

# Consolidated Annual Report, Program Year 2020 - 2021

## Iowa

### 2a: Narrative Performance: Implementation of State Leadership Activities

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#### 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)

To prepare incarcerated individuals for reentry into the workforces, Perkins funding supports the purchase of career and technical education materials and software to develop technical skills and to expand career exploration opportunities. Collaborative efforts between community colleges, industry, and workforce development agencies, allow correctional facilities to provide incarcerated individuals access to online certificate training to increase training opportunities leading to sustainable employment upon reentry. To maintain online training for career and technical programs within correctional facilities, career assessments and computer equipment are purchased to update existing computer labs.

The Department participates in the Iowa Consortium for Higher Education in Prison Consortium encompassing institutions of higher education, the Iowa Department of Corrections, and the Iowa Board of Regents. DE consultants provide guidance on CTE courses, training and certificate programs available to incarcerated individuals. The Consortium also serves to increase articulation of students among the member colleges and correctional institutions to ensure incarcerated students have access to high quality CTE educational opportunities.

#### 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)

##### Key Area i - Preparation for Non-Traditional Fields

The Department sponsored the third annual Girls in Construction Camp exposing 30 enrolled participants to high-skill, high-wage occupations in the construction field. Special populations students participated in career exploration activities from experts in the field and gained hands-on training at multiple apprenticeship sites. The camp is hosted in partnership with local school districts, professional organizations, and industry partners. Parental involvement in camp activities allowed for increased career awareness and for program offerings in the construction field for females and special population students.

Technical assistance has been provided to service areas statewide to scale up the camp to highlight additional service areas and to attract additional participants in line with the expanded special populations categories defined in Perkins V.

##### Key Area ii - Support for individuals in State Institutions

The state training school provides career and technical education programs for youth juvenile justice facilities. Instructors provide programming in career and technical programs based on students' individual needs and interests. Students receive elective credit towards their high school diploma or high school equivalency diploma. When applicable, local industries and organizations provide practical work experiences for program participants off-campus. Articulation agreements with area community colleges offer opportunities for alignment with post-secondary training programs.

Collaboration with state juvenile justice court counselors include the development of recruitment initiatives for Department sponsored career guidance activities. Students in court mandated programs will be targeted for participation in career exploration, work-based learning and concurrent enrollment course offerings related to career and technical education. Current juvenile justice staff utilize CTE program resources into education programs for incarcerated youth.

##### Key Area iii - Professional Development

Work-Based Learning - In AY21, several resources and webinars were provided on work-based learning to support educators and school districts to provide quality work-based learning to students. Strategic approaches to address the barriers presented with the pandemic were provided to ensure students and educators had ample tools to approach work-based learning. The resources outlined approaches to delivering high school internships in virtual and blended platforms and the webinars approached key topics related to insurance and delivering quality work-based learning during the pandemic.

Iowa ACTE Conference - The Department provided support for the annual Iowa Association for Career and Technical Education (IACTE)



specific focus on serving underrepresented students, girls, and students of color in increasing opportunities for program access and career guidance and counseling in grades 5 through 8.

**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. The Bureau of Career and Technical Education developed a three-year work plan which lays out the strategies and actions for the implementation of high-quality career and technical education in Iowa.

The work plan's four priorities are as follows:

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.

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.

Build stronger relationships with education partners, professional organizations, and business and industry professionals across the state.

Ensure CTE programs and CTSOs reflect the diversity of our learners, business and industry and the community.

Each of the four priorities are aligned with Iowa's Perkins V State Plan as well as Advance CTE's *Without Limits* principles and the Future Ready Iowa Department of Education goals. The work plan details the strategies, actions, measures, 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 that indicates progress toward meeting the priorities of the work plan.

ii. A data analysis project has been implemented to address access, participation and completion rates for students with disabilities in CTE programs. This cross-agency collaboration includes 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.

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## 2b: Narrative Performance: Fiscal Responsibility

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- 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 College and Career Transition Counselor (CCTC) initiative, established five, three-year grants (totaling \$50,000 per grant) to promote the creation of CCTC positions across Iowa. CCTCs work directly through community colleges and partner high schools across Iowa. The Iowa Perkins State Plan provides the opportunity to use reserve funds for areas of need that directly connect to students in secondary and postsecondary arenas. Through a competitive application process, the CCTC Partnership steering committee, which is made of representatives from the Department of Education, Bureau of Career and Technical Education, Iowa College Aid and AEA PREP, awarded small grants across the state to community colleges that partnered with school districts in their service area. Each partnership hired a CCTC whose main focus is to create targeted connections with students and families during crucial periods of high school, such as college preparation, transition to enrollment, and persistence through their postsecondary program.

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## **2c: Disparities or Gaps in Performance**

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*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**

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## **2d: Implementation of State Program Improvement Plans**

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*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.**

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