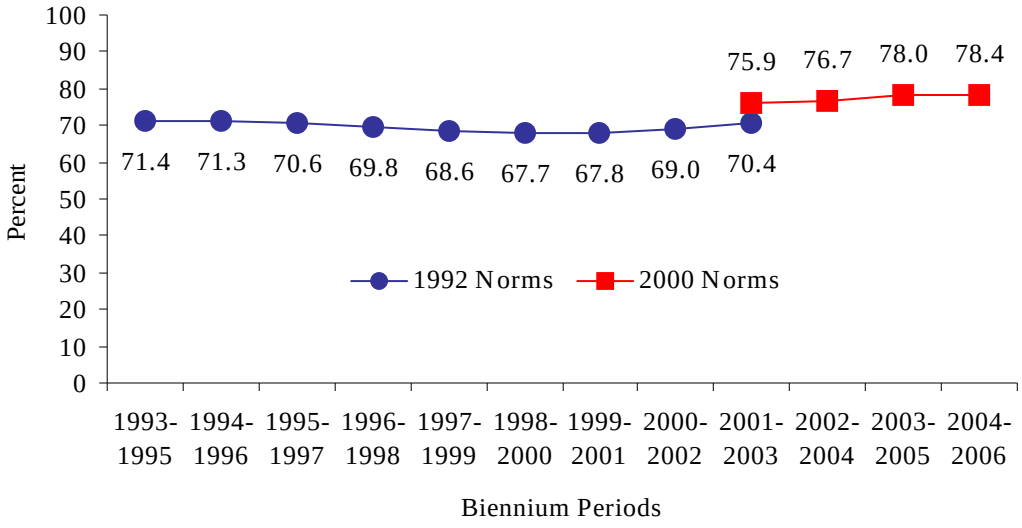


The percentage of children, ages three and four, who have participated in a preschool program that is accredited by the National Association for the Education of Young Children (NAEYC), meets Head Start program performance standards, or are participating in preschool and child care programs that are implementing the Iowa Quality Preschool Program Standards (QPPS), is displayed in Figure 1.

Research has established a clear and compelling connection between the quality of children's early learning experiences and later success in school and in life. By achieving NAEYC accreditation, meeting Head Start Program Performance Standards or consistently implementing the QPPS standards and criteria, programs are providing quality early learning experiences that promote positive outcomes for children and provide them with the readiness skills they need to be successful when they enter kindergarten.

INDICATOR: Percentage of 4th, 8th and 11th grade students achieving proficient or higher in reading and math, and 8th and 11th grade students proficient in science

FIGURE 6
Percent of Iowa Fourth Grade Students
Proficient on ITBS Reading Comprehension Test
Biennium Periods 1993-1995 to 2004-2006*

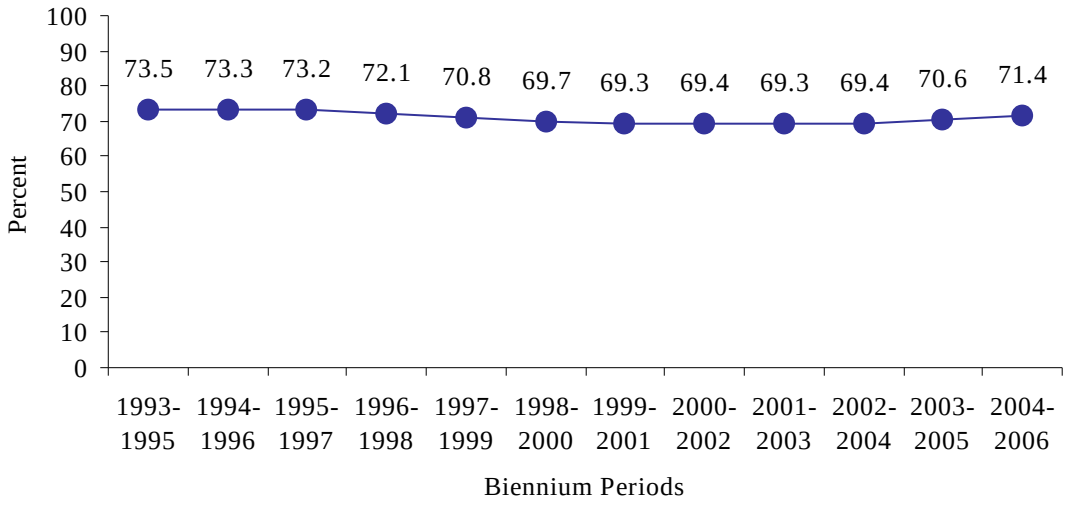


*NCLB targets: 2002-2004 / 64%; 2005-2007 / 70%; 2008-2010 / 76%

The percent of Iowa fourth grade students proficient in reading as measured by the Iowa Tests of Basic Skills, Reading Comprehension Subtests is displayed in Figure 6. Between the biennium period 1993-1995 and 1998-2000, the percent of students proficient declined from 71.4 percent to 67.7 percent. Since the 1998-2000 biennium, the percent of students that are defined as proficient has increased in each biennium period with 78.4 percent of fourth graders reported as proficient in the most recent reporting period.

The Iowa Testing Programs provide the following description for a proficient fourth grade student: “A student designated as proficient can, at a minimum, do the following: Usually understands factual information and new words in context. Usually is able to make inferences and interpret either nonliteral language or information in new contexts. Often can determine a selection’s main idea and analyze its style and structure.”

FIGURE 7
Percent of Iowa Eighth Grade Students Proficient on ITBS Reading Comprehension Test Biennium Periods 1993-1995 to 2004-2006*

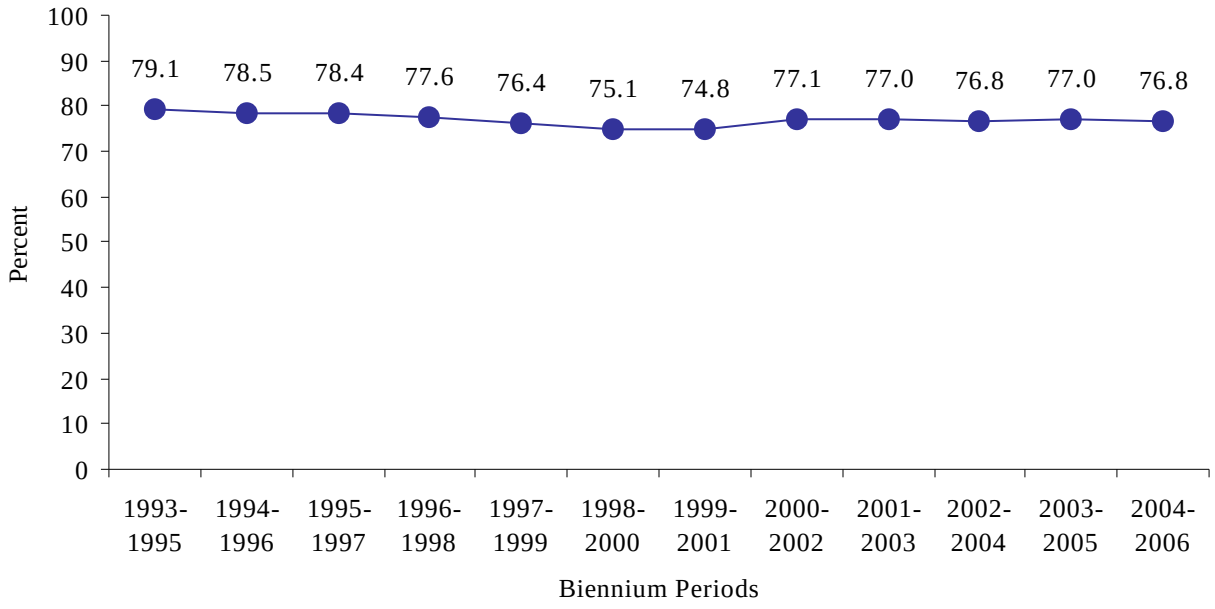


*NCLB targets: 2002-2004 / 60%; 2005-2007 / 66.7%; 2008-2010 / 73.3%

The percent of Iowa eighth grade students proficient in reading as measured by the Iowa Tests of Basic Skills, Reading Comprehension Subtests is displayed in Figure 7. Between the biennium period 1993-1995 and 1999-2001, the percent of eighth grade students proficient in reading declined from 73.5 percent to 69.3 percent. Between the 1999-2001 biennium period and the 2002-2004 biennium period, the percent remained relatively flat. In the 2003-2005 biennium period, the percent started increasing and is now 71.4 percent.

The Iowa Testing Programs provide the following description for a proficient eighth grade student: “A student designated as proficient can, at a minimum, do the following: Usually is able to understand factual information and new words in context, make inferences, and interpret information in new contexts. Often is able to determine a selection’s main idea, identify its author’s purpose or viewpoint, and analyze its style and structure.”

FIGURE 8
Percent of Iowa Eleventh Grade Students
Proficient on ITED Reading Comprehension Test
Biennium Periods 1993-1995 to 2004-2006*

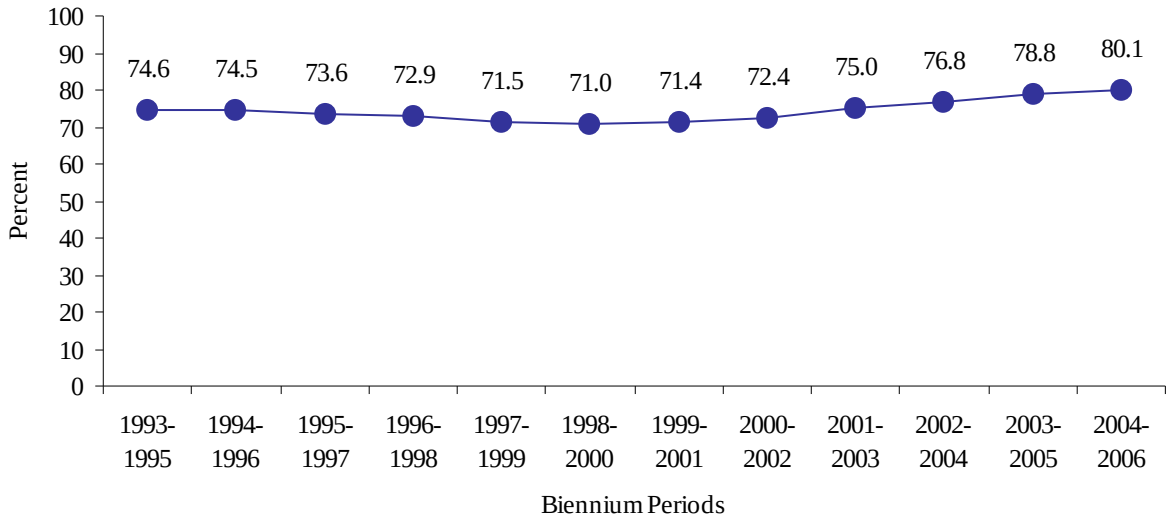


*NCLB targets: 2002-2004 / 69%; 2005-2007 / 74.2%; 2008-2010 / 79.3%

The percent of Iowa eleventh grade students proficient in reading as measured by the Iowa Tests of Educational Development, Reading Comprehension Subtests is displayed in Figure 8. Between the biennium period 1993-1995 and 1999-2001, the percent of eleventh grade students proficient in reading declined from 79.1 percent to 74.8 percent. For the biennium period 2000-2002 the percent of eleventh grade students proficient in reading increased to 77.1 percent. The percentage has remained relatively flat since then with 76.8 percent proficient in the 2004-2006 biennium period.

The Iowa Testing Programs provide the following description for a proficient eleventh grade student: “A student designated as proficient can, at a minimum, do the following: Usually understands stated information and ideas; often is able to infer implied meaning, draw conclusions, and interpret nonliteral language; and usually is able to make generalizations from or about a text, identify its author’s purpose or viewpoint, and evaluate aspects of its style or structure.”

FIGURE 9
Percent of Iowa Fourth Grade Students
Proficient on ITBS Mathematics Test
Biennium Periods 1993-1995 to 2004-2006*

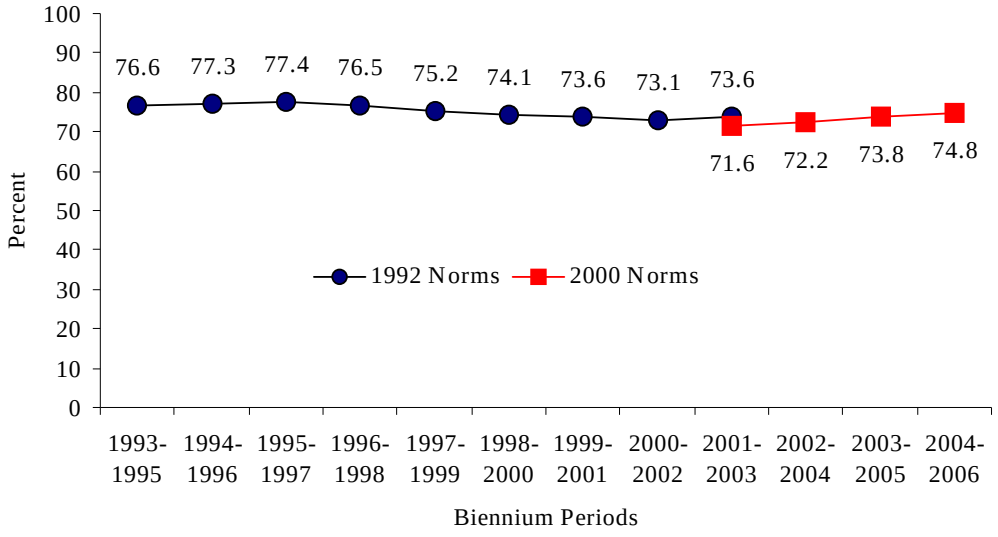


*NCLB targets: 2002-2004 / 62%; 2005-2007 / 68.3%; 2008-2010 / 74.7%

The percent of Iowa fourth grade students proficient in mathematics as measured by the Iowa Tests of Basic Skills is displayed in Figure 9. Between the biennium period 1993-1995 and 1998-2000, the percent of fourth students proficient in mathematics declined from 74.6 percent to 71.0 percent. Since the 1998-2000 biennium, the percent of students that are defined as proficient has increased in each biennium period with 80.1 percent of fourth graders reported as proficient in the most recent reporting period.

The Iowa Testing Programs provide the following description for mathematics proficiency of a fourth grade student: “A student designated as proficient can, at a minimum, do the following: Is developing an understanding of many math concepts; usually is able to solve simple and complex word problems and use estimation methods; and can interpret data from graphs and tables.”

FIGURE 10
Percent of Iowa Eighth Grade Students
Proficient on ITBS Mathematics Test
Biennium Periods 1993-1995 to 2004-2006*



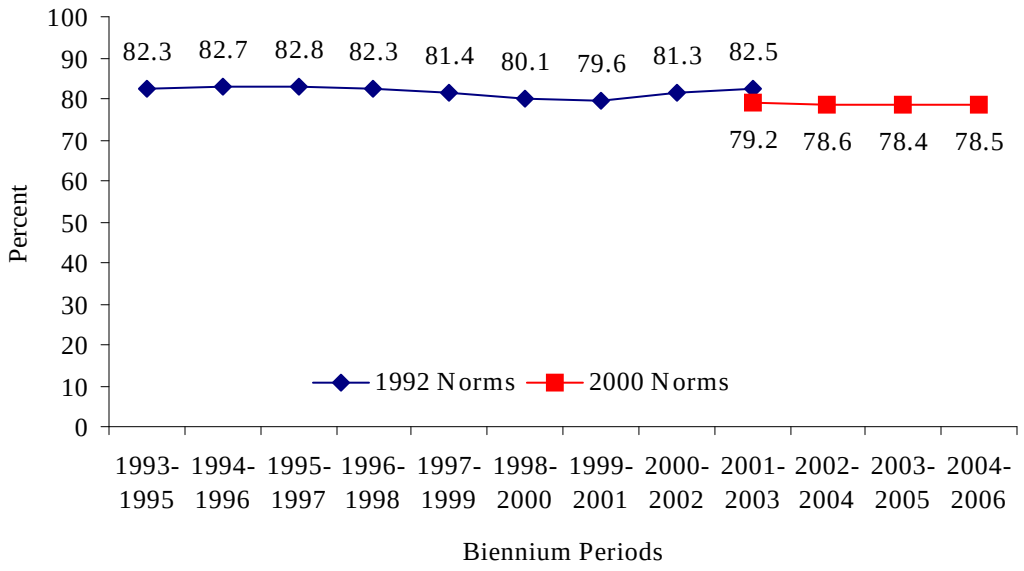
*NCLB targets: 2002-2004 / 58%; 2005-2007 / 65%; 2008-2010 / 72%

The percent of Iowa eighth grade students proficient in mathematics as measured by the Iowa Tests of Basic Skills is displayed in Figure 10. Between the biennium period 1994-1996 and 2000-2002, the percent of eighth grade students proficient in mathematics declined from 77.3 percent to 73.1 percent. Since the 2000-2002 biennium, the percent of students proficient has increased in each biennium period, with 74.8 percent proficient in the 2004-2006 reporting period.

In 2000, the Iowa Tests were re-normed. In 2001-2003, results using both the 1992 norms and the 2000 norms are presented. Although the percent of students that are proficient is lower using the new norms, the trend line is positive under either set of norms.

The Iowa Testing Programs provide the following description for mathematics proficiency of an eighth grade student: “A student designated as proficient can, at a minimum, do the following: Usually can understand math concepts and solve simple and complex word problems, sometimes can use estimation methods, and usually is able to interpret data from graphs and tables.”

FIGURE 11
Percent of Iowa Eleventh Grade Students
Proficient on ITED Mathematics Test
Biennium Periods 1993-1995 to 2004-2006*



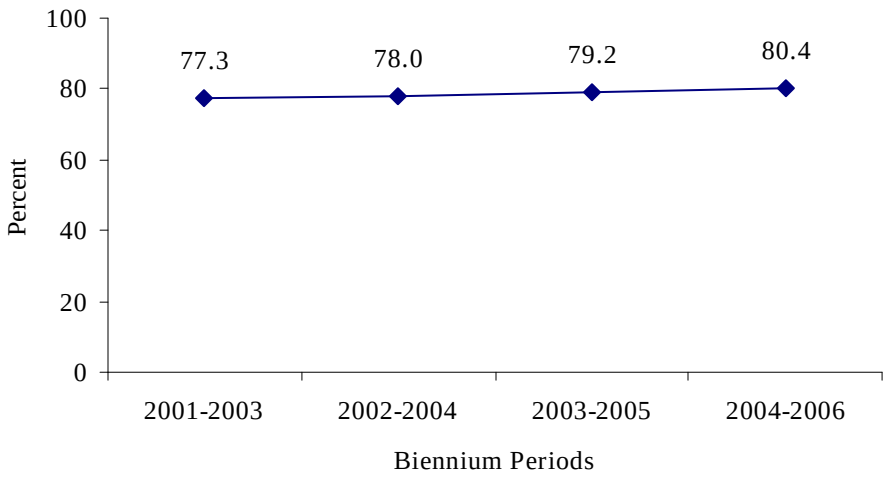
*NCLB targets: 2002-2004 / 69%; 2005-2007 / 74.2%; 2008-2010 / 79.3%

The percent of Iowa eleventh grade students proficient in mathematics as measured by the Iowa Tests of Educational Development is displayed in Figure 11. Between the biennium period 1993-1995 and 1999-2001, the percent of eleventh grade students proficient in mathematics declined from 82.3 percent to 79.6 percent. The percent of eleventh grade students that were proficient in mathematics increased between the 1999-2001 biennium and 2001-2003. The percent of eleventh grade students proficient in mathematics is now at 78.5 percent proficient in the 2004-2006 biennium.

As noted with the results of the eighth grade mathematics tests, the re-norming in 2000 resulted in fewer students reported as proficient. In 2001-2003, results using both the 1992 norms and the 2000 norms are presented.

The Iowa Testing Programs provide the following description for mathematics proficiency of a eleventh grade student: “A student designated as proficient can, at a minimum, do the following: Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.”

FIGURE 12
Percent of Iowa Eighth Grade Students
Proficient on ITBS Science Test
Biennium Periods 2001-2003 to 2004-2006

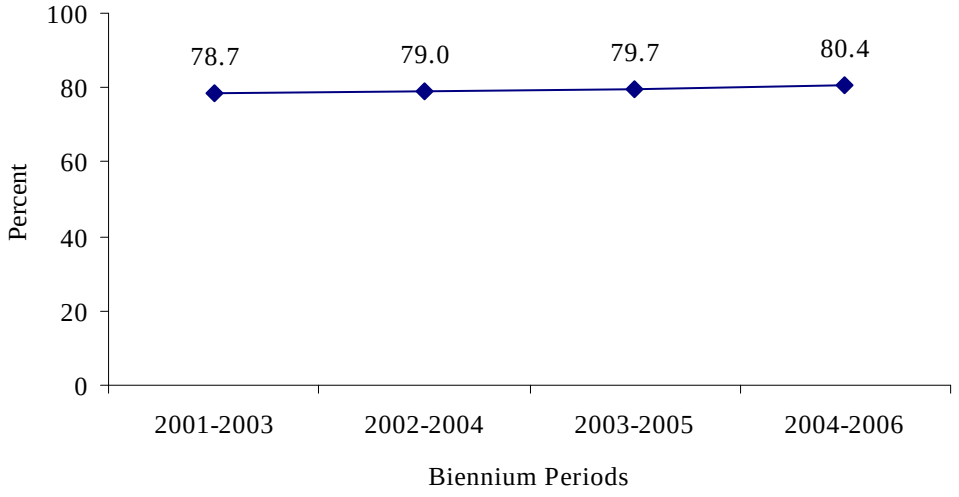


The percent of Iowa eighth grade students proficient in Science as measured by the Iowa Tests of Basic Skills is displayed in Figure 12. Between the biennium period 2001-2003 and 2004-2006, the percent of eighth grade students proficient in science increased from 77.3 percent to 80.4 percent.

Beginning with the 2007-2008 school year, districts will measure the proficiency of all students in science. A science assessment must be administered in at least one of each of the following grade groups: 3 through 5; 6 through 9; and 10 through 12.

The Iowa Testing Programs provide the following description for science proficiency of an eighth grade student: “Sometimes understands ideas related to Earth, the universe, and the life sciences. Usually understands ideas related to the physical sciences and often can demonstrate the skills of scientific inquiry.”

FIGURE 13
Percent of Iowa Eleventh Grade Students
Proficient on ITED Science Test
Biennium Periods 2001-2003 to 2004-2006

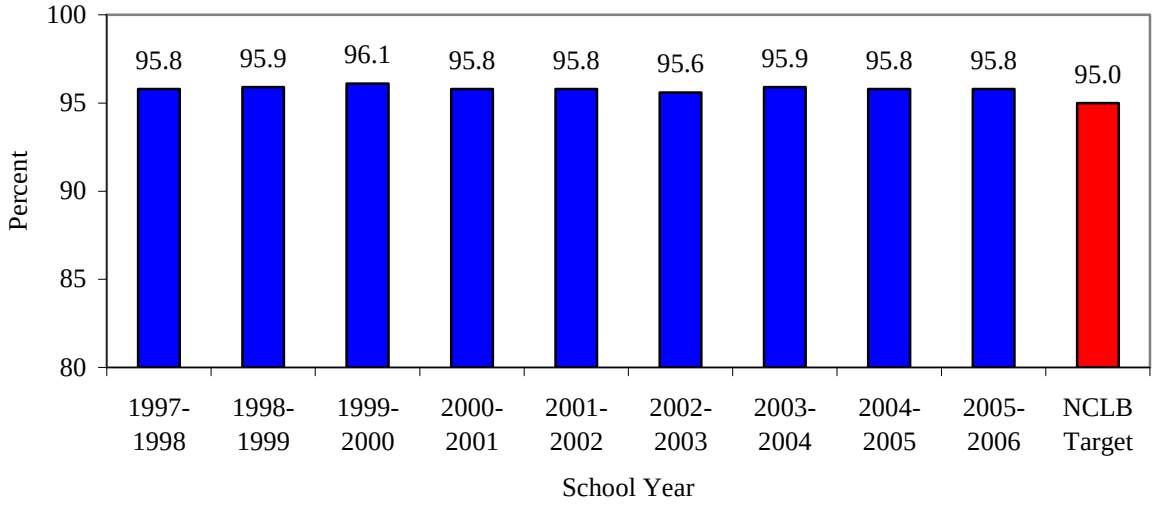


The percent of Iowa eleventh grade students proficient in Science as measured by the Iowa Tests of Educational Development is displayed in Figure 13. Between the biennium period 2001-2003 and 2004-2006, the percent of eleventh grade students proficient in science increased from 78.7 percent to 80.4 percent.

The Iowa Testing Programs provide the following description for science proficiency of an eleventh grade student: “Sometimes makes inferences or predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.”

INDICATOR: Average daily attendance rate for elementary and middle school students

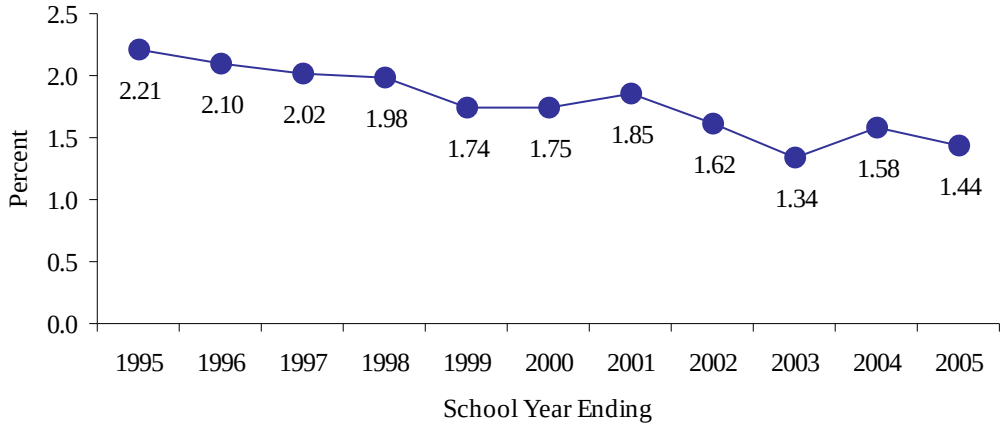
FIGURE 14
Iowa Public School Grades K-8
Average Daily Attendance Rate
1997-1998 to 2005-2006



Average daily attendance rate for students in kindergarten through grade eight for the school years 1997-1998 to 2005-2006 has remained relatively unchanged as shown in Figure 14. In 1997-1998, the average daily attendance rate was 95.8 percent and in 2005-2006 the rate also was 95.8. Average daily attendance is used as an alternate indicator in Iowa's Accountability Plan for NCLB. The rate is calculated by dividing the average daily attendance by the average daily enrollment for all students in public schools.

INDICATOR: Percentage of students considered as dropouts for grades 7-12

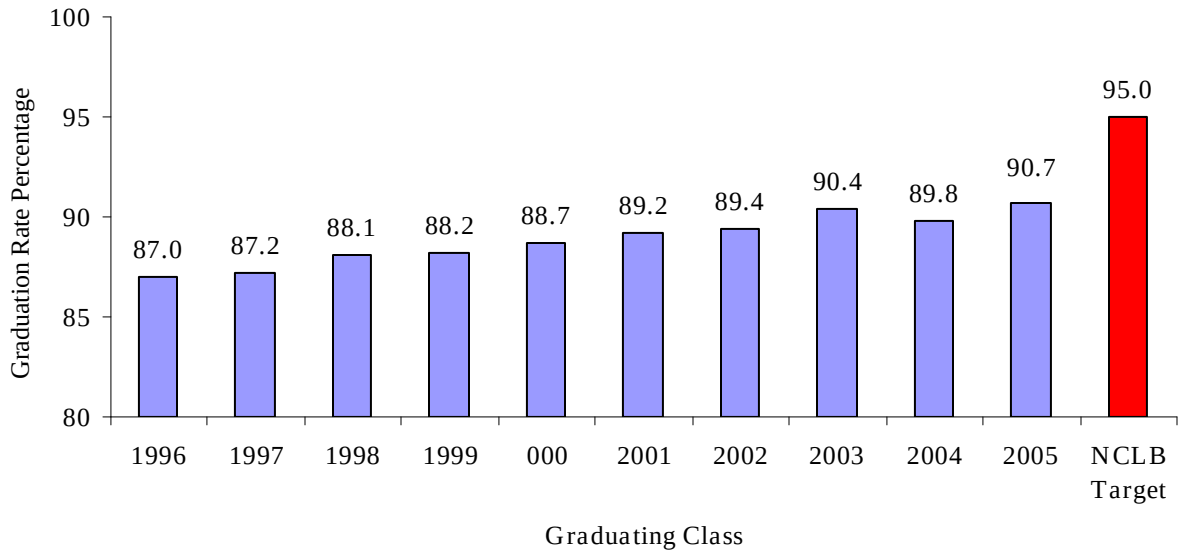
FIGURE 15
Iowa Grades 7-12 Dropouts as a Percent of Public School Students in Grades 7-12
1994-1995 to 2004-2005



The dropout rate of students in grades seven through twelve is shown in Figure 15 for the years 1995 through 2005. The dropout rate declined for most years between 1995 and 2005. With the implementation of NCLB, additional training and attention has been given to the definition of a dropout as provided by the National Center of Education Statistics.

INDICATOR: Percentage of students who graduate from high school each year with a diploma

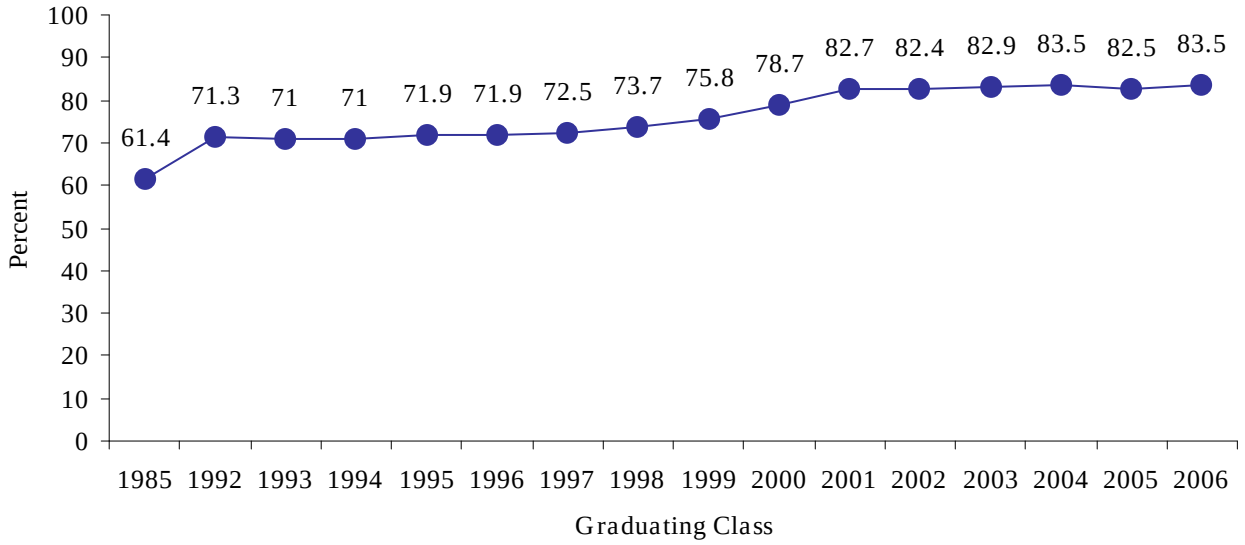
FIGURE 16
Iowa Public School Graduation Rates
Graduating Classes of 1996 to 2005



Graduation rates for the graduating classes of 1996 to 2005 are shown in Figure 16. The graduation rate in public schools increased from 87.0 percent for the class of 1996 to 90.4 percent for the class of 2003. In 2004 the graduation rate declined slightly. Between 2004 and 2005, the graduation rate increased almost 1 percentage point. The graduation rate is based upon the number of students who receive a diploma divided by an estimate of the number of students who were enrolled at ninth grade. Beginning with the class of 2008, the graduation rate will be based upon following students from ninth grade to twelfth grade.

INDICATOR: Percentage of high school seniors who intend to pursue postsecondary education/training

FIGURE 17
Percent of All Iowa Public School Graduates/Seniors Pursuing or Intending to Pursue Postsecondary Education/Training Graduating Classes of 1985 and 1992 to 2006



Since the class of 2001, over 80 percent of Iowa's high school graduates have indicated that they intend to pursue postsecondary education or training, Figure 17. In 1985, approximately 60 percent indicated that they intended to pursue some type of postsecondary education or training. In 2006, 83.5 percent of the graduating class indicated they were intending to pursue additional training or postsecondary education beyond high school.

INDICATOR: Percentage of students achieving a score or status on a measure that indicates probable postsecondary success

FIGURE 18
Percent of Iowa ACT Participants Achieving an ACT Score Above the National Average and an ACT Score of 20 or Above 1991 to 2006

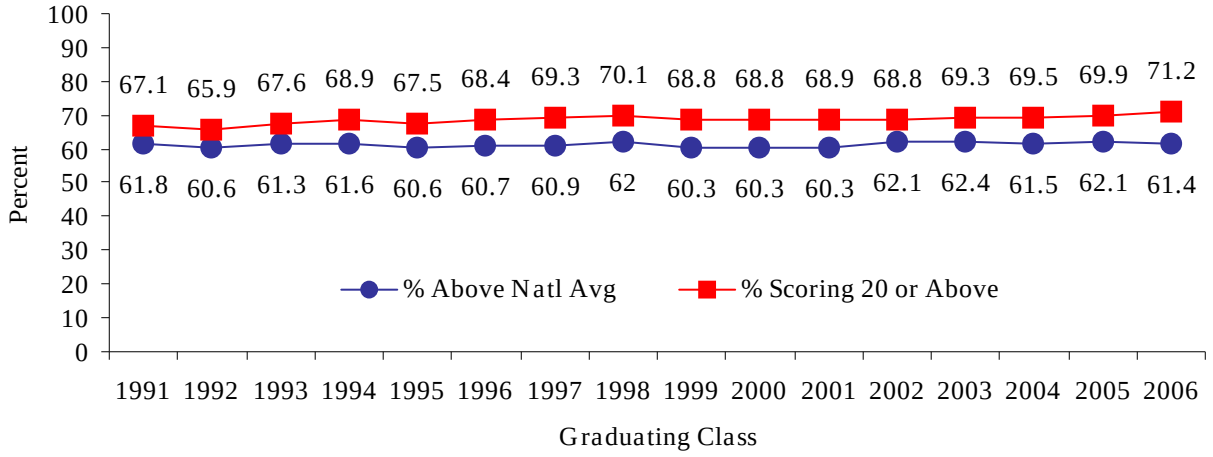
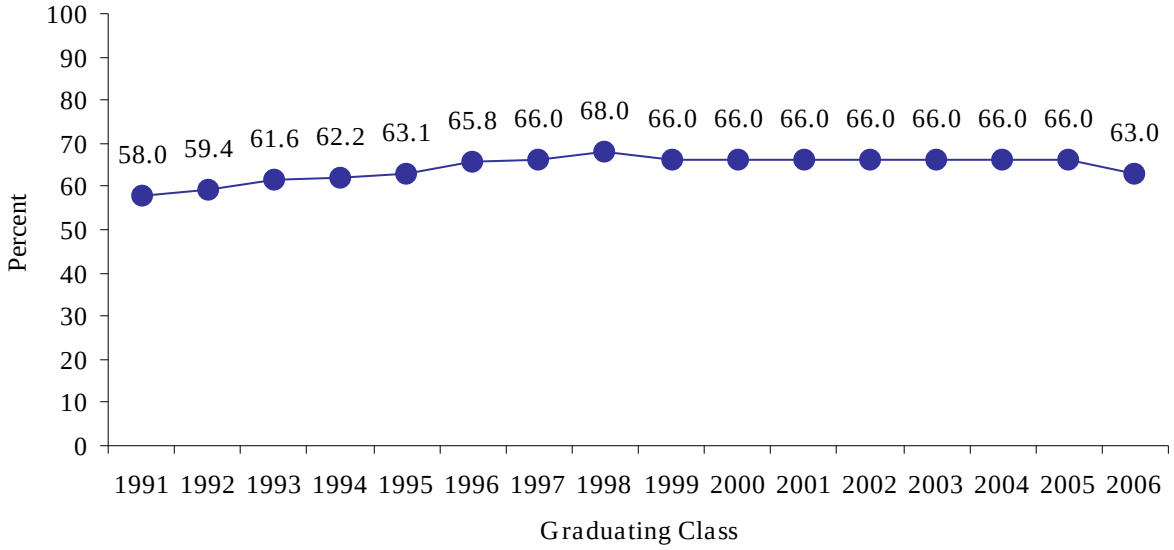


Figure 18 shows the percent of Iowa students whose ACT scores were above the national average and whose ACT scores were above 20. For the graduating class of 2006, 71.2 percent of Iowa students who took the ACT scored 20 or better. The percent of students scoring 20 is an indicator of students that could probably be expected to be successful in a postsecondary institution. Over 60 percent of Iowa students in the class of 2006 scored above the national average.

INDICATOR: Percentage of high school students who complete a core program of four years of English/language arts and three or more years each of mathematics, science and social studies

FIGURE 19
Percent of Iowa ACT Participants
Completing Core High School Program
1991 to 2006

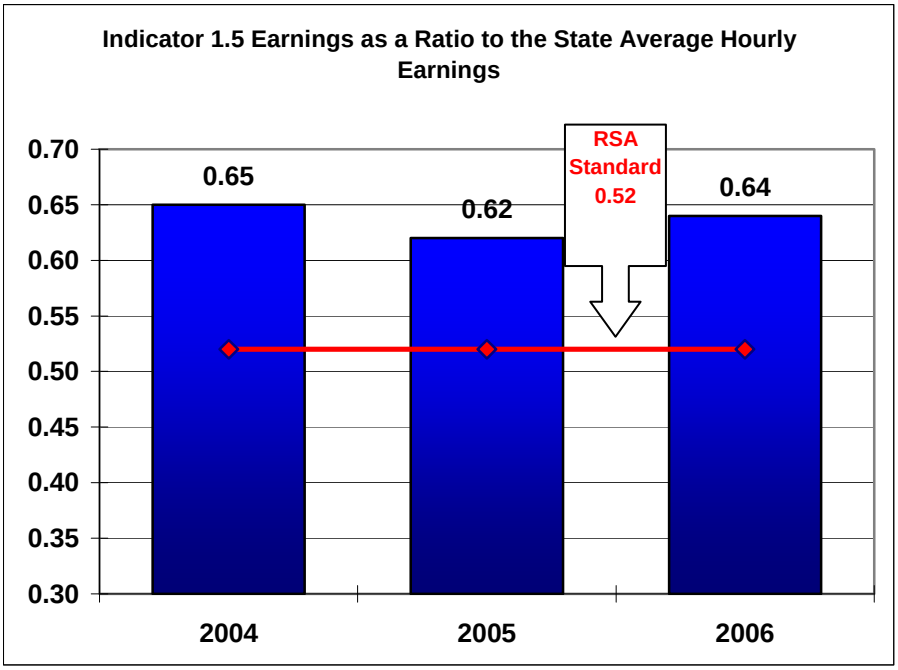


For the class of 2006, 63 percent of the students taking ACT reported that they had taken classes that were defined by ACT as core program courses, Figure 19. ACT defines a core program as four or more years of English, and three or more years of mathematics, social sciences and natural sciences.

INDICATOR: Average hourly wage of clients employed as a result of Iowa Vocational Rehabilitation Services (IVRS) compared with the State of Iowa average hourly wage

FIGURE 20

1.5 Earnings as a Ratio to the State Average Hourly



SUMMARY OF CHARTS

IVRS still exceeds the federal standard of requiring our consumers to make at least .52 of the average wages of ALL Iowans

•Figure 20 shows our overall ratio has remained steady in the past 3 years. We continue to exceed the RSA standard.

•Figure 21 reflects that IVRS is putting a greater percentage of persons with the Most Significant Disabilities (MSD) into the workforce. Percentages of persons who are Significantly Disabled (SD) and Others Eligible (OE) are decreasing.

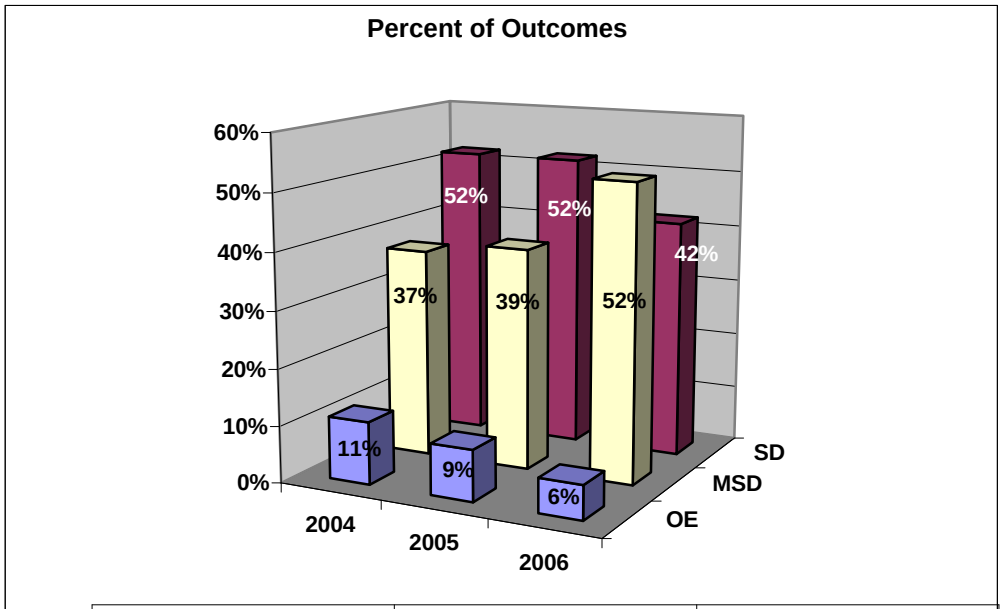
•Figure 22 reflects that SD and OE wages are rising, while MSD is staying relatively the same.

•IVRS exceeds the Federal standard ratio; overall ratio has shifted from 0.70 to 0.62 between 2004 and 2006

•IVRS has increased the percentage of persons with the most significant disabilities (MSD) who achieve employment outcomes

•The State of Iowa average hourly wages are increasing (average 0.41 per hour per year)

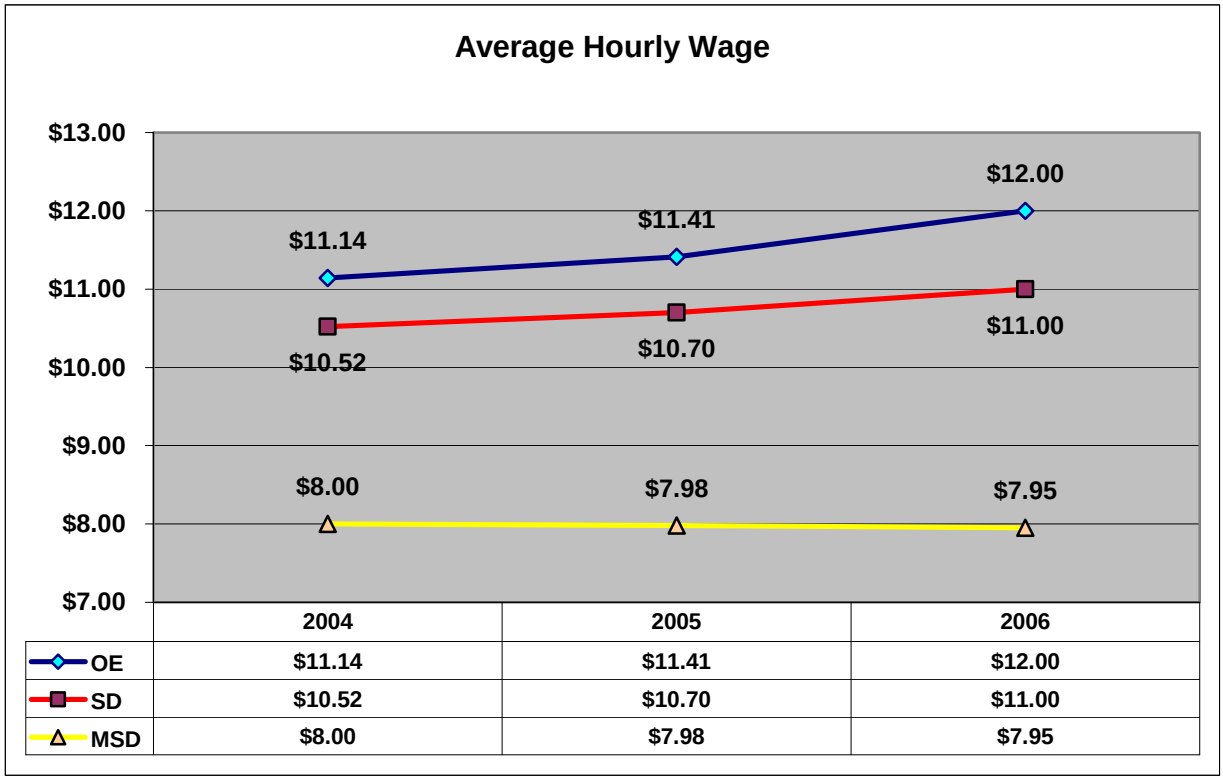
FIGURE 21



	2004	2005	2006
OE	11%	9%	6%
MSD	37%	39%	52%
SD	52%	52%	42%

•OE: Others eligible
•MSD: Most Significantly Disabled
•SD: Significantly Disabled

FIGURE 22

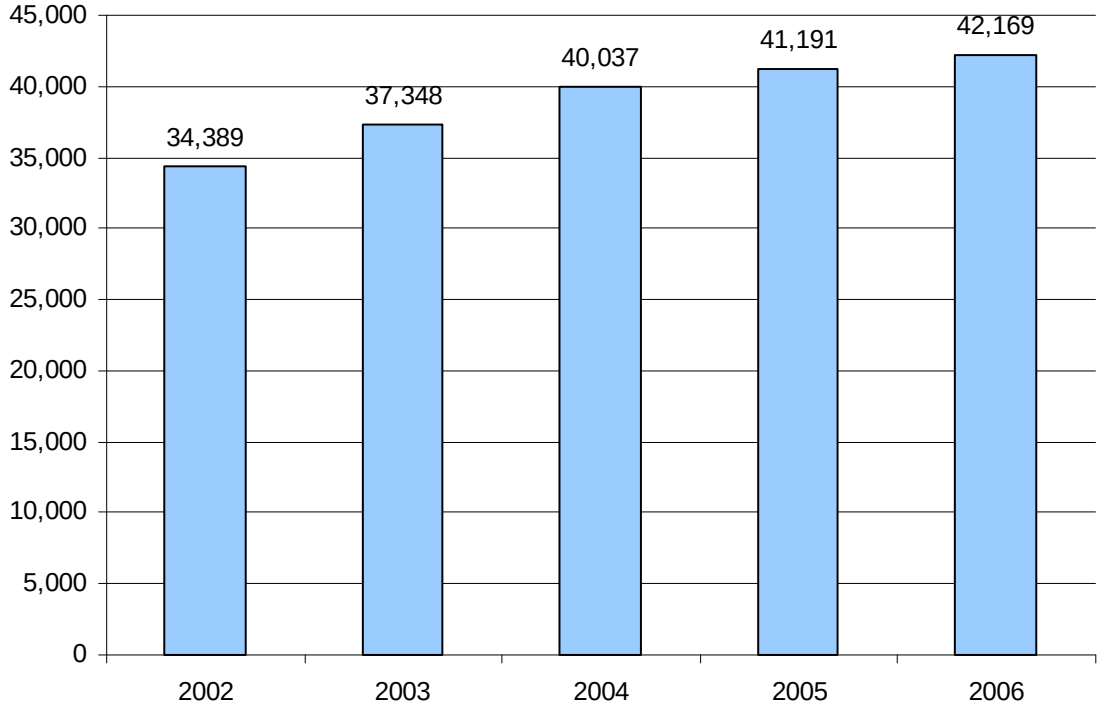


	2004	2005	2006
OE	$11.14	$11.41	$12.00
SD	$10.52	$10.70	$11.00
MSD	$8.00	$7.98	$7.95

INDICATOR: Number of students enrolled in credit career and technical education programs

FIGURE 23

Career and Technical Education Enrollment

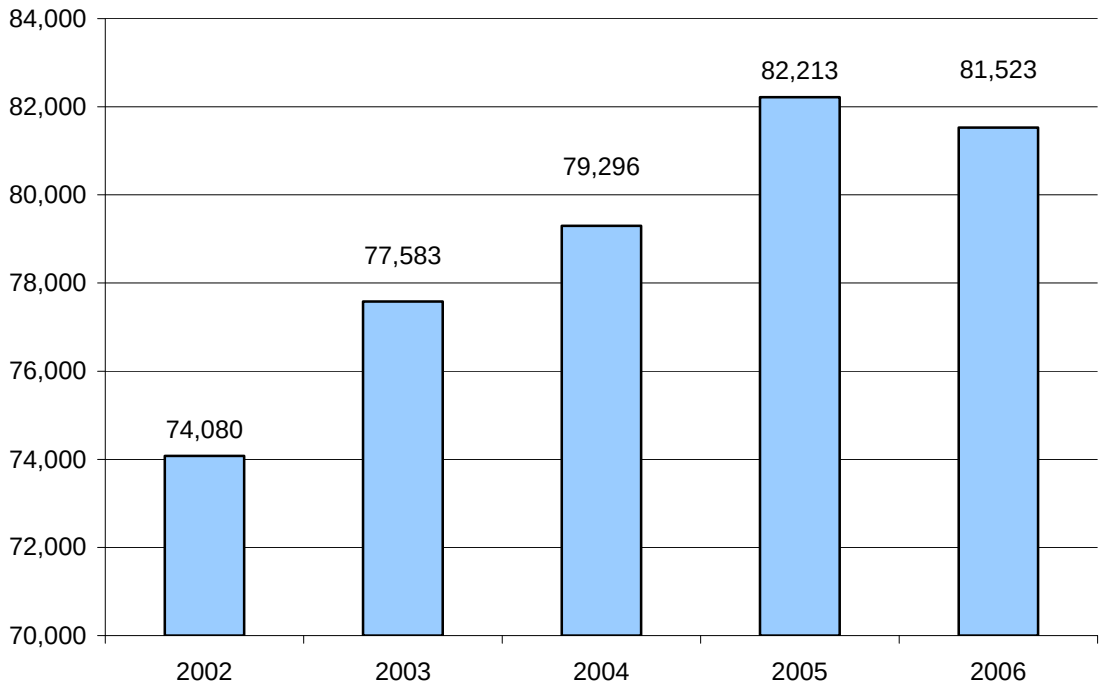


a. Definition: Participation in Credit Career and Technical Programs/Number of Unduplicated Students (Student Majors) Enrolled in Credit Career and Technical Programs (Fiscal Years 2002-2006)
b. Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education
c. Agency: Iowa Department of Education
d. Frequency: Annually
e. Published Sources: Iowa Department of Education MIS Reports

The number of students (student majors) enrolled in credit career and technical programs at community colleges for the fiscal years 2002-2006 is shown in Figure 19. This count is unduplicated and has increased each year growing 22.63 percent from 34,389 in FY202 to 42,169 in FY2006. Career and Technical Education program enrollment increased 2.37% from FY2005 to FY2006.

INDICATOR: Number of students enrolled in credit arts and science programs

FIGURE 24

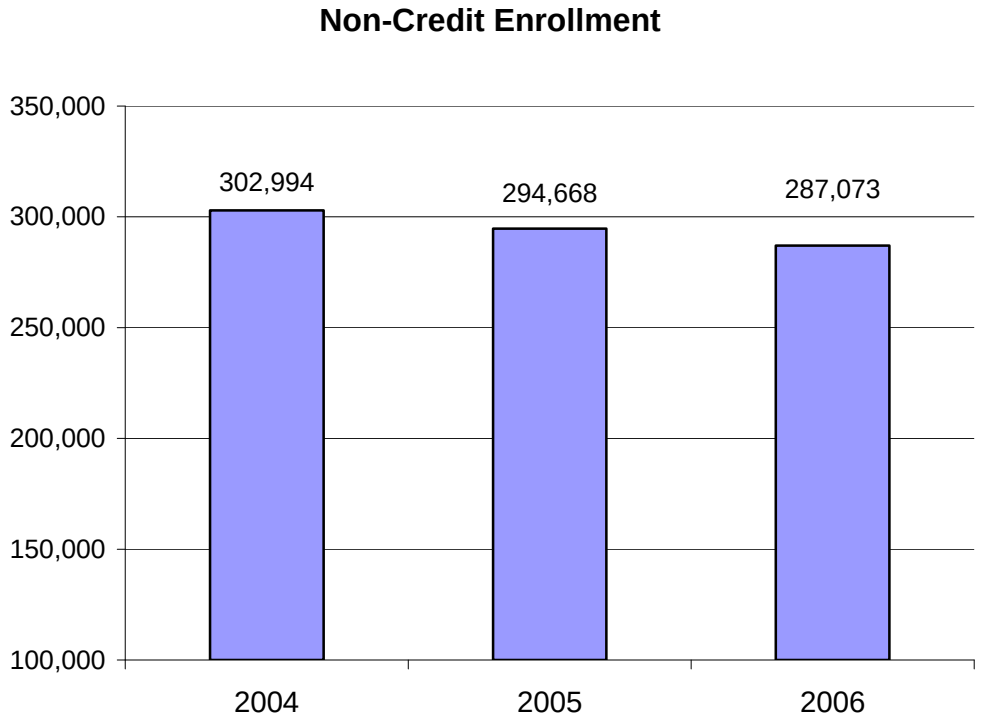


a. Definition: Participation in Credit Arts and Science Programs/Number of Unduplicated Students (Student Majors) Enrolled in Credit Arts and Science Programs (Fiscal Years 2002-2006)
b. Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education
c. Agency: Iowa Department of Education
d. Frequency: Annually
e. Published Sources: Iowa Department of Education MIS Reports

The number of students (student majors) enrolled in credit arts and science programs in community colleges for the fiscal years 2002-2006 is shown in Figure 20. The 2006 count of unduplicated students has decreased from an all time high in 2005. Over the past five years enrollment has increased 10.05 percent from 74,080 students in FY2002 to 81,523 students in FY2006. Arts and Science program enrollment decreased 0.84 percent from FY2005 to FY2006.

INDICATOR: Number of students enrolled in community college non-credit courses

FIGURE 25



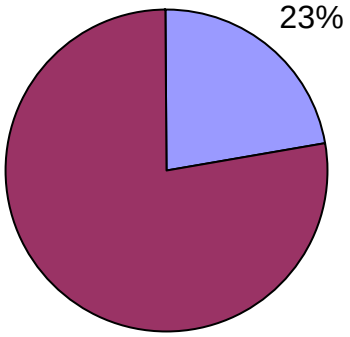
a. Definition: Total Participation in Community College Non-Credit Courses/Unduplicated Number of Students Enrolled in Community College Non-Credit Courses (Fiscal Years 2004-2006)
b. Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education
c. Agency: Iowa Department of Education
d. Frequency: Annually
e. Published Sources: Iowa Department of Education MIS Reports, 2004-2006 Condition of Iowa Community Colleges

The number of students enrolled in community college non-credit courses in fiscal years 2004-2006 is shown in Figure 21. This is an unduplicated count. Major changes to non-credit reporting make comparisons of FY2004-2006 invalid with prior years. Non-credit enrollment decreased 2.58 percent from FY2005 to FY2006.

INDICATOR: Percentage of state's adult population enrolled in a community college course

FIGURE 26

Percent of Adult Population Enrolled in Iowa Community College

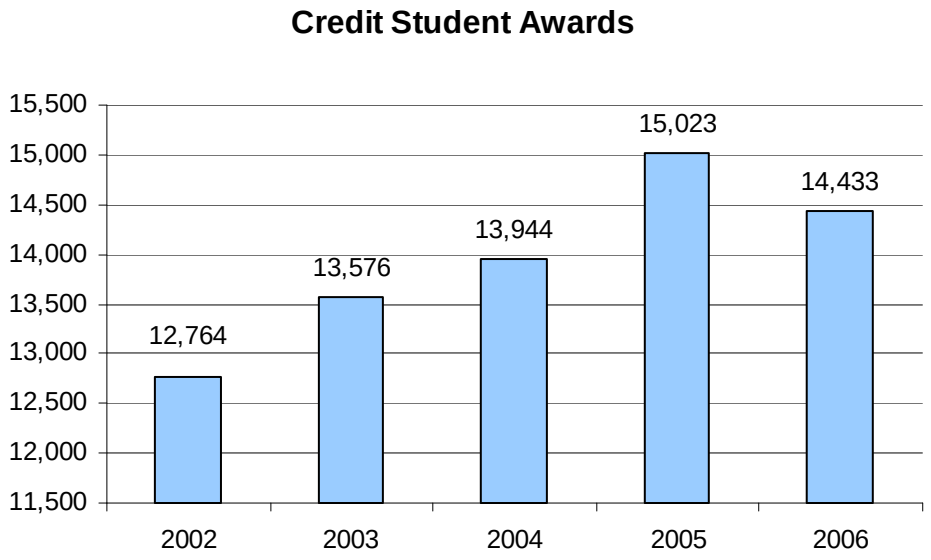


a. Definitions - Percentage of State's Adult Population Enrolled in a Community College Course (Fiscal Year 2006)
   -Numerator: Total Year-End Unduplicated Credit Enrollment and Non-Credit Unduplicated Enrollment, 18 and older
   -Denominator: 2000 Census Total State Adult Population (18-64 years of age)
   (Example Ratio 396,604/1,755,794=22.59 percent)
b. Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education
c. Agency: Iowa Department of Education
d. Frequency: Annually
e. Published Sources: Iowa Department of Education MIS Reports 2006 Fiscal Year-End Reports

In 2006, approximately 23 percent of Iowans 18-64 years of age were enrolled in a community college course.

INDICATOR: Number of credit student awards

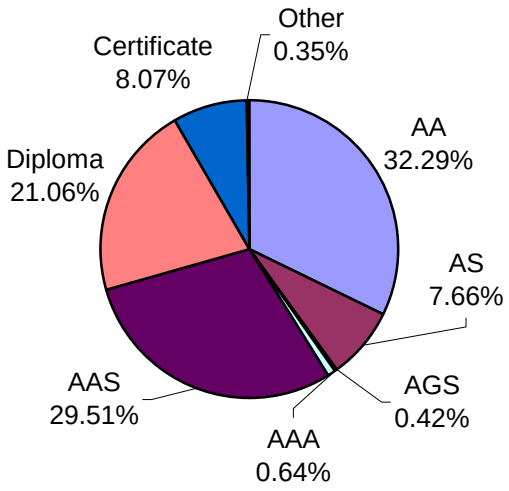
FIGURE 27



a. Definitions: Credit Students -Fiscal Years 2002-2006
b. Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education
c. Agency: Iowa Department of Education
d. Frequency: Annually
e. Published Sources: 2002-2006 Condition of Iowa Community Colleges

FIGURE 28

2006 Awards by Type

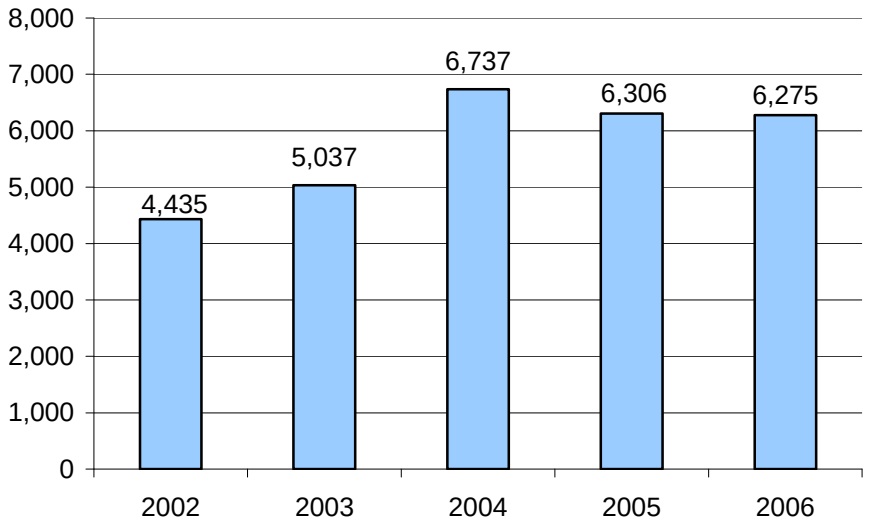


The number and type of credit student awards issued by community colleges is shown in Figures 23 and 24. Awards offered include Associate in Arts (AA), Associate in Science (AS), Associate in General Studies (AGS), Associate in Applied Arts (AAA), Associate in Applied Science (AAS), Diplomas, and Certificates. The number of credit awards granted by community colleges decreased 3.93 percent from FY2005 to FY2006.

INDICATOR: Number of basic skills certificates

FIGURE 29

Basic Skills Certificates



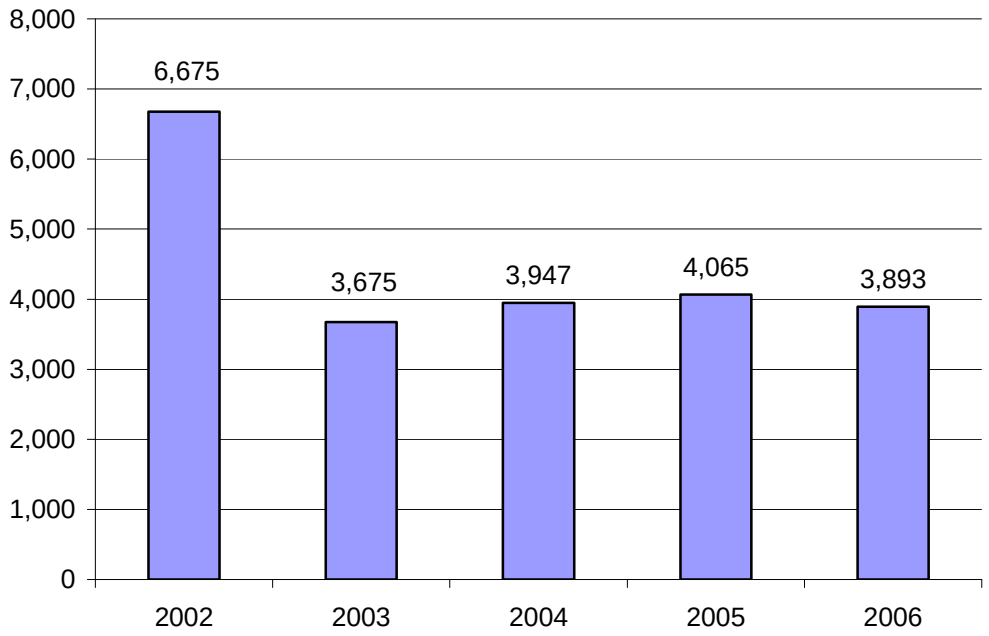
a. Definitions: (Program Year July 1-June 30). The number of Basic Literacy Skills Certificates issued in the subject areas of Reading, Mathematics and Writing for Comprehensive Adult Student Assessment System (CASAS Levels A-D).
b. Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education
c. Agency: Iowa Department of Education
d. Frequency: Annually
e. Published Sources:
   Iowa Department of Education, Program Year 2002-2006 Basic Literacy Skills Credential Program, Annual Report

The major purpose of Iowa's Basic Skills Certification program is to award certificates for successful attainment of basic literacy skills competencies below the General Educational Development (GED) level. The program issues a total of fifteen (15) basic literacy certificates, in the areas of reading, mathematics, writing and listening. The number of basic skills certificates reached an all time high of 6,737 in 2004, when listening was added to the test battery. The total annual number of awards has decreased 0.49 percent from FY2005 to FY2006.

INDICATOR: Number of high school equivalency diplomas (GED) awarded

FIGURE 30

High School Equivalency Diplomas (GED)



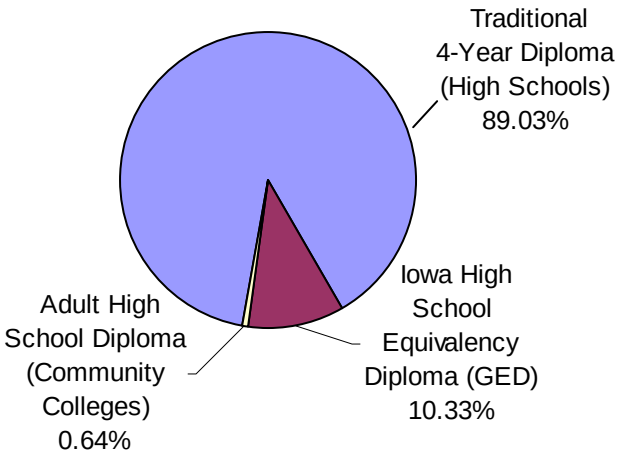
a. Definitions: (Program Year July 1-June 30). The number of Basic Literacy Skills Certificates issued in the subject areas of Reading, Mathematics and Writing for Comprehensive Adult Student Assessment System (CASAS Levels A-D).
b. Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education
c. Agency: Iowa Department of Education
d. Frequency: Annually
e. Published Sources: Iowa Department of Education, Program Year 2002-2006 Basic Literacy Skills Credential Program, Annual Report

The large drop from 2002 to 2003 is due to a conversion to a new test battery, which was incompatible with the previous tests. This resulted in a large number of individuals completing their testing before the new version was put into place. In 2006, 172 fewer GEDs were awarded than in 2005, a decrease of 4.23 percent.

INDICATOR: Percentage of high school credentials awarded by Iowa community colleges

FIGURE 31

High School Credentials - FY2006



Definitions: Percentage of High School Credentials Issued Through Iowa Community Colleges
-- Numerator: Total Adult High School Diplomas and High School Equivalency Diplomas (GED)
-- Denominator: Total Adult High School Diplomas, High School Equivalency Diplomas, and Traditional High School Diplomas
(Example Ratio: 242 Adult High School Diplomas+3,893 High School Equivalency Diplomas / 242+3,893+33,547 Traditional High School Diplomas=4,135/37,682 = 10.97 percent)

Figure 27 indicates that 10.97 percent of high school credentials were awarded by community colleges and 88.87 percent were awarded by local school districts in FY2006. A majority of the high school credentials issued by community colleges were awarded to adults.

High School Credentials include Traditional High School Diplomas awarded by a local school district. Traditional High School Diplomas make up the majority (89.03 percent) of high school credentials awarded in the State of Iowa.

High School Equivalency Diplomas (GED) are presented to students who complete the General Educational Development (GED) test battery. The purpose of the GED testing program is to provide a second chance for those individuals who did not complete the requirements for a traditional high school diploma. Approximately one-third of the GED recipients are age 16-19. Two-thirds of the recipients are age 20 and older.

Adult High School Diplomas are awarded to adults (18 years of age or older) after completion of a prescribed program of instruction at one of Iowa's Community Colleges. The Adult High School Diploma is viewed as an alternative to the GED based Iowa High School Equivalency Diploma.

INDICATORS UNDER DEVELOPMENT:

Community College 3-year Award Rate

Students who enrolled at a full-time capacity (24 credit hours) and for the first-time during a given fiscal year are included in a cohort of students who are tracked through the MIS system to determine if they receive an Iowa Community College award within a three year period. The last four cohorts have ranged from 41.65 percent to 38.85 percent 3-year award rates. Awards offered include Associate in Arts (AA), Associate in Science (AS), Associate in General Studies (AGS), Associate in Applied Arts (AAA), Associate in Applied Science (AAS), Diplomas, and Certificates.

TABLE 6
Three-Year Award Rates of First-time, Full-time Fiscal Year Enrollees Entering Class of 2000 to 2004

Cohort		Year 3	
Year	**Students**	**Awards**	**%**
2000	10,370	4,313	41.59%
2001	10,134	4,221	41.65%
2002	10,534	4,325	41.06%
High School Student Removed from Cohort*			
2003	10,402	4,131	39.71%
2004	10,638	4,133	38.85%

Note: Starting with Fiscal Year 2003, refinements to the MIS reporting system allowed for removal of High School students from the cohort of first-time, full-time students.
Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education.

Community College Transfer Study

A study conducted by Iowa State University for the Iowa Department of Education, tracked leavers three years after departing the community college. The study focused on three categories of leavers due to sufficient sample sizes. The Associate of Arts (AA) degree is designed to transfer to a four-year institution, as indicated below 67.09 percent of AA awardees transferred to a four-year institution within three years.

TABLE 7
Cumulative Transfer Rate, 2002 Cohort by Award Type

Cumulative Transfer Rate			
	2002 Cohort		
Award Type	**N**	**Transfer**	**%**
AA	3,713	2,491	67.09%
AAS	3,631	528	14.54%
Non-Awardees	49,895	7,798	15.63%

Associate in Arts (AA)
Associate in General Studies (AGS)
Non-Awardees:
1) were enrolled in fiscal year 2002 at an Iowa community college;
2) were not enrolled in fiscal year 2002 at any 4-year institutions;
3) were not enrolled in fiscal year 2002 in high school; and
4) did not receive any type of award in fiscal year 2002, 2003, 2004, or 2005 from an Iowa community college.

Economic Impact of Iowa Community Colleges

A study conducted by Iowa State University for the Iowa Department of Education, tracked wages of a fiscal year 2002 cohort of community college students. The figure and tables below show the results for all students in the study. Results are shown for completers and leavers, and completers are divided into all associate degree completers, associate in applied science (AAS), diploma and certificate completers.

For completers and leavers in the FY2002 cohort, as shown in Figure 28, the following results can be seen:

- During the first year out of college (FY 03), completers experienced higher median annual earnings than leavers.
- Students who completed programs of study offered by two-year colleges doubled their earnings between 2002 and 2005.
- Between FY 02 and FY 05 the percentage gains in median annual earnings were almost twice as much for completers (101.46 percent) than leavers (51.54 percent).

- Completers had higher median annual earnings ($23,594) after FY 03 and FY 05 ($28,217) than leavers.

For different types of completers, as shown in Figure 28, the following results can be seen:

- Completers experienced positive gains in median annual earnings across all education attainment levels.
- During the first year out of college (FY 03), Associate in Applied Science (AAS) degree completers experienced the highest median annual earnings ($28,110).
- Diploma completers experienced the largest percentage gain (120.36 percent) in median annual earnings between FY 02 and FY 05.
- During the first year out of college (FY 03) and third year out of college (FY 05), AAS degree completers experienced the highest median annual earnings.
- Certificate completers experienced the least percentage gain in median annual earnings between FY 02 and FY 05 (36.53 percent), and FY 03 and FY 05 (7.22 percent).

FIGURE 32

Median Annual Earnings of All Students for Fiscal Year 2002, Fiscal Year 2003, and Fiscal Year 2005.