

Consolidated Annual Report, Program Year 2023 - 2024

Iowa

2a: Narrative Performance: Implementation of State Leadership Activities

A. Describe your process and priorities in making funds available to serve individuals in State institutions, such as State correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities. (Section 112(a)(2)(A) of Perkins V)

Perkins funding was utilized to support curriculum and software to develop the technical skills of incarcerated individuals looking to upskill and help improve the labor market pipeline (which is in critical need status) of qualified workers in Iowa's transportation industry. Career and Technical Education (CTE) programs in correctional institutions provide simulated training to prepare incarcerated adults for gainful employment upon release. Through a competitive application process, each community college submitted a funding proposal addressing a high-skill and high-need industry for the State.

At the secondary level, the State Training School utilized Perkins funds to provide equal opportunities for success in CTE programs. Equipment purchases for the several CTE programs offered students career exploration in information technology, construction, graphic design, and auto body repair. Students in CTE programs earn elective credit towards their high school diploma and are awarded a certificate at discharge for completed CTE program competencies.

B. Describe your major accomplishments as a result of using State leadership funds for required activities in the following four key areas to improve career and technical education (CTE)—

- i. Preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations.**
- ii. Support for individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities.**
- iii. Recruiting, preparing, or retraining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs.**
- iv. Providing technical assistance for eligible recipients.**

(Sections 112(a)(2)(B) and 124(a)(1) of Perkins V)

i. Support for individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities.

The Department collaborated with a local community-based organization, science museum, and STEM professionals to support activities for low-income students to explore computer science occupations. Efforts included a focus on enhancing math and reading skills during the summer months. Activities were open to middle school students (including serving special population students) to help break down stereotypes, foster interest, and expose students to in-demand career opportunities where minorities and females have traditionally been underrepresented.

To address the shortage of the childcare workforce in the State, grant funding was made available to develop creative solutions to recruit and retain a highly skilled and qualified childcare workforce. Through a partnership with the Iowa Department of Health and Human Services (HHS) and licensed childcare providers, a 3-semester course was approved to meet the professional development regulatory requirements for students enrolled in family and consumer science (FCS) and early childhood education CTE programs. Grant recipients are encouraged to recruit and support special populations and underrepresented male students in FCS programs. Iowa can expand the early childhood workforce through a competency and experience-building framework through career and technical education programs by creating a formalized high school option to engage students in child development and early childhood education coursework.

ii. Support for individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities.

The data dashboards created by the Department continue to be utilized as a tool to address participation and completion gaps for students with disabilities (SWD) in CTE. To increase CTE educators and stakeholder knowledge in equity and transition services for special populations and SWD, the data allows educators to identify and address participation gaps and access to high-quality CTE programming. The data analysis tool is also utilized to complete Perkins applications and the required comprehensive local needs assessment.

iii. Recruiting, preparing, or retraining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs.

Work-Based Learning - In AY23, the Department updated resources and provided technical assistance/support to schools and districts across the state to keep pace with changing state and federal trends, regulations, employer preferences, funding sources, and other aspects. Department staff also presented at various regional, state, and national conferences, trade shows, or other events to engage directly with the field and provide as much value to various stakeholders and partners as possible. Department staff have continued to partner with Iowa Workforce Development (IWD) staff on their focus and support of Registered Apprenticeships (RA) and Quality Pre-Apprenticeships (QPA), including with the application for IWD to take control of apprenticeships in the state by becoming a State Apprenticeship Agency (SAA). Department staff also partnered with other public agencies and the growing number of Career and Technical Student Organization (CTSO) chapters across the state, in addition to various private sector partners, community-based organizations, and business or trade associations, among others to ensure the highest levels of quality, efficiency, and effectiveness for work-based learning programs, initiatives, and efforts.

Iowa ACTE Conference

The Department supported the annual Iowa Association for Career and Technical Education (IACTE) statewide conference. This venue provided an opportunity for DE staff to present on new and ongoing issues, including advisory committees/councils, programs of study requirements, state legislation, and other CTE-related topics. A DE's CTE team member also serves as a liaison to the IACTE Executive Board and Board of Directors.

Career and Technical Student Organizations (CTSOs)

In AY24, the Department continued to focus on in-person training opportunities in partnership with Area Education Agencies (AEAs), Regional Planning Partnerships (RPPs), and community colleges. Training expanded from educating new program advisors on the definition of a CTSO and its intracurricular nature, to now include chapter growth, officer team development, and state conference participation. To execute, the Iowa Department of Education partnered with all of the state's CTSO executive directors to develop specific supports for advisors. Resources for successful CTSO implementation were updated as needed.

Self Study Sessions with CTE teachers and RPPs (Cale)

CTE program approval/self study kick off events were facilitated by the Iowa Department of Education in every Regional Planning Partnership region. These RPP coordinator-supported events included instruction on using the STICS reporting application, best practices for completion, approved program future goal development, and collaboration opportunities for educators within each region to compare and contrast educational strategies for CTE student success.

ICAP/DCAP Workshops

This year, a series of statewide training sessions, organized in partnership with the Regional Planning Partner (RPP), were designed to support the ongoing development and refinement of the District Career and Academic Plan (DCAP). These sessions allowed educators and school leaders to review key updates to ICAP/DCAP legislation, ensuring they were informed of the latest updates. Participants explored a variety of resources and tools to enhance their DCAP efforts and gained a deeper understanding of its core components. Collaborative time was built into the sessions for district teams to work together, share district samples, and successfully design specific goals and strategies to implement ICAP (Individual Career and Academic Plan). Additionally, the updated Iowa School Counseling Framework offered districts additional support and a toolkit for FAFSA advisement, helping guide students and families through the financial aid process. The sessions also focused on using data to inform action steps for FY25 (2024-25) DCAP, fostering teamwork and allowing districts to refine their plans and strategies for effective ICAP implementation and alignment across all initiatives.

iv. Providing technical assistance for eligible recipients.

Regional Planning Partnerships (RPPs)

The Regional Career and Technical Education Planning Partnerships (RPPs) were established to assist school districts in providing an effective, efficient, and economical means of delivering high-quality career and technical education programs. The RPPs plan an active and prominent role in the planning and delivering Iowa quality CTE programming within their respective regions.

Throughout the year, staff within the CTE section provide technical assistance to the RPPs:

- a. Regular monthly meetings with set agendas

b. Self-study preparations and review

c. Career and academic planning such as District Career and Academic Planning (DCAP) and Individual Career and Academic Planning (ICAP)

CLNA Workshops

A suite of resources for eligible recipients completing the comprehensive local needs assessment was developed by the Iowa Department of Education and delivered to the field via webinars, regional large group workshops, and one on one technical assistance sessions. Resources included guidebooks, templates, and data dashboards.

Data Reporting and Perkins Applications

Two webinars were delivered to all secondary public school districts and charter high schools, covering the state's Student Reporting in Iowa (SRI) and Secondary CTE Reporting Application (SCTERA) systems. The first was held in December 2023, and the second was in January 2024. Resources and materials were also created to provide additional guidance and assistance and posted to the online web.

One webinar was delivered to all eligible secondary and postsecondary Perkins recipients, covering the FY24 Secondary and Postsecondary Perkins applications and providing an overview of Iowa's Iowa Grants management system, IowaGrants.gov. The webinar was held in April 2024. Resources and materials were also created to provide additional guidance and assistance and posted to the online web.

One webinar and one presentation were delivered to secondary public school districts and community colleges, covering the state's Perkins Desk Audit monitoring process. The webinar was held in October 2023, and a presentation was delivered at the Iowa ACTE conference in June 2024. Resources and materials were also created to provide additional guidance and assistance and posted to the online web.

Perkins Claims Webinars

Perkins claims webinars were held every second Wednesday from September 2023 through June 2024.

The webinars provided technical assistance and professional development to career and technical education coordinators, instructors, consortia contacts, counselors, CTSO advisors, school principals, and business office staff in the middle and secondary schools and the 15 community colleges. Pieces of training focused on the use of Perkins funds, financial reimbursement, and requirements of Federal and state funding in the context of:

a. Strengthening Career and Technical Education for the 21st Century Act (Perkins V statute)

1. Perkins-required activities are one through six, and Comprehensive Local Needs Assessment (CLNA) Elements are one through six.

2. Review how to create a Perkins budget based on the CLNA outcomes, including student performance, instructor training and retention, and labor market alignment with CTE programs offered in the recipients' regions.

b. Cost Principles, Uniform Grant Guidance (UGG).

c. Desk audit outcomes, action items, and due dates.

d. Iowa Code and rule, and other statutory and regulatory requirements

Resources, slide deck presentations, instructions, templates, memos, and recordings were posted to the online web.

Claim webinar training included:

a. The claim submission process via the Iowa Grants management system.

b. Timelines and required due dates

1. Equipment purchases for student use in the fall and spring semesters

2. Increases in the number of programs spending the total allocation

c. Processes to track and safeguard federally-funded purchases

d. Federally compliant templates and processes:

1. Allowable use of Federal property, replacement, trade-in, and sales to offset the costs of replacement
2. Property records and inventory management, including electronic code of Federal regulatory (eCFR) compliant documentation for tracking Perkins purchases
3. Physical inventory timelines, results, and reconciliation with property records
4. Control and mitigation processes to ensure adequate safeguards, including an investigation process, to prevent loss, damage, or theft of Perkins property
5. Adequate maintenance procedures to keep property in good condition.
6. Federal sequence guidelines for inventory disposition
7. Sales of Perkins-funded equipment based upon fair market value and return of proceeds to CTE

Additional webinar training included specific parameters for how funds could be used to promote high-impact activities including:

- a. Recruitment of special populations into CTE programs.
- b. Recruitment and funding of additional CTSO instructors and advisors to incentivize increased recruitment of students into CTSOs.
- c. Requirements to ensure high-quality CTE at the middle school level (and prior approval before using Perkins funds) include:
 1. CTE-endorsed instructors
 2. State-approved middle school standards and 21st Century Skills
 3. Experiential, hands-on learning
 4. The development of a student District Career and Academic Plan (DCAP)
- d. Adult and juvenile corrections CTE purchases aligned with the six Perkins activities
- e. Documentation policies for state and Federal audits including:
 1. Job descriptions, time and effort examples, and salary supplanting assurances and certifications
 2. The Perkins V, Sec. 211., supplement versus supplant and the OMB Compliance Supplement supplanting guidance
 3. Increasing high-value industry recognized certifications (through two-year post-secondary institutions)
 4. Unallowable use of Perkins funds to reimburse CTE staff credit coursework
 5. Required CTE endorsements for instructors when purchasing curriculum materials for Project Lead the Way (PLTW) and other CTE-related curricula.

C. Describe your process and priorities in making funds available for the recruitment of special populations to enroll in career and technical education programs. Indicate the major accomplishments as a result of using these funds. (Section 112(a)(2)(A) of Perkins V)

To identify and address participation gaps for special populations students in CTE programming, the community college CTE Equity consultant and K-12 Federal programs consultants have collaborated to increase the participation rates for migratory, at-risk, homeless, foster students and adjudicated youth in CTE career pathways. Targeted efforts were focused on the development of initiatives to reduce barriers to education faced by special population students, including migratory students experiencing low completion rates in CTE Programs.

Staff collaborated on efforts to leverage ESSA with Perkins resources to serve these targeted populations and to assist in developing the required statewide Service Delivery Plan (SDP), supporting the progress toward achievement of the State's long-term goals and measurements of student retention and successful program completion.

D. Report on the effectiveness of the use of State leadership funds in—

- i. **Achieving the goals described in section 122(d)(2) of Perkins V and the State-determined levels of performance described in section 113(b)(2)(3)(A) of Perkins V.**

ii. Reducing disparities or performance gaps as described in section 113(b)(2)(3)(C)(ii)(II) of Perkins V.

(Section 124(a)(2) of Perkins V)

i. Achieving the goals described in section 122(d)(2) of Perkins V and the State-determined levels of performance described in section 113(b)(2)(3)(A) of Perkins V.

The Career and Technical Education team focused on the three-year work plan, which lays out the strategies and actions for implementing high-quality career and technical education in Iowa.

The work plan's four priorities are as follows:

1. Advance the Future Ready Iowa goal to strengthen Iowa's talent pipeline and ensure Iowans have the training and education required to succeed in college and careers.
2. Establish a cohesive CTE system to ensure learners can flow seamlessly to the right program at the right time, with the necessary skills needed on their path to a career.
3. Build stronger relationships with education partners, professional organizations, businesses, industry, and the community.
4. Ensure CTE programs and CTSOs reflect the diversity of our learners, business and industry, and the community.

Each of the four priorities is aligned with Iowa's Perkins V State Plan, AdvanceCTE's Without Limits principles, and the Iowa Department of Education goals. The work plan details the strategies, actions, measures, and timelines needed to implement the work plan. The CTE team members (Champions) serve as the lead for the various strategies. A monthly progress report is compiled to indicate progress toward meeting the priorities of the work plan.

ii. Reducing disparities or performance gaps as described in section 113(b)(3)(C)(ii)(II) of Perkins V.

A data analysis project was implemented to address access, participation, and completion rates for students with disabilities in CTE programs. This cross-agency collaboration included representatives from the Department, special education, area education agencies, Iowa School for the Blind, and vocational rehabilitation. With guidance from the National Alliance for Partnerships in Equity, this data research project enables stakeholders to research and explore IEP, 504, and CTE data to identify access, equity, and performance gaps between student groups to improve the quality and successful outcomes for IEP and 504 students enrolling in career and technical education programs in Iowa. This work is ongoing, and a significant result that has come out of this project was the development of an in-depth Tableau dashboard focused on CTE participation and concentration information for students with disabilities. Continuous improvement of the dashboard and addition of the program year 2023-2024 data is planned for spring 2025.

In the Spring of 2024, the state's public-facing Perkins Tableau dashboard was updated with 2022-2023 performance data and is still housed within the new www.iowastudentoutcomes.com website. This student outcomes website allows Iowa partners easy access to Iowa's student outcomes in one consolidated place, providing information related to student success, from PK-12 education and college readiness to postsecondary education, gainful employment, and adult literacy programs.

Iowa's sophisticated and streamlined public-facing Perkins Tableau dashboard contains indicators of performance results for Iowa as well as each of the (15) community colleges, secondary district/consortia performance, including disaggregation by gender, race/ethnicity, and special population groups. In addition, for both community colleges and secondary districts/consortia, enrollment information is expressed in percentages by gender, race/ethnicity, and special population groups. For both of these primary aspects, the dashboard allows any user the ability and power to filter by district/community college, federal cluster, nontrad designation, CTE program, Regional Planning Partnership (RPP), Area Education Agency (AEA), etc., the development and design of this dashboard were built in the spirit of being accessible by all audiences.

The Iowa Department of Education and its partners for the new website understand that data plays a critical role in decision-making to improve educational programs, direct financial aid into the best channels, align education programs with industry demands, and cater better to student needs. The growing demand for an educated workforce dictates the need to monitor student outcomes closely throughout student enrollment, progress through different levels of education, successful completion of education, and gainful employment. Successful student outcomes require robust programs of study, a variety of financial aid, and a customized approach to student needs.

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2b: Narrative Performance: Fiscal Responsibility

- A. For each entity that received a formula allocation under section 131 (secondary education programs), please provide the name of the entity, the National Center for Education Statistics (NCES) identification number, and the amount allocated. Public School NCES ID numbers can be found at:

<https://nces.ed.gov/ccd/schoolsearch/>.

See attached file for response.

- B. For each entity that received a formula allocation under section 132 (postsecondary education programs), please provide the name of the entity, the NCES identification number if the entity is a public school district or the Integrated Postsecondary Education Data System (IPEDS) identification number if the entity is an institution of higher education, and the amount allocated. School District NCES ID numbers can be found at: <https://nces.ed.gov/ccd/districtsearch/>. Public and Private Colleges and University IPEDS numbers can be found at: <https://nces.ed.gov/collegenavigator/>.

See attached file for response.

- C. Describe your process and priorities in using the reserve for local recipients, if applicable. Indicate the major accomplishments of your local recipients as a result of using these funds. (Section 112(a)(1) and (3) of Perkins V)

College and Career Transition Counselor Initiative - The Department of Education's Bureau of Community Colleges and Postsecondary Readiness continues to support the expansion of College and Career Transition Counselor (CCTC) positions across Iowa through small start-up grants funded by the Perkins Reserve Fund. These grants, awarded in three rounds starting in the 2021-2022 school year, follow a three-year grant cycle. The final round of grants was awarded in the spring of 2023, further expanding the network of CCTC positions in high schools and community colleges across the state.

Currently, over 100 high schools are served by CCTCs, and more than 50 CCTCs are working throughout Iowa to enhance students' transitions from high school to postsecondary education and careers. These counselors focus on key transition periods, such as college preparation, enrollment, and persistence in postsecondary programs. Through these grants, the initiative continues to have a significant impact, helping students access the resources and support they need to succeed beyond high school.

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2c: Disparities or Gaps in Performance

Review your State's performance data in section IV.B.3 of this report. Identify and quantify any disparities or gaps in performance on the State determined levels of performance between any disaggregated category of students and all CTE concentrators served by the eligible agency under the Act.

☒ I have reviewed the quantifiable descriptions of disparities or gaps in performance on the State determined levels of performance between any disaggregated category of students and all CTE concentrators, as shown in section B.3 of this report.

Additional Information

Secondary Performance Indicator & Line, Population, ALP (%), +/- SDLP (%)

1S1 - 17, HOMELESS INDIVIDUALS, 78.68, -15.07

1S1 - 18, FOSTER CARE, 82.73, -11.02

1S1 - 20, MIGRANT, 83.33, -10.42

2S1 - 4, AMERICAN INDIAN, 51.61, -15.14

2S1 - 6, AFRICAN AMERICAN, 43.68, -23.07

2S1 - 7, HISPANIC, 59.50, -7.25

2S1 - 8, NATIVE HAWAIIAN, 56.52, -10.23

2S1 - 11, IEP, 20.48, -46.27

2S1 - 12, FLRL, 59.45, -7.30

2S1 - 14, SINGLE PARENTS, 47.62, -19.13

2S1 - 16, ENGLISH LEARNERS, 15.95%, -50.80

2S1 - 17, HOMELESS INDIVIDUALS, 41.07%, -25.68

2S1 - 18, FOSTER CARE, 39.13%, -27.62

2S1 - 20, MIGRANT, 28.57%, -38.18

2S1 - 22, ARCH & CONS., 59.62%, -7.13

2S1 - 33, MANUFACTURING, 56.59%, -10.16

2S1 - 36, TRANSP. & LOG., 46.86%, -19.89

2S2 - 4, AMERICAN INDIAN, 50.00%, -12.75

2S2 - 6, AFRICAN AMERICAN, 36.34%, -26.41

2S2 - 7, HISPANIC, 50.48%, -12.27

2S2 - 8, NATIVE HAWAIIAN, 54.17%, -8.58

2S2 - 10, MULTI-RACE, 54.18%, -8.57

2S2 - 11, IEP, 19.86%, -42.89

2S2 - 12, FLRL, 54.18%, -8.57

2S2 - 14, SINGLE PARENTS, 52.38%, -10.37

2S2 - 16, ENGLISH LEARNERS, 17.63%, -45.12
2S2 - 17, HOMELESS INDIVIDUALS, 33.93%, -28.82
2S2 - 18, FOSTER CARE, 39.13%, -23.62
2S2 - 20, MIGRANT, 42.86%, -19.89
2S2 - 36, TRANSP. & LOG., 49.30%, -13.45
2S3 - 6, AFRICAN AMERICAN, 34.21%, -24.79
2S3 - 7, HISPANIC, 50.32%, -8.68
2S3 - 8, NATIVE HAWAIIAN, 34.78%, -24.22
2S3 - 10, MULT-RACE, 53.02%, -5.98
2S3 - 11, IEP, 22.13%, -36.87
2S3 - 12, FLRL, 51.23%, -7.77
2S3 - 14, SINGLE PARENTS, 33.33%, -25.67
2S3 - 16, ENGLISH LEARNERS, 18.56%, -40.44
2S3 - 17, HOMELESS INDIVIDUALS, 30.51%, -28.49
2S3 - 18, FOSTER CARE, 34.15%, -24.85
2S3 - 20, MIGRANT, 46.67%, -12.33
2S3 - 36, TRANSP. & LOG., 46.57%, -12.43
3S1 - 4, AMERICAN INDIAN, 72.97%, -18.03
3S1 - 8, NATIVE HAWAIIAN, 54.76%, -36.24
3S1 - 16, ENGLISH LEARNERS, 75.11%, -15.89
3S1 - 17, HOMELESS INDIVIDUALS, 73.31%, -17.69
3S1 - 18, FOSTER CARE, 66.67%, -24.33
3S1 - 20, MIGRANT, 72.73%, -18.27
4S1 - 2, MALE, 1.52%, -13.98
4S1 - 22, ARCH & CONS., 6.76%, -8.74
4S1 - 25, EDUC. & TRAINING, 8.14%, -7.36
4S1 - 28, HEALTH SCIENCE, 6.25%, -9.25
4S1 - 31, INFO TECH, 12.86%, -2.64
4S1 - 33, MANUFACTURING, 5.38%, -10.12
4S1 - 35, STEM, 13.60%, -1.90
4S1 - 36, TRANSP. & LOG., 5.48%, -10.02

Postsecondary Performance Indicator & Line, Population, ALP (5), +/- SDLP (5)

1P1 - 8, NATIVE HAWAIIAN, 50.00%, -20.75
2P1 - 6, AFRICAN AMERICAN, 43.55%, -7.45
2P1 - 17, ENGLISH LEARNERS, 45.45%, -5.55

2P1 - 18, HOMELESS INDIVIDUALS, 0.00%, -51.00

2P1 - 19, FOSTER CARE, 40.28%, -10.72

2P1 - 25, EDUC. & TRAINING, 39.29%, -11.71

3P1 - 2, MALE, 4.90%, -5.60

3P1 - 4, AMERICAN INDIAN, 5.88%, -4.62

3P1 - 17, ENGLISH LEARNERS, 6.67%, -3.83

3P1 - 22, ARCH & CONS., 5.51%, -4.99

3P1 - 25, EDUC. & TRAINING, 0.00%, -10.50

3P1 - 28, HEALTH SCIENCE, 7.52%, -2.98

3P1 - 31, INFO TECH, 5.98%, -4.52

3P1 - 33, MANUFACTURING, 5.68%, -4.82

3P1 - 34, MARKETING, 0.00%, -10.50

3P1 - 35, STEM, 0.00%, -10.50

3P1 - 36, TRANSP. & LOG., 9.42%, -1.08

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2d: Implementation of State Program Improvement Plans

Review your State's performance data in section 4 of this report. If your State failed to meet at least 90 percent of a State-determined level of performance for any of the core indicators under section 113(b)(2)(2) of Perkins V for all CTE concentrators, provide a State program improvement plan. The plan should address, at a minimum, the following items:

- i. The core indicator(s) that your State failed to meet at the 90 percent threshold.
- ii. The disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students.
- iii. The action steps which will be implemented, beginning in the current program year, to improve the State's performance on the core indicator(s) and for the categories of students for which disparities or gaps in performance were identified.
- iv. The staff member(s) in the State who are responsible for each action step.
- v. The timeline for completing each action step. (Section 123(a)(1) of Perkins V)

NOTE: First complete the performance indicator tables in Section IV below. Then return to complete this question.
