

Consolidated Annual Report, Program Year 2018 - 2019

Iowa

Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

Assessment of Career and Technical Education (CTE) in Iowa is conducted at the state level by the CTE Bureau, Division of Community Colleges, Iowa Department of Education (DE). The CTE Bureau is led by the Bureau Chief, and includes an Administrative Consultant, nine education program consultants (EPC), and one support staff, working part-time. The Chief is responsible for general oversight and management of CTE in Iowa at the secondary and post-secondary levels. As Iowa's State CTE Director, the CTE Bureau Chief, serves in a liaison capacity on several statewide committees dealing with not only secondary and community college CTE, but also workforce and economic development. The CTE Administrative Consultant is responsible for managing the implementation of Perkins IV in school districts and community colleges.

The CTE Bureau is organized by one, the expertise of CTE consultant(s) within the Bureau and two, by the sector (secondary or postsecondary) in which they have had prior experience. Further, subsets of Bureau staff have been assigned to teams that focus on grant review and management, technical assistance, claims review, monitoring, and CTSOs. In addition, five of these EPCs are assigned to the six services areas – skilled and technical sciences; human services; business, marketing and finance; health science; and agriculture, food and natural resources – defined in Iowa code. The sixth service area, information solutions, is being covered by the Administrative Consultant. An additional EPC is assigned to manage equity-related matters as defined by Perkins IV; an EPC is assigned to work with the Career and Technical Student Organizations, another EPC has responsibility for dual and concurrent enrollment issues as well as monitoring state policy; and still another EPC manages all issues related to career guidance.

Assessing Career and Technical Education (CTE) in Iowa was done in several different ways. First, to assist in making the monitoring process less intrusive, the CTE Bureau has utilized a multi-step process to Perkins monitoring at the secondary level. One, an initial 'desk audit,' is undertaken. Two, once districts/consortia complete the desk audit, the DE analyzes the 'desk audit' submission using a predetermined rubric. To ensure validity, each randomly selected consortium member independently completes and submits a separate instrument. Documents attached to support responses may be similar, however, narratives and comments must vary among districts from the same consortium. Three, a report is then generated for the district/consortium after completing an analysis and review of the available data including a three-year trend of your adjusted levels of performance disaggregated by gender, ethnicity and by special population. The report will include recommendations, suggested area(s) of improvement, and if needed, a face-to-face visit. Four, with the 'desk audit' results in hand, the CTE Bureau will recommend an appropriate course of action along the following lines. The District/Consortium will be asked to make minor adjustments in order to comply. If the adjustments are significant, then it would require a conversation (sometimes more than one) between the CTE Bureau and the District/Consortium to become compliant with Perkins legislation, and State and District Plans. Finally, if it is deemed through the analysis the District/Consortium is substantively non-compliant, then the CTE Bureau will initiate a face-to-face comprehensive monitoring visit and review.

Second, through legislation, and known as House File 2392 (passed in May 2016), Iowa has embarked on completely redesigning secondary: Since H.F. 2392 was signed into law in 2016, much work was done by school district leaders and educators, community college leaders, and other key education and workforce stakeholders. As part of the statewide system of RPPs, community colleges, school districts, area education agencies, representatives of economic and workforce development organizations, and business and industry are working together to ensure students graduate from high school ready career and college ready. State CTE reimbursement funds are available to the RPPs for eligible uses, including:

- * convening, leading, and staffing the regional CTE planning partnership;
- * offering regional CTE professional development opportunities;
- * coordinating and maintaining a career guidance system; and,

* purchasing equipment on behalf of school districts and community colleges

Over the past three years, the following have been underway:

* School districts have (a) chosen a career information system (CIS), from a selected list of vendors, who meet established career development standards; (b) begun developing a district career guidance plan that include district personnel as well as external stakeholders including the community college intermediary network representatives; and, (c) had every eighth grader complete and individual career and academic plan (ICAP) using the chosen CIS.

* Fifteen (15) RPPs, which approximately align to the 15 community college regions, have been established and have collectively engaged in the following: (a) develop multi-year plans for ensuring all Iowa students have access to high-quality secondary CTE education; (b) produce budgets and expenditure plans that are tied to the RPP multi-year plans; (c) create schedules to ensure all secondary CTE programs are reviewed over a period of five years. <https://www.educateiowa.gov/search/CTE%20Redesign>.

* Districts have started to complete Program Approvals for each of their Career and Technical Education Programs. 20% of the programs were reviewed in 2019. 20% will be reviewed each year over the next 4 years. All programs will be reviewed every five years thereafter. RPPs review these self-studies to help determine regional needs. These program approvals/reviews/self-studies will guide the districts in building their needs assessments for Perkins V and will help districts and the RPPs to be on a continual improvement process.

Third, The Future Ready Alliance recommendations (<https://www.futurereadyiowa.gov/future-ready-iowa-alliance>) were passed in 2017. House File 2458: Future Ready Iowa Act: Governor Kim Reynolds signed House File 2458, the Future Ready Iowa Act, into law at the close of the Future Ready Iowa Summit in Des Moines on April 3. The law aims to strengthen workforce development and expand work-based learning opportunities for students. The legislation, which passed with bipartisan support from lawmakers, calls for the establishment of programs to support students and help them to succeed in college and careers, which is in line with the Future Ready Iowa goal for 70 percent of Iowans to have education or training beyond high school by 2025. In particular, the legislation calls for the establishment of a registered apprenticeship development program, a volunteer mentoring program, a summer youth intern program, summer postsecondary courses for high school students that align with high-demand career pathways, an employer innovation fund, and a skilled workforce scholarship and grant program. The Division of Community Colleges and Workforce Preparation, within which the CTE Bureau is one of the two bureaus (Community Colleges being the other), CTE in Iowa continued to play a central role in helping meet the Future Ready Alliance Goal of having at least 70 percent of all Iowans achieve some post-secondary credential of economic value by the year 2025. Currently Iowa has achieved a 58% level of the adult labor force having some form of post-secondary credential.

Fourth, the Bureau of Community Colleges within the Division of Community Colleges and Workforce Preparation initiated a project to align the community college Perkins monitoring and equity review process, with the community college states accreditation process. There is enough overlap in these processes' review of nondiscrimination notifications, Title IX processes, and CTE program evaluation that the Division decided to combine the reviews into one, albeit extended, visit. When needed, Perkins monitoring and equity review was undertaken at two community colleges, when they were schedules for state accreditation.

Fifth, the DE continued its agreement with the National Student Data Clearinghouse (NSDC) to provide information regarding success of postsecondary program completers and leavers and their enrollment (entrance) and persistence in other postsecondary institutions. This enables matching of community colleges' Management Information System (MIS) data files against information in NSDC for following community college CTE students continuing their education in other postsecondary institutions.

Sixth, CTE data collection processes pertaining to the Perkins IV performance indicators were reviewed with involved entities to continue the state's effort to build shared understanding of definitions and procedures. Secondary data elements are collected through two reporting mechanisms: The Student Reporting in Iowa (SRI) system (formerly the Electronic Access System for Iowa Education Records) and the CTE-specific reporting system, referred to as "Secondary CTE Reporting Application or SCTERA". Beginning with fiscal year 2013, all postsecondary data elements are collected through the DE's community college MIS system. These data were utilized when planning activities and negotiating secondary and postsecondary performance level targets for the fiscal year 2017 Perkins IV Continuation Grant application.

Seventh, the DE reviewed its post-secondary indicator definitions and used that opportunity to reconfigure how postsecondary Perkins data was collected and reported. The DE continues to use a three-year cohort approach in developing its post-secondary performance indicator measures. The primary objective was to align these measures to the general practice within the Division of Community Colleges and Workforce Preparation of using cohort data to report community college data.

Eighth, The Iowa Department of Education recently released the Condition of Secondary Career and Technical Education report, which represents the first longitudinal statewide overview on the trends in secondary CTE courses, programs, student characteristics, and instructors. Additionally, the report identifies three emerging areas of focus addressed in House File 2392 (HF2392), which was signed into law in 2016 to redesign CTE policy in Iowa. Those areas include integration with career and technical student organizations (CTSOs), holistic career guidance, and development of regional centers to provide equitable access to capital-intensive, high-quality CTE programs. The evidence of the growing integration of secondary CTE data into the wider department data and accountability efforts can be seen in the inclusion of CTE data into Every Students Succeeds Act (ESSA) accountability framework, specifically the postsecondary readiness indicator.

Ninth, another focus of the Future Ready Iowa initiative is the placement of more Iowans into high-demand, well-paying careers in industries such as Information Technology (IT), Energy, Advanced Manufacturing, and Health Science. General mystique and confusion are often associated with careers in these fields, which lead to inaccurate stereotypes, the facilitation of incorrect information, and ultimately shortages in local qualified, skilled labor. The Iowa Department of Education has taken the lead in developing a series of industry-vetted and visually engaging career pathways to help address current and projected shortages in these critical industries and are planning to next approach the Architecture, Construction, & Engineering (ACE) and Transportation, Distribution, & Logistics (TDL) industries in 2019. These materials, future plans, and additional resources can be found at SectorPartnerships.EducateIowa.gov.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

Iowa is a leader in using technology to manage the local application process for secondary school districts and consortia, and community colleges (<https://www.iowagrants.gov/index.do>). Use of this technology includes the electronic submission of the local application, review of these applications by DE CTE consultants, setting indicator performance targets, and approving claims for Perkins-eligible required and permissive activities. Starting in 2014, in the electronic submission of the local application, the state asked Perkins IV local eligible agencies (LEAs) to connect each required activity to specific Perkins indicators.

In 2019, the Pell audit was automated. This helps to ensure that the right student count is utilized for calculations of Community College allocations.

An interactive Tableau map was developed for all audiences to locate CTSO chapters and advisors. Through the interactive map, filters can be applied to locate a certain CTSO, a certain region, or a certain program. After filters are applied, the interactive map will indicate the programs that have the corresponding CTSO along with how many CTSOs are offered within that school district.

As a result of a contract issued to Governet in 2011, a web-based system to improve curriculum-related processes for the Iowa community college system has been expanded. The web-based system, CurricUNET provides electronic program approval and modification processes, a means to improve Iowa's common course numbering system, and public access to information regarding Iowa community college curriculum (http://www.curricunet.com/iowa_doe/). Additionally, the system is used to validate whether dual-enrolled courses offered through concurrent enrollment are CTE-related.

Continued professional development on the system was offered through an annual one-day statewide workshop for the community colleges' CurricUNET administrators.

DE CTE staff cooperated with the Iowa Family and Consumer Sciences Educators (IFCSE), Iowa Business Education Association (IBEA), and the Iowa Association of Agricultural Educators to provide training in the use of a variety of instructional technologies. The online Network for all secondary Human Services educators continued to expand as a tool for professional development, communication and discussion. This serves as a type of online professional learning community that particularly helps those one-person departments in smaller rural schools as they work to strengthen their programs as a part of CTE. Agriculture teachers were inserviced on utilizing an online system (Ag Experience Tracker) to work with SAE (Work based Learning projects after the conclusion of the summer Ag Teachers Conference--65 instructors registered.

During FY19, the Secondary CTE Reporting Application (SCTERA) was reviewed and is continually being updated to meet the Iowa DE needs. Working with the IT Division, the CTE Bureau has developed a plan for how the data will be collected, reported, and shared with LEAs. Also, the discussion has led to a prioritization that begins with the CAR, district/consortium information, next, and optional reporting coming in third. More discussion is being had with the IT division to include new variables such as SCED Codes, building level information, so that more detailed analysis can be undertaken by the SEA as well as LEAs.

3. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?

DE CTE staff participated in national-level meetings, conferences, and content area workshops, including, but not limited to, Advance CTE spring and fall meetings, the National Association of Career and Technical Education Information (NACTEI), The National Association of Supervisors of Ag Educators Conference (NASAE), the Association for Career and Technical Education (ACTE) Board of Directors meetings, ACTE Region III board meetings and the National ACTE conference, the MBA Research Board of Trustees meetings and MBA Conclave and curriculum consortium meetings, the Technology Student Association, SkillsUSA NLSC Conference, the National Association of State Administrators of Family and Consumer Sciences (NASAFACS) the Association for Skilled and Technical Sciences, and national CTSO state advisor meetings. Knowledge and skills acquired through this participation was used to provide guidance to Iowa's CTE instructors and administrators. Regional and state workshops and presentations were conducted by DE staff in the six service areas that divide up secondary CTE programming.

The DE 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 staff also serves as liaison to the IACTE Executive Board. DE CTE staff provided professional development sessions at the Iowa Business Education Association (IBEA) conference, the Iowa Association of Agriculture Educators (IAAE) conference, the Iowa Family & Consumer Sciences Educators (IFCSE) Conference. In addition, staff presented at the state Family, Career and Community Leaders of America (FCCLA) conferences in the fall and spring and heads up a state committee for "Say Yes to FCS." This initiative included a signing day for students committing to enter the FCS Teaching profession.

The DE's CTE Consultant assigned to support Business and Marketing education offered workshops across the state on industry certifications for business and marketing education. These certifications were offered free to the teachers. Free certification testing was also made available as a pre-conference option prior to the Iowa Business Education Association convention.

A Consultant provided information and training sessions to the Regent's Alternative Pathway to Iowa Licensure (RAPIL) students as well as to Family & Consumer Sciences Education & Studies (FCEdS) students at Iowa State University to help expand their knowledge of education as a part of CTE programming. Information on program planning, requirements in federal and state law and contacts and resources at the DE were shared.

The DE's health science consultant worked closely with the Iowa Community College Simulation Coordinator Network and the Iowa Health Educators Association to ensure professional development was offered to secondary and postsecondary health science educators across the state.

The DE's CTE consultant assigned to support human services education updated those at the state Iowa Family and Consumer Sciences Educators (IFCSE) Conference with information on the progress of the state CTE Redesign, standards alignment, connections to Human Services programming and the Regional Planning Partnership's (RPP) program approval process. The Program Management Committee in this area appropriated dollars to continue the work of creating a model program in Human Services with a core group of professionals. The consultant attended Perkins sessions, consortia and regional meetings of FCS and CTE instructors and presented sessions and guidance for programming in CTE and updates of the RPP process self-study/program approval, work-based learning, advisory, standards and Perkins updates. The consultant worked closely with the Iowa State University FCS program coordinator so that pre-service educators would understand the focus of Career and Technical programming in the FCS field and presented sessions to the Regent's Alternative Pathway to Iowa Licensure (RAPIL) students with similar goals and resources. The consultant serves on the Early Learning Oval Team Leadership Council to help make the FCS connections at both the HS and CC level a stronger reality for CTE in Iowa to meet the needs in this high demand career area and worked to connect the Child Development Associate (CDA) credential to more high school programming. The work supports the identification of the best ways to support the Teaching and Training Cluster and help meet not only Early Childhood, but the demand for teacher educators, including CTE educators. The "Say YES to FCS" event was held for a second year in conjunction with the State Leadership Conference for FCCLA that is aimed at encouraging more students to go into the field of study to become an FCS educator. The Consultant is a part of a Regional Teacher shortage effort that is moving to a national focus through the Association for Career and Technical Education. The consultant participated in the PE and Health standards process review as well as the Social and Emotional Learning standards review team. The consultant worked with the Iowa Restaurant Association and school involvement in the ProStart program to encourage students in the pathway to obtain the Certificate of Achievement that leads toward articulation credits at all of the Community Colleges that offer such programming across the state in addition to national awards.

The DE's consultant assigned to supporting CTSOs attended professional development conferences.

The DE Administrative Consultant offers monthly webinars to district administrators to help them become better acquainted with CTE and Perkins requirements. These seminars are widely attended and cover items such as Perkins 101, What's happening in Washington, DC (presented by Alisha Hyslop), Sector Boards, Advisory Committees, Programs of Study, and other areas of interest.

In partnership Iowa ACTE, The DE sponsored a nontraditional careers and equity strand which focused on increasing student access to nontraditional CTE career pathways and workforce diversity in high-skill, high-wage, and high-demand career opportunities. Strands also focused on developing an inclusive, diverse secondary and postsecondary learning environment. Equity and Nontraditional sessions provided guidance on access, integration, and inclusion for special population students in CTE and culturally responsive teaching. Session evaluations reflected and appreciation for the content and was met with positive comments.

4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?

The DE continued to utilize resources provided through NAPE's 5-Step process/Program Improvement Process for Equity in STEM (a.k.a., PIPE-STEM™). This initiative uses a two-pronged approach to broaden commitment to gender equity in nontraditional careers and STEM initiatives. The training was delivered in multiple formats including face-to-face workshops, regional professional learning communities, and online webinars. The customized, "coaching" approach of the PIPE-STEM™ model worked well in conjunction with DE on-site technical assistance provided to the community colleges and through dissemination of relevant print and electronic information to DE CTE staff. Site-based teams developed implementation plans designed to identify root causes and potential solutions to gendered performance gaps. Outreach to regional CTE Coordinators included participation in online planning meetings. The DE continued its partnership with the National Alliance for Partnerships in Equity (NAPE) to develop a state level nontraditional data "dashboard" using Perkins data (6S1, 6S2, 5P1, 5P2); provide consulting in the interpretation of the dashboard and its use in identifying performance gaps between student groups; and conduct technical assistance workshops to train educators and stakeholders on the use of the data dashboard. NAPE has provided the state with a modified five-step Program Improvement Process for Equity implementation to support Iowa LEAs, and regional coordinators to identify and implement evidence- and research-based strategies to close equity gaps identified through the data dashboard training. Initial trainings and outreach from the DE have evolved from statewide preliminary training to regional, District, and institutionally centered activities. Several colleges have institutionalized nontraditional recruitment and retention strategies resulting in college wide initiatives. The data dashboard work initiated by NAPE has been adopted by the DE and will build upon existing initiatives by developing data resource tools internally, which will be used to provide technical assistance directly to CTE educators. The NAPE organization has provided professional development and technical assistance in developing strategies to address special population students in line with new Perkins V guidelines.

The Cedar Rapids Community School District engaged district level administration, CTE staff, and counselors from four high schools to participate in PIPE training to develop initiatives to focus on educational equity across the district.

The DE in partnership with the Des Moines Public School District facilitated a nontraditional careers construction summer camp for a diverse group of middle and high school girls to increase awareness of careers in the construction industry for females, women of color and underrepresented populations. Approximately 30 students enrolled in the summer camp which featured nontraditional females employed in the construction industry, and daily field trips to multiple construction-related apprenticeship facilities throughout the metro area. Planning continues for future camps focusing on additional nontraditional occupational career areas.

Building level high school teams and two local career academy representatives and a middle school counselor participated in training on PIPE-STEM, nontraditional occupations, and micro messaging. Results include an initiative to establish and deliver a CTE career cruise; a focus on the enrollment and retention of female students in Project Lead the Way courses; and the creation of a deliverable to share the message of CTE in their service area. (<https://youtu.be/blfmmlJc-m0> <https://www.youtube.com/watch?v=CQgk726iE8g>). The academic team at Northeast Iowa Community College (NICC) participated in training to assess root causes for the disparity between NICC percentages and statewide data for nontraditional students in CTE programs. The college developed an implementation plan to increase gender equity across the College. Recruitment materials were revised and a Career Planning Guide was developed in partnership with Iowa Workforce Development. NICC high school initiatives involved intrusive advising on nontraditional career pathways; job shadowing; parent and student education on CTE; and internships and apprenticeships.

The DE continues to offer support to community colleges to conduct diversity and equity professional development conferences for staff, faculty, students, and the community. The conferences provide a focus on inclusive and safe learning environments designed to promote CTE programs including student supports for special population students, adult learners, and students with disabilities. Community organizations play a key role in providing session content for educators and students to publicize wrap around services to address barriers to completion for students in CTE certificate, degree, and transfer programs. Diversity conference sessions also support workforce development needs for returning students and out of place workers. Additional efforts to support student success was the DE sponsored equity and social justice in education conference examining student completion in educational programs. The goal of the conference was to create a forum for an exchange of promising practices and research-based strategies to ensure access to equitable environments, multicultural instruction, rigorous and unbiased curriculum, and safety nets including community services and accelerated interventions.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

DE staff continued to partner with Iowa's community colleges to deliver multicultural programming on campuses to assist in improve cultural understanding and enhance communication among students, faculty, staff, and business and industry. Activities focused on diversity topics were also offered to members of the public with the community colleges' service areas. The DE's CTE consultant assigned to support equity provided technical assistance to community college equity coordinators/diversity officers. Topics included diversity awareness, recruitment of minority staff, bilingual communication, ethnicity/multiculturalism, and learning communities. Review and reporting of performance related to the Perkins IV indicators for special population students was completed by the DE's CTE staff. Collection of performance data for these populations is integrated into the state's data reporting systems (i.e., SRI, Secondary CTE Reporting Application (SCTERA), and MIS). Secondary and postsecondary CTE programs were monitored for compliance with state and federal nondiscrimination laws through equity reviews and regularly scheduled monitoring visits conducted by DE staff. The monitoring process includes review of policies and practices related to the identified populations. Enrollment of these identified student populations within CTE courses was specifically reviewed as part of the secondary and postsecondary equity visits. The DE's CTE consultant for equity participated in training initiatives aimed at increasing the participation and completion rates of underrepresented gender students in nontraditional careers, STEM, and technical education programs. This includes training on Micro messaging, a research-based professional development program for secondary and community college faculty designed to increase the success of students in STEM, with an emphasis on underrepresented populations, including diverse women.

Career and Technical Education (CTE) programs at Hawkeye Community College serve English Language Learners (ELL), simultaneously enrolled in ELL courses and certificate programs at the college's Metro Center. This collaboration between programs is particularly beneficial in serving the emerging Bosnian, Burmese, and Hispanic populations in the college's service area. Northeast Iowa Community College's (NICC) Support through the Encouragement of Peers (S.T.E.P) program is a peer-driven approach to providing life management skills, academic, personal, and social supports for students with disabilities. The program helps students to move through college courses and programs while addressing accommodation issues along the way. Additionally, NICC promotes several initiatives to serve economically disadvantaged students such as the Student Crisis Fund. Approximately \$71,000 has been raised over the past 7 years to benefit students in crisis, who are in danger of dropping out due to emergency financial issues. There are criteria students need to meet to receive the funding, and those who benefit have paid it forward in some way. There is a 92% retention rate for students receiving assistance, which in turn enhances recruitment, retention, and completion rates for special population students. In addition to micro messaging training, the Cedar Rapids Community School District was able to blend NAPE training with district initiatives including the Intercultural Development Inventory (IDI) to assess intercultural competence and the role personal cultural awareness has on individual messages and how they are communicated in a CTE classroom.

As a follow up to the Department's risk-based monitoring process, technical assistance was provided to District administrators and staff to support recruitment and retention efforts for students in nontraditional CTE program areas. The training was site specific to allow schools to develop implementation plans including strategies and to focus on possible apprenticeship opportunities in local industries.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

DE staff responded to numerous inquiries from secondary and postsecondary administrators and instructional staff regarding CTE- and Perkins IV-related topics. The DE CTE consultants assigned to each of the state's community college regions provided direct technical assistance to secondary districts and community colleges on the following topics: program development and assessment; reporting and utilizing local CTE program data (i.e., Perkins IV performance indicator data); Secondary CTE Reporting Application; starting/strengthening CTSOs; documenting progress on Program of Study development; secondary to postsecondary program articulation; allowable use of Perkins IV funds; and CTE advisory committees/councils. Consultants also assisted the community colleges' program area deans (e.g., nursing and business program deans) and the Ag Alliance with strategic planning.

The Secondary Technical Assistance Team worked with several secondary programs across the state regarding Programs of Study, Perkins Monitoring and other issues. The Leadership Webinars continued for a third year on a monthly basis. Participants were new administrators, new Perkins people and those that were just interested in relearning specific items. The webinars included Perkins 101, CTE Redesign, Programs of Study and Intermediary Networks, How to complete the Secondary CTE Reporting Application, Perkins Reauthorization and what is going on in Washington, Advisory Committees, Program Approval, and Student Data.

The DE consultant in charge of Perkins claims attended the Brustein & Manasevit presentation to receive up-to-date information on fiscal monitoring for federal education grants. This information assisted in answering questions from both Perkins IV sub-grantees and internal CTE staff

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

100000

Number of students participating in Perkins CTE programs in state correctional institutions:

572

Describe the CTE services and activities carried out in state correctional institutions.

DE staff partnered with the Iowa Department of Corrections and the Iowa Department of Human Services to support CTE opportunities in the state's correctional facilities. Although these agencies were not required to specifically report on the number of students served, each entity submitted an estimated student count, which was used to calculate the total contact hours provided in CTE courses/programs eligible to be supported with Perkins IV funds. It is possible the number of students reported includes duplication (i.e., one student might be involved in more than one CTE course at a given institution).

The Perkins IV funds awarded through these grants were used to update curriculum and equipment for CTE courses/programs offered to secondary-aged students in the institutions. The allocation for the State Training School's allocation was based on 62,880 contact hours.

At the postsecondary level, one grant was awarded to the Iowa Department of Corrections, which coordinates distribution of funds among the state's community colleges that serve seven adult correctional institutions. The Perkins IV funds awarded through the grant were used to provide supplementary support services to individuals participating in CTE courses/programs offered by the correctional institutions. The corrections grant served 9 adult facilities offering 16 training programs and 1 youth facility with 8 programs.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

0

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

0

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

NA

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

No

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

Yes

The DE CTE consultant assigned to support FCS provided professional development workshops for FCS teachers, the consultant provided the background and knowledge for pre-service and new endorsement seekers in the area of FCS programs of study and Perkins requirements. The consultant provided Iowa FCS instructors with POS training and held statewide, face-to-face meetings for FCS instructors regarding the POS development process and the standards revisions to connect programming to the service area name, Human Services.

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

No

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

No

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

No

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Review & Certification

CAR Certification

I certify to the best of my knowledge and belief that this report, consisting of narrative performance information, financial status reports (FSRs), and enrollment data, is accurate and complete.

I certify that the state has implemented a system of internal controls as defined in 2 C.F.R. 200.61., and taken any necessary corrective actions, to help ensure that all data included in this part of the SY 2015-16 CSPR, to the best of my knowledge, are true, reliable, and valid.

I further understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit the CAR is the same as certifying and signing the document with a hand-written signature.

State Director

Pat Thieben

Title/Agency

Bureau Chief, Iowa Department of Education

Date

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