

Consolidated Annual Report, Program Year 2022 - 2023

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)

To meet the critical need of the transportation industry in Iowa, Perkins funding was utilized to support curriculum and software to develop technical skills of incarcerated individuals. Career and Technical Education (CTE) programs in correctional institutions provided 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 for students. 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 earned 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)

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.

The Department partnered with school districts, national women in construction organizations, and local skilled trades to conduct an annual construction camp for middle and high school females. The camp provided an opportunity for students to explore construction-related careers. The camp served low income and special population students and helped to break down stereotypes, foster interest and expose students to in-demand career opportunities where females have traditionally been underrepresented.

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

In partnership with Advance CTE, the Department participated in a train-the-trainer opportunity gap analysis project to increase CTE educators and stakeholder knowledge in equity and transition services for special population students. The training provided participants with information and tools to deliver customized training to identify and address participation gaps for special populations and students with disabilities in accessing high-quality CTE programming.

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

Work-Based Learning

In AY23, several resources and webinars were provided on work-based learning to support educators and school districts to provide quality work-based learning to students. With the update of the Iowa Work-Based Learning Guide to focus on quality work-based learning, several presentations and resources were added to support local implementation. A virtual workshop series was provided focusing on key work-based learning support strategies to help connect classroom instruction and in-school supports with quality workplace experiences. Resources for school-based enterprises, career-based service learning and developing professional skills in career and technical education were added to support district and college advancement for quality work-based learning for students. The annual Iowa Work-Based Learning Conference was a success in connecting educators and instructors to quality work-based learning practices and leaders to ensure implementation.

Iowa ACTE Conference

The Department provided support for 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 member of the DE's CTE team also serves as a liaison to the IACTE Executive Board.

Career and Technical Student Organizations (CTSOs)

In AY23, 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 focused on educating new program advisors on the definition of a CTSO and its intracurricular nature and how to embed the CTSO into the classroom environment, building a program of work, hosting local level contests, developing a chapter officer team, and conducting membership recruitment. To execute, the Iowa Department of Education partnered with the FBLA and SkillsUSA national offices of a training program in key areas of the state with low CTSO involvement. Resources for successful CTSO implementation were updated as needed.

Providing technical assistance for eligible recipients.

Data Reporting and Perkins Applications

Two webinars were delivered to all secondary public school districts 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 an overview of Iowa's Iowa Grants management system, IowaGrants.gov. The webinar was held in April 2023. 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 all secondary public school districts and community colleges, covering the state's Perkins Desk Audit monitoring process. The webinar was held in October 2023, and the presentation at the Iowa ACTE conference was in September 2023. 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 2022 through June of 2023.

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

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

Perkins-required activities one through six

Comprehensive Local Needs Assessment (CLNA) Elements one through six

Recipients' budgets in each Perkins activity based on their annual CLNA priorities

Education Department General Administrative Regulation (EDGAR)

Cost Principles, Uniform Grant Guidance (UGG)

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:

The claim submission process via Iowa Grants management system.

Timelines of required claim submission dates

Encouraged receipt of equipment in time for student use in the fall and spring semesters

Increased the number of programs spending the full allocation

Process to track and safeguard federally-funded purchases

Need to address Federally compliant templates and processes:

Allowable use of Federal property, replacement, trade-in and sales to offset the costs of replacement

Property records and inventory management, including electronic code of Federal regulatory (eCFR) compliant documentation for tracking Perkins purchases

Physical inventory timelines, results, and reconciliation with property records

Control and mitigation processes to ensure adequate safeguards, including an investigation process, to prevent loss, damage, or theft of Perkins property

Adequate maintenance procedures to keep property in good condition.

Federal sequence guidelines for inventory disposition

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:

Recruitment of special populations into CTE programs

Recruitment and funding of additional CTSO instructors and advisors to incentivize increased recruitment of students into CTSOs

Requirements to ensure high-quality CTE at the middle school level (and prior approval before using Perkins funds) including:

CTE-endorsed instructors

State-approved middle school standards and 21st Century Skills

Experiential, hands-on learning

The development of a student District Career and Academic Plan (DCAP)

Adult and juvenile corrections CTE purchases aligned with the six Perkins activities

Documentation policies for state and Federal audits including:

Job descriptions, time and effort examples, and salary supplanting assurances and certifications

The Perkins V, Sec. 211., supplement versus supplant and the OMB Compliance Supplement supplanting guidance

Increasing high value student certifications (through two-year post-secondary institutions)

Unallowable use of Perkins funds to reimburse CTE staff credit coursework

Required CTE endorsements for instructors when purchasing curriculum materials for Project Lead the Way (PLTW) and other CTE-related curriculum

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 and students with disabilities (SWD) in accessing high-quality CTE programming, the Department participated in a cross-agency collaboration to increase stakeholder knowledge in equity in CTE and transition services. Staff facilitated a Train-the-Trainer Opportunity Gap Analysis project developed by Advance CTE to provide CTE educators with resources to recruit and retain special population students, including students with disabilities in CTE programs.

The purpose of the training is to provide participants with information and tools to deliver customized training District and/or campus wide, and to support the transition of students to continued education and workforce placement. The training impacted educators and administrators, community stakeholders, and area education agency representatives. A major accomplishment of the project is the planned incorporation of specially designed instruction for students with disabilities into the CTE classroom.

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)

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 continued to focus work on the 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 and the community.

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 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 that indicates progress toward meeting the priorities of the work plan.

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

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. This work is ongoing, and a major outcome 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.

In the Spring of 2023, the state's first public-facing Perkins Tableau dashboard was updated with 2021-2022 performance data and is still housed within the new www.iowastudentoutcomes.com website. This student outcomes website allows Iowa partners ease of 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 any and 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 College and Career Transition Counselor (CCTC) initiative established five three-year grants (totaling \$50,000 per grant over three years) to promote the creation of CCTC positions across Iowa. The initial CCTC grant was offered in 2020 with round three, the final round in December 2022. A fourth round of grants was made available in October 2023. 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. Each high school and community college 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.

There are 53 CCTCs in total across the state funded through a combination of grant funding and outside funding through the community colleges and operational sharing dollars. A federal grant was awarded for additional CCTC positions beginning in the 2023-2024 school year to Indian Hills Community College as the lead institution with a potential growth of over a dozen additional CCTCs. The other 14 community colleges in Iowa are subrecipients of the federal grant.

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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

(ALP) = Actual Level of Performance

SECONDARY

1S1: Four-year graduation rate

Black or African American – ALP: 83.53%

Native Hawaiian or Other Pacific - ALP: 82.76%

Individuals Preparing for Non-traditional Fields - ALP: 82.35%

English learners - ALP: 84.12%

Homeless Individuals - ALP: 82.35%

2S1: Reading Language Arts

American Indian or Alaskan Native - ALP: 39.13%

Black or African American - ALP: 40.16%

Hispanic or Latino - ALP: 55.98%

Native Hawaiian or Other Pacific Islander - ALP: 45.45%

Individuals with Disabilities - ALP: 16.57%

Individuals from Economically Disadvantaged Families - ALP: 55.57%

Single Parents - ALP: 46.15%

English Learners - ALP: 13.80%

Homeless Individuals - ALP: 50.00%

Youth in Foster Care - ALP: 45.00%

Migrant Students - ALP: 27.78%

Architecture & Construction - ALP: 58.84%

Manufacturing - ALP: 57.20%

Transportation, Distribution & Logistics - ALP: 49.53%

2S2: Mathematics

Black or African American - ALP: 35.69%

Hispanic or Latino - ALP: 52.28%

Individuals with Disabilities - ALP: 18.18%

Individuals from Economically Disadvantaged Families - ALP: 55.23%

English Learners - ALP: 19.21%

Homeless Individuals - ALP: 44.44%

Youth in Foster Care - ALP: 45.00%

Migrant students - ALP: 27.78%

Transportation, Distribution & Logistics - ALP: 54.55%

2S3: Science

American Indian or Alaskan Native - ALP: 52.00%

Black or African American - ALP: 33.24%

Hispanic or Latino - ALP: 51.91%

Individuals with Disabilities - ALP: 24.05%

Single Parents - ALP: 51.72%

English Learners - ALP: 19.44%

Homeless Individuals - ALP: 51.43%

Migrant Students - ALP: 36.66%

3S1: Post-Program Placement

American Indian or Alaskan Native - ALP: 76.27%

Black or African American - ALP: 78.96%

Native Hawaiian or Other Pacific - ALP: 78.79%

Individuals with Disabilities - ALP: 79.14%

Single Parents - ALP: 80.00%

English Learners - ALP: 77.45%

Homeless Individuals - ALP: 71.06%

Youth in Foster Care - ALP: 66.13%

4S1: Non-traditional Program Concentration

Male: 1.96%

Architecture & Construction - ALP: 6.09%

Education & Training - ALP: 8.03%

Manufacturing - ALP: 5.63%

Transportation, Distribution & Logistics - ALP: 5.38%

5S3: Work-based learning

Arts, AV Technology & Communications - ALP: 1.41%

Science, Technology, Engineering & Mathematics - ALP: 3.76%

Transportation, Distribution & Logistics - ALP: 9.00%

POSTSECONDARY

1P1: Postsecondary Placement

Native Hawaiian or Other Pacific - ALP: 40.00%

English Learners - ALP: 44.83%

Education & Training - ALP: 33.33%

Human Services - ALP: 70.50%

2P1: Earned Recognized Postsecondary Credential

Black or African American - ALP: 43.20%

Single Parents - ALP: 39.04%

Out of Workforce Individuals - ALP: 37.50%

Homeless Individuals - ALP: 0.00%

Education & Training - ALP: 25.00%

Finance - ALP: 3.10%

Law, Public Safety, Corrections & Security - ALP: 43.69%

3P1: Nontraditional Program Concentration

Male - ALP: 6.55%

Native Hawaiian or Other Pacific - ALP: 0.00%

Out of Workforce Individuals - ALP: 0.00%

Architecture & Construction - ALP: 4.17%

Science, Technology, Engineering & Mathematics - ALP: 5.56%

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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.
