



COMMUNITY COLLEGES

Community College Leader Bulletin

Volume 3, Issue 1

Winter 2013

Special points of interest:

- Division seeking candidates for adult education positions
- \$1.45 million in grant funding distributed to expand work-based learning opportunities.
- HiSET will replace GED as the state's new high school equivalency assessment starting January 1.

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Publication of Bulletin to Resume

The Division of Community Colleges is excited to announce that the *Community College Leader Bulletin* will resume publication after a three-year hiatus.

As an aid in facilitating communication, the Division believes that the *Bulletin* plays an important role in disseminating information and keeping community college leaders and other stakeholders informed

about department-related developments throughout the year. Issues of the bulletin will be distributed on a quarterly basis.

Eric St Clair, a consultant within the division, has assumed the responsibility of preparing the publication. Unless otherwise noted, questions or comments may be directed to him at eric.stclair@iowa.gov or 515/725-0127.

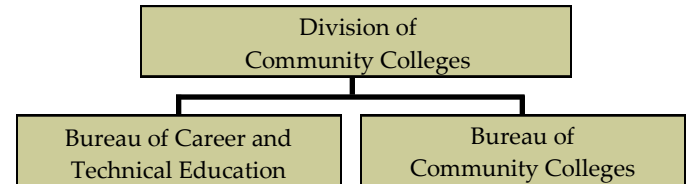


Changes Underway at the Division of Community Colleges

The Division of Community Colleges is in the midst of a reconfiguration process.

The restructuring is aimed at making the division more effective, efficient, and better aligned with core functions and priorities. The Bureau of Adult, Career, and Community College Education was split into two — the Bureau of Career and Technical Education and the Bureau of Community Colleges. While the division will remain highly integrated with cross bureau work teams responsible for key functions, the expectation is that each unit will be more focused and effective.

Kent Farver was promoted to chief of the Bureau of Community Colleges. He previously served as acting chief of the Bureau of Adult, Career, and Community College



Education for nearly a year. Kent has a master's degree in public administration from the University of Nebraska -Omaha, a CPA credential, and degrees in accounting and human behavior from Grand View University. He joined the Division of Community Colleges in 2007, serving as community college finance consultant. Prior to joining the department, he was an office manager at the state auditor's office and has 16 years of experience in working in state government.

The Bureau of Career and Technical Education chief

position is currently vacant, though the position is expected to be filled soon as the selection process is completed.

In addition to the bureau chief positions, the division has begun an extensive hiring process to fill a number of staff vacancies and new positions. These positions permit the division to administer a growing portfolio of responsibilities.

Three individuals were recently hired to fill the positions of Program Quality Consultant,

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Report Shows Declining Enrollment

Fall enrollment totaled 94,234 students, continuing a decline in total enrollment which began following significant enrollment surges during the recession.

Fall 2013 credit enrollment declined 3.5 percent. One important footnote in this report is that Des Moines Area Community College underreported jointly enrolled students by an estimated 2,800 students.

Enrollment changes were not evenly distributed. This fall, ten of the 15 community colleges saw a drop in enrollment compared to 12 last fall.

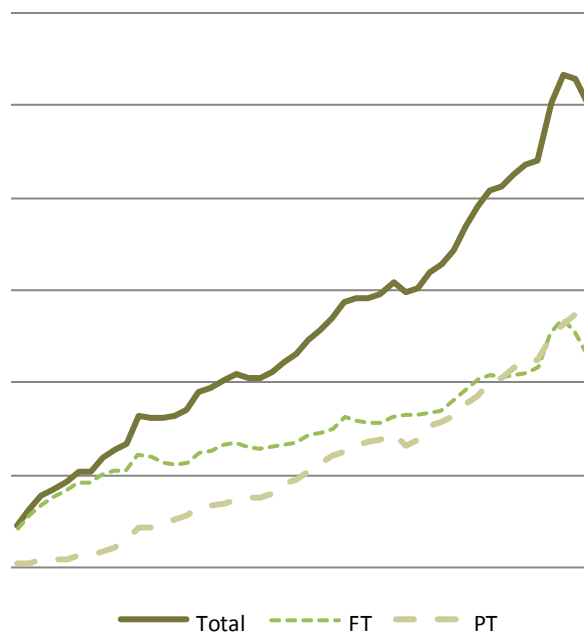
At 55.2 percent, part-time students account for a greater portion of the community college student body. This growing cohort of part-time students continues a trend evidenced for the past few decades. As can be expected with a growing contingent of part-time students, fall credit hours declined by seven percent - from 938,456 total credit hours to 872,744 total credit hours.

Diverse Student Body

A testament to the diverse mission and purpose of the community college is the heterogeneous student body served by these institutions. Although the typical community college student is a 22-year old, white (78 percent) female (54.8 percent), students range from teenagers to the elderly. Only 23.3 percent of community college students are "traditional" students, matriculating the fall after they graduate from high school.

Additionally, there is a higher percentage of students with a minority racial or ethnic

Fall Credit Enrollment, 1965-2013



background in the community college student body (16.4 percent) than in the state population in general (11.6 percent).

Online Enrollment

Approximately 30 percent of community college students enrolled in one or more online courses. Online enrollment is defined as participation in a class that is offered completely online. Recent trends indicate that a growing share of students enroll in online courses.

Health Sciences

Of students participating in a career and technical education program, just over 36 percent of enrolled in the health science career cluster this fall, topping the business, management and administration career cluster by a large margin. Though still accounting for the second largest portion of enrollment at 12.5 percent,

the business, management and administration career cluster saw an overall decline in enrollment of 8.6 percent.

The 2013 Fall Enrollment Report was presented to the State Board of Education on November 15.

The Iowa Department of Education collects enrollment statistics at the end of the second week of the fall semester and provides a summary of trends at each of the 15 community colleges.

The complete Fall Enrollment Report can be found on the division's website (www.educateiowa.gov).

Questions or comments concerning the fall enrollment report can be directed to Monte Burroughs at monte.burroughs@iowa.gov or 515/281-3753.

Three-Year Phase Out of ASCO Programs Begins

As a result of years of work by community college academic leaders and the department, administrative rules have been promulgated phasing out Associate of Science Career Option (ASCO) programs over a three-year period and establishing a new Associate of Professional Studies (APS) pilot.

The department has streamlined the approval process for career option programs being moved from Associate of Science awards to other award types and a full proposal will not be required.

It is the expectation that within the next three years there will be no enrollment in ASCO programs. Therefore, the phase

-out will be complete at the end of the 2015-2016 academic year although most programs are expected to be moved sooner. Additionally, Associate of Science programs are expected to meet award parameters including credit hours in math and science.

The new APS award type is intended to serve a niche set of programs which lead directly to employment upon graduation, but also transfer cleanly to selected baccalaureate degree programs.

The department is now accepting proposals for ASCO programs to be converted to APS pilot programs, though not all ASCO programs must be converted to APS-pilots. Proposals for new APS

programs will not be accepted unless there are unusual circumstances.

The pilot program will be effective for at least five years. After the first five years, the department will conduct a review of the effectiveness of APS programs, in terms of student transfer and employment success and make recommendations regarding modifications to program requirements and continuation. The department will work with colleges in establishing the criteria for evaluation.

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



Five Accreditation Evaluations Planned for 2013-14

The department will conduct five interim accreditation evaluations in 2013-2014.

Colleges to be reviewed include Western Iowa Tech Community College (conducted October 2013), Southwestern Community College, Northeast Iowa Community College, Iowa Valley Community College District, and Iowa Lakes Community College. The department also will conduct a comprehensive evaluation of Indian Hills Community College in the upcoming year.

Two comprehensive accreditation evaluations (Iowa Western Community College and Iowa Central Community College) and one interim evaluation (Des Moines Area Community College) were

conducted in 2012-2013. The state accreditation process for Iowa's community colleges has evolved since its establishment two decades ago. Evaluations in 2012-2013 followed a process which was intended to be more focused and efficient. Developed in collaboration with community colleges, the process ensures adherence to state standards while avoiding duplication with Higher Learning Commission (HLC) reviews.

Since the inception of the state accreditation process, the State of Iowa has set additional standards beyond those established by the HLC. These standards have changed over time. Current state requirements examine minimum faculty standards; faculty course load; special needs; career and technical

program review; strategic planning; physical plant and facilities; quality faculty planning; and Senior Year Plus standards.

In implementing changes to the accreditation process, the department continuously seeks feedback from stakeholders through the Community College Accreditation Advisory Committee. The committee plays an important role in assisting with the development of a review protocol and providing feedback to the department. The committee most recently met November 22, 2013 at Des Moines Area Community College.

Questions concerning accreditation can be directed to Del Hoover at del.hoover@iowa.gov or 515/242-5032.





PACE and GAP Training Provided by Aspen Institute

The Department of Education sponsored the statewide Career Pathways and Sector Board Training on December 9-10, 2013 in Des Moines, IA. The department sponsored this training to provide community colleges access to professional development and technical assistance related to career pathway development, working with low-income populations, and the role and structure of industry sector boards.

This effort supports the implementation of Pathways for Academic, Career and Employment (PACE) and Gap Tuition Assistance programs.

The training was conducted by the Aspen Institute, an organization globally recognized for their work with pathway programs, sector board initiatives, and research of policy and practice related to serving and working with low-income populations. Approximately 181 people attended, including college presidents, continuing education deans, pathway navigators, adult education directors, economic developers, student services personnel, the I-AM advanced manufacturing consortium and more.

The training consisted of three components: 1) Pre-Reading

requirement; 2) Introductory Webinar and Best Practice Previews; and 3) a day and a-half (December 9th and 10th) workshop. Various experts from across the country led presentations, panel discussions, and work groups focused on the modeling, development, and implementation of career pathway programs. Topics included partnering with industry, sector diagramming, and challenges of student populations, and more.

Questions and comments can be directed to Kent Farver at kent.farver@iowa.gov or 515/281-3550

CurricUNET Utilization Continues to Grow



Much progress has been made in the implementation and utilization of the CurricUNET system in Iowa's community colleges over the past year.

To varying degrees, each of Iowa's 15 community colleges and the department utilize CurricUNET — the state's web-based program and common course numbering management system. The system facilitates curriculum creation, management, modification, and approval. It also serves as a repository, housing information about community college course offerings throughout the state.

CurricUNET allows community colleges and the department to be connected into a single workflow system, involving direct communication with subject matter specialists. In a fully implemented system, all program approval interaction between community colleges and the department is

conducted directly between specialists in the college and subject area specialists within the department. The system is customized at each institution to reflect its academic governance processes.

CurricUNET conducts all data validation checks in the background and automated workflows route programs through preset approval steps, reducing human error.

The system is cloud-based, permitting users access from anyplace with an internet connection at any time and minimizing information technology infrastructure costs.

For the public, CurricUNET provides an opportunity to search for a desired program or course throughout the entire system of colleges from one place. The information is retrieved in any level of detail — from highly aggregated lists of programs within a discipline to detailed descriptions of each

course within a specific program.

The Division of Community Colleges maintains a [CurricUNET website](#) with information specific to Iowa's 15 community colleges. Through this website, individuals may browse course offerings organized by college, program title, course numbering, title, or any combination of the above.

The system is also expected to aid common course numbering discussions, by providing faculty and academic administrators easy access to detailed information.

CurricUNET selection and implementation was guided by a statewide steering committee consisting of a broad group of stakeholders.

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

Division Hiring New Staff

[Continued from Page 1](#)

Career Academies Consultant, and Workforce Preparation Outcome Reporting Consultant – Barbara Burrows, Eric St Clair, and Paula Nissen.

Dr. Barb Burrows will serve as program quality consultant within the Bureau of Community Colleges. She has extensive experience as a community college leader and administrator. For most of Dr. Burrows' career, she has been at Florida community colleges, although she was provost of Marshalltown Community College from 2003 to 2008. She returned to Florida to serve as vice president of instruction at the College of Central Florida and later served in various roles. As program quality consultant, Dr. Burrows will oversee the community college program approval process including the program and common course numbering management system (CurricUNET), provide leadership on academic issues, and serve as a liaison to academic leadership groups. Barb will start January 2.

Eric St. Clair will serve as career academies consultant within the Bureau of Career and Technical Education. He recently graduated with a master's degree in public policy from the University of Northern Iowa and has a bachelor's degree from Luther College in political science. As career academies consultant, he will provide leadership for Senior Year Plus, complete discrete projects, prepare analyses, and generate publications such as the *Bulletin*. Eric started with the division on October 7.

Paula Nissen will serve as workforce preparation outcome reporting consultant. Paula has extensive experience with workforce training and economic development programs. She has over 16 years of experience in state government, most recently as chief of the Bureau of Regional Research and Analysis at Iowa Workforce Development. She currently serves on the faculty of the University of Oklahoma Economic Development Institute. In this position, Paula will oversee the Workforce Training and Economic Development Fund processes and lead development and implementation of reporting metrics for all of the associated programs. Paula will start January 3.

Yet to be filled are two positions in the division's adult education and literacy team — adult education and literacy career pathways consultant and adult education data and accountability consultant. The division seeks qualified candidates for both positions. More information on these positions can be found at www.teachiowa.gov.

While most of the staffing changes are the result of expanding responsibilities, some are due to the retirement of valued staff. Mary Ann Adams, CTE consultant covering Perkins and Family and Consumer Sciences (FCS), retired in September. Her enthusiasm, dedication, and extensive knowledge of FCS, and vision for the future direction of CTE, are greatly missed.

Del Hoover is the department contact for FCS, culinary arts, early childhood education, and

related disciplines. Del joined the Bureau of Career and Technical Education just over a year ago after serving the Division of PK-12 for nearly a decade. In addition to this duty, he is the Perkins consultant for Regions 13 and 14 in Southwest Iowa and is part of the Equity Civil Rights team.



Pat Thieben is the new contact for the Family, Career, and Community Leaders of America (FCCLA) career and technical student organization (CTSO). Pat has been with the division for six years, covering health sciences disciplines and serving as the Perkins consultant for Regions 4 and 12. She is the state advisor for the CTSO for Health Science - HOSA—Future Health Professionals. She has over 25 years of experience in working with CTSOs and has served as chair of the National Board of Directors for Future Business Leaders of America (FBLA)/Phi Beta Lambda (PBL).

Amy Vybiral assumed Perkins consulting for Region I and the part of Region II previously staffed by Mary Ann.

Amy is the consultant for career planning and is the liaison for student services. Amy has been with the division for six years and has served as the federal data consultant for adult education and literacy programs.

Questions or comments can be directed to Jeremy Varner at jeremy.varner@iowa.gov or 515/281-8260, or Kent Farver at kent.farver@iowa.gov or 515/281-0319.

Grants Awarded for Expansion of Intermediary Networks



The Division of Community Colleges officially completed the process for awarding intermediary network competitive grants. The recipients were announced October 30.

The department was appropriated \$1.45 million for the development and implementation of 15 regional work-based learning intermediary networks. The intermediary network regions mirror the 15 community college districts. Each recipient will receive funding up to \$96,665.

An Intermediary Network Steering Committee was convened this fall to guide program implementation. The department expects to promulgate rules for the program in 2014.

To better prepare students for the modern workforce, intermediary networks link

schools with businesses to provide relevant, work-based learning activities. The focus will be on opportunities related to science, technology, engineering, and mathematics (STEM) occupations, occupations related to critical infrastructure and commercial and residential construction, or state economic development priority areas (advanced manufacturing, biosciences, and information technology).

Intermediary networks serve a number of purposes. Foremost, they work to better prepare students to make informed postsecondary education and career decisions. This is accomplished through sustained relationships with area businesses, who agree to work with students and educators to provide internship, job-shadowing, and other workplace learning opportunities. Intermediary networks will integrate services with other career exploration-related activities such as the student core curriculum plan.

A group consisting of regional intermediary network contacts has been convened and meet monthly via conference call. The first meeting was held December 11.

The intermediary Network Steering Committee will be reconvened next year to discuss performance metrics, annual reports, and administrative rules.

Questions regarding Intermediary Networks can be directed to Kelli Diemer at kelli.diemer@iowa.gov or phone at 515/281-3615.

Committee Exploring PD Website

The Community College Professional Development Advisory Committee (PDAC) is currently working on recommendations for the development of a web service which would serve as a statewide platform for all colleges to post upcoming professional development activities. The website could also be used as a repository for webinars, training modules, or other forms of professional development offered by colleges, and possibly as a mechanism to assist with tracking their instructors' professional development.

A subcommittee of community college chief academic officers was convened to assist the department in determining the needs for the web page. A survey has been distributed to all colleges to determine college needs. The subcommittee first met on October 19, 2013, and will meet again on January 16, 2014.

The PDAC met as a group on October 24, 2013. Discussion centered on tracking professional development and adjunct quality faculty plan requirements and expectations.

The PDAC serves as an advisory committee to the department on statewide professional development opportunities with a focus on the quality faculty plan process.

Contact Pat Thieben at pat.thieben@iowa.gov or 515/281-4707 with comments or questions concerning the PDAC.

“Intermediary networks will work to better prepare students to make informed postsecondary education and career decisions.”

HiSET to Replace GED starting in January 2014

A new test battery will replace the GED® as the assessment required to earn a state-issued high school equivalency diploma (HSED) in January 2014.

The HiSET assessment developed by Educational Testing Service's (ETS) will replace the GED® program which was discontinued on December 13 after nearly seven decades of use in Iowa.

GED® Testing Service shifted from a nonprofit to a for-profit enterprise in 2012, which prompted several assessment vendors to begin competing to provide the service in states. The department utilized a competitive process for vendor selection which was open to all three vendors currently serving the high school equivalency assessment market. The department's goal was to select the product which best met Iowa's needs. A statewide committee of adult education leaders recommended the switch to the HiSET. The contract with ETS to provide the HiSET assessment is for a three-year period.

The non-profit ETS is a well-known, experienced assessment provider with a long and successful history of large scale, high stakes testing programs. The transition to the HiSET and computer-based testing will not be abrupt, as both computer-based and paper tests will be available from ETS beginning January 2014. The department has been working with ETS to provide statewide training and professional development regarding this new assessment. Examiner training and certification has already started and is being delivered by ETS.

Training has included several face to face meetings across Iowa.

There are numerous benefits in switch to the HiSET assessment for both students and program administrators. The new test will be more

“The department’s goal was to select the product which best met Iowa’s needs.”

affordable for students with a cost of only \$50. Students will also be eligible for two retests within a 12-month period of the initial assessment at no additional cost.

The HiSET provides flexible payment options including vouchers to testing candidates and third-party entities for covering students testing costs.

Further, the scheduling system will permit online/phone scheduling. Online scheduling will permit testing at any registered location throughout the state. A Verification Form was created to become a ‘Ticket to Test’ for eligibility for testing. In addition, ETS will offer free shipping, assume all scanning and scoring costs, not charge a facility/license fee, and not charge for answer sheets or demographic forms.

The predominate delivery method for the HiSET assessment is online, though to help serve the needs of testers in all locations, a paper/pencil format will remain an option. The HiSET assessment is aligned with statewide common core standards for Iowa secondary students.

Students who complete the test battery will receive results indicating not only whether they passed the exam, but also whether they are college and career-ready.

Program administrators will have access to reusable practice exams which will cost \$7.50 each. Iowa will continue to require passage of the Official Practice Test or other evidence demonstrating readiness prior to admission for final testing. In addition, all age restrictions and requirements will be followed as according to existing statute.

Currently, all 15 community colleges have submitted their applications for becoming HiSET testing sites. All correctional sites have made adjustments to offer the test through a computerized format. Additional addendum sites are being added on a daily basis.

The department is pleased with the implementation process and the selection of ETS as the new provider of the high school equivalency assessment.

More information can be found on the ETS HiSET website (www.hiset.ets.org). If you have any questions during this transition, please do not hesitate to contact Alex Harris at alex.harris@iowa.gov or 515/281-3640.



HiSET™



Department Changing POS, Nontrad Grant Programs

The department recently implemented changes to program of study (POS) and nontraditional grant programs for the current fiscal year.

As required by federal law, the department funds activities which help prepare individuals for non-traditional career areas using state leadership funds. One method the state has used to meet this obligation is by making grant funds available to each community college to support and extend college efforts to implement strategies to increase the retention and graduation of students in career programs that are non-traditional for their gender. The term “non-traditional fields” refers to occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Typically, \$5,000 has been made available for each college (\$75,000 total). Over the past years, fewer community colleges participated in the grant opportunity, and several that did participate spent less than the awarded amount. For FY 2013, the available award per college was increased to \$8,000 (\$120,000) in an attempt to reduce part of the carryover from previous years. Ten colleges participated and approved claims totaled \$53,153.

During the state’s federal monitoring visit, it was clarified that obligation of funds by the state for services that prepare students for non-traditional field does not have to be met through direct awards to sub-recipients. In response, the department is ending the

standalone grant opportunity and is pursuing a new approach toward meeting its obligation. For fiscal year 2014, funds will be dedicated to providing projects/activities that provide statewide benefit including providing support for three regional diversity conferences and contracting with the National Alliance for Partnerships in Equity (NAPE) to provide data dashboards and associated professional development.

Section 112 of the Perkins Act allows the state to hold part of the amount allotted to the state in reserve. As stipulated in Iowa’s State Plan, the reserve fund is used to implement activities tied to the state’s CTE-related priorities and initiatives, as determined by the department. The primary focus is to support activities impacting both the secondary and postsecondary levels. The department seeks opportunities to use the reserve fund to leverage additional support of these activities.

Each year, reserve funds are initially made available on a formula basis, distributed through discretionary grants. Providing one of the three established criteria is met, each merged area of the state is eligible to receive 1/15th of the total available funds. Any uncommitted funds from the initial allocations can be distributed, based upon state-identified needs, by one of the following methods: 1) equal distribution among the institutions awarded the initial discretionary grants; 2) through carry forward provisions; and/or 3) through a competitive grant process. Since fiscal year 2012, reserve fund dollars have

been dedicated to the development of model Career and Technical Education (CTE) Programs of Study for agreed-upon clusters or pathways from the National Career Clusters™ Framework, which can be used statewide. The grant-funded work, which was designed to extend over multiple years, includes establishment of statewide cluster technical committees to assist in ensuring the model Programs of Study (POS) created through the grant award include industry standards and structured course sequences.

In fiscal year 2012, the state allocated \$197,000 and awarded \$170,596 to 13 applicants. Claims totaled \$49,643. The low claim total was partially attributed to the late determination of the reserve fund use, which resulted in delayed release of applications. For fiscal year 2013, the state allocated \$271,086 and awarded \$186,570 to ten applicants, with claims totaling \$59,615.

For fiscal year 2014, the DE will set aside \$80,000 from the reserve fund to support eight community colleges that are actively involved in the development of statewide POS models. Additionally, approximately \$230,000 in accumulated carry forward will revert to Perkins Basic use. These dollars must be re-allocated statewide per the approved formula, which will result in \$113,620 (49.4 percent) being distributed to the community colleges.

Contact Tom Cooley at tom.cooley@iowa.gov or 515/281-4700 with comments or questions.

ELL Grants to Boost Opportunity

In October 2013, all 15 community colleges applied for and were awarded 2014 ELL (English Language Learner) State Adult Education and Literacy Programs Grants focused on increasing targeted annual benchmark achievements.

Of the grant recipients, 14 community colleges plan to increase their enrollment for ELL students ranging from five to 25 percent. One program targeted increasing pre/post assessments.

Thirteen community colleges plan to increase access for ELL students by offering new classes, new programming, new class formats, deepening existing delivery strategies, or expanding hours of services.

Six programs identified plans to increase staff and five plan to increasing professional development for staff. Expanding outreach and marketing efforts to the community, business, and student populations was targeted by six colleges.

Finally, all programs' overarching goal is integrating technology, transitions, and employment skills within their adult education programs for ELLs.

The grant program is new, funded by a \$1.26 million state appropriation aim at providing adults with limited English proficiency with programming designed to help them be successful in their communities.

Comments or questions regarding ELL grants can be directed to Alex Harris at alex.harris@iowa.gov or 515/281-3640

Equity Dashboards to be Released

The department has partnered with the National Alliance for Partnerships in Equity (NAPE) to provide equity dashboards to community colleges and school districts.

The dashboards will be provided with training in utilizing community college and public school district data to drive decision making in the nontraditional career and technical program improvement process.

The Carl D. Perkins Career and Technical Education Act of 2006 includes accountability measures for the participation and completion rates of underrepresented gender students in nontraditional career and technical education programs. In an effort to improve these performance measures, institutions must first

understand what the data they are required to report tells them and target strategies that will assist with improvement.

NAPE will provide professional development to: (1) develop a state-level nontraditional data "dashboard" using Perkins data (6S1, 6S2, 5P1, 5P2); (2) provide consulting in the interpretation of the dashboard and its use in identifying performance gaps between student groups in nontraditional CTE programs at the secondary and postsecondary level; and (3) conduct a one-day on-site technical assistance visit to train Iowa educators and stakeholders on the use of the data dashboard for providing professional development to

improve local education agency performance on the two nontraditional accountability measures in the Perkins Act.

A final report will be submitted to the department that will include a performance gap analysis, dashboard utilization plan, and details on a data refresh that will be performed at the department's request within three years of the initial training. The data dashboard training will be conducted at the beginning of the year and will target secondary and postsecondary Perkins contacts and other stakeholders involved in data analysis, administration, and institutional research.

Detailed information regarding the training dates and locations

will be released via a formal announcement from the Bureau of Career and Technical

Education.

This effort is being funded with Perkins state leadership funds. The department previously made small grants of \$5,000 to \$8,000 available for individual college initiatives; however, this standalone grant opportunity is being discontinued due to low participation and claims.

The department has shifted focus to supporting projects and initiatives with statewide benefit including three regional diversity conferences and the NAPE dashboard effort.

Contact Jeanette Thomas at jeanette.thomas@iowa.gov or 515/281-3636 with comments or questions.



A dashboard is a visual display of key information at a glance.



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

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

The Iowa Department of Education consists of four major divisions: Community Colleges; School Finance and Support Services; Learning and Results; and Policy and Communication. The Division of Community Colleges includes the Bureau of Community Colleges and the Bureau of Career and Technical Education and is supported by federal funds from the Carl D. Perkins Career and Technical Education Act, the Adult Education and Family Literacy Act, veteran education, state funds, and other sources.

DE and IWD Partner to Offer Outcome Reporting System

The Iowa Department of Education (DE), Division of Community Colleges is developing workforce preparation program outcome reporting services through a partnership with Iowa Workforce Development's (IWD) Regional Research and Analysis Bureau. The goal is to report the effectiveness of state investments in workforce preparation activities including Iowa Skilled Worker Fund initiatives.

The goal is to provide policymakers and the public with summative data and college leaders with detailed institution-level data. The system is being developed on a shoestring, leveraging DE and IWD staff and support from community colleges' workforce training and economic development funds.

For some colleges already purchasing certain services from IWD, this proposal may result in a cost savings. Custom services will continue to be provided by IWD on a fee-for-service basis.

Services to be offered include reporting on educational and workforce outcomes for programs funded by the Workforce Training and Economic Development Fund at the college level such as Pathways for Academic, Career and Employment (PACE) program, GAP tuition assistance program, credit CTE programs, adult education and literacy programs, and more. In addition to these programs, the system will provide reporting on key statewide initiatives such as Trade Adjustment Act grants and gainful employment.

Reports and other products will be based on consistent statewide data collections and analysis. The system will be utilized to report on program outcome metrics developed collaboratively with the community colleges.

The interagency team will work closely with colleges to ensure reporting meets institutional needs.

The partnership will take full advantage of several expanded



data sources including community college management information system (MIS) enrollment and award data, National Student Clearinghouse transfer student data, wage record data from Iowa and other states, federal employment data.

Additionally, the department will add Certification Data Exchange Project outcomes and other industry certification data as it becomes available.

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

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

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