

Consolidated Annual Report, Program Year 2019 - 2020

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)**

Correctional Institutions

Five of the state's 15 community colleges partner with the Iowa Department of Corrections to provide academic and career and technical education (CTE) programs for populations served by nine correctional institutions. Perkins grant funding is utilized to develop technical and essential foundation and soft job skills required in the workforce. The need for these skills continues to be strong among Iowa's incarcerated population, therefore, the goal of the Iowa Department of Corrections CTE program offerings is to prepare incarcerated individuals for reentry and to provide a sustainable living wage.

The Perkins grant provides funding for the purchases of CTE materials, computers and software that will enable offenders to develop technical skills and become better informed about career employment needs in the current workforce. In addition, the grant provides support for online CASAS testing to measure progress and align with the Department of Education in data sharing and student assessment. An additional goal was accomplished to increase the number of incarcerated individuals to have access to online postsecondary certificate training as well the number of facilities with access to online learning opportunities.

Special population students at the State Training School (STS) for incarcerated youth participate in seven competency-based career and technical education programs. These programs are designed to develop general job skills and specific skills that help underrepresented students seek gainful employment upon completion. To provide equal opportunities for success in career and technical education programs, students are scheduled in CTE programs based on their individual needs and interests. Perkins funded CTE programs allows students to participate in and receive elective credit towards their high school diploma; full-time options for graduates still at the STS; or for students participating in the HiSet Program. Students receive a certificate at discharge with their competencies for each program enrolled. Each program has developed competencies in line with industry and works with local/state business and industry to ensure they meet the needs of students. The STS focused on a pilot program in partnership with Iowa Workforce Development to align programs to quality pre-apprenticeship programs.

STS instructors use a variety of means to provide an education that offers a strong understanding of all aspects of an industry. Instructors use contextual media including textbooks, reference materials, visual aids, and software. Students do have the opportunity for experience in the lab doing a variety of tasks as well as working on grounds in their specific program area. Program instructors also collaborate with local industries and organizations to provide practical work experiences for program participants. All programs have a component of doing work for organizations or individuals in the local community. An articulation agreement is held with Iowa Valley Community College to help keep students aligned with a post-secondary education.

- B. Describe your major accomplishments as a result of using State leadership funds for required activities in 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 education teachers, faculty, specialized instructional support personnel, or paraprofessional, 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)

B.i

Nontraditional Activities

The Community College Equity Consultant participated in the Advance CTE Equity Kitchen Cabinet that is designed to identify ways to support and promote equity in CTE through co-creation, collaboration and dissemination of projects, publications and presentations. Outcomes from this project were reflected in technical assistance and outreach to the field. Resources and tools were made available to CTE teachers and staff to support initiatives toward eliminating access barriers to high-quality CTE programs.

Community colleges were also included in the sharing of feedback on Advance CTE-developed resources, tools, guides and work related to CTE and equity. The Iowa team consisted of Department CTE staff, community college administration, community service representatives, business and industry, and students of color enrolled in a CTE or nontraditional career program.

The Department also collaborated with the National Alliance for Partnerships in Equity (NAPE) to convene a statewide team of stakeholders to participate in the first Equity Leadership Academy for States. This pilot program focused on amplifying equity in Perkins V legislation. This partnership provided states and local education agencies with a framework to center equity within CTE and to help education agencies guide postsecondary school systems in their states, so Perkins V is more effective and focuses on equity. The Academy has the potential for building capacity to implement and support the Perkins V postsecondary Comprehensive Local Needs Assessment (CLNA). As a leadership team member, education, community, or business and industry expertise will enhance this state-wide effort.

This pilot provided an opportunity to integrate policies, practices, and procedures to educators and team members in their efforts to provide focused and effective technical assistance for selected cohort members through participation in a two-day training pilot using Program Improvement Process for Equity™ (PIPE™), a NAPE-developed method that identifies performance gaps, root causes, and action plans; four monthly virtual technical assistance meetings; and a one-day capacity-building engagement session.

In light of COVID19, the annual Construction Camp for Girls nontraditional careers program is being delivered virtually. The hands-on and field trip component of the camp is replaced with a web-based format highlighting woman in nontraditional fields of plumbing, electrical, welding and construction management. This virtual format will be expanded to additional CTE career fields including nursing, hospitality, and early childhood education with the goal of targeting male students for these programs. To promote recruitment initiatives for students in programs nontraditional to their gender, the Department Equity and CTSO consultants are collaborating to implement recruitment strategies for students of color, including special population students, to participate in CTSO organizations throughout the state.

Career Planning

Iowa's career planning vision focuses on graduating students who are career and college ready with the academic, technical and employability skills to meet employer needs. In 2019, Iowa's 327 school districts continued to implement the redesigned career and academic planning process to over 186,000 students in grades 8-12. The Individual Career and Academic Plan (ICAP) is a series of 11, high-quality, career related activities that students complete in grades 8-12. Completed data elements establish students' progress through the ICAP experience. Activities include a four-year core curriculum plan, parent engagement, face-to-face meetings between students and team members, identification of career and postsecondary goals, alignment of coursework to career goals and annual completion of five essential components. From AY18 to AY19, ICAP completions increased by an average of 11 percent for students in grades 9-12, and grade 8 completions increased by 12 percent.

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

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Correctional Institutions

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In preparation for submission of the comprehensive local needs assessment (CLNA) and the local Perkins applications, a series of training sessions were hosted by the Department and facilitated by staff in the CTE Bureau. The CLNA was rolled out in February 2020. From February to March, face-to-face training sessions were held. Due to COVID19 restrictions, the remaining training sessions were held virtually.

Over 37 large and small group training sessions were conducted from February through September 2020. The sessions covered at least one of the following topics: Iowa CLNA process; Data Deep-Dives (two secondary and two postsecondary focused). Perkins V data “deep-dive” webinars were held in May 2020, addressing specifically labor market information (LMI) and student performance information; these webinars were also recorded and disseminated. Additionally, to help eligible recipients with their CLNA work and processes, labor market information and student performance data were organized and made available via MS Excel files in an easy-to-read table format; organized by region, school-district, and program/CIP.

For Iowa’s new Perkins V local application, the CTE/Perkins Accountability Consultant built a new application from scratch utilizing the state’s IowaGrants system and used a rolling deadline with a pre-application (preliminary documents and information) with a deadline of 6/30/2020 and then a final-application (final documents and information, including CLNA results) with a deadline of 9/30/2020. To assist with implementing Iowa’s new Perkins V local application, the CTE/Perkins Accountability Consultant provided technical assistance via recorded videos, webinars, memos, and guidance documents.

Additional resources like the CLNA instructional videos were provided as a reference to learn more about the CLNA process and were posted to the perkins.educateiowa.gov website. These videos provided secondary and postsecondary education entities the necessary tools and resources to drive continuous improvement in CTE programs. Topics covered in the videos were: Introduction to the CLNA; Element 1 Student Performance Data; Element 2 Size, Scope and Quality; Programs of Study; Element 3 Labor Market Information; Element 4 Recruitment, Retention of Educators; Element 5 Equity and Access; and Element 6 Building/Program Safety Budget, Application and Next Steps in the CLNA.

Overall, the CTE Bureau estimates that around 300 educators were trained for this initiative. This link provides a view of the scope of school districts and community colleges that accessed the training.

Claims Webinars

Perkins claim webinars were offered monthly and met five main objectives related to reimbursement.

New Perkins staff are provided instructions and demonstrations for filing claims and requesting budget adjustments.

Professional development of allowable and unallowable use of funds, and recipients' responsibilities for ensuring purchases meet the basic Perkins V requirements for eligibility, are reviewed.

Demonstrations for attendees, related to Perkins V requirements for use of funds, includes ensuring alignment by demonstrating that the purchases are related to a program of study (POS) and that the POS is aligned to labor market data that supports the delivery of the POS, by current and projected employment opportunities.

Demonstrations also include where the purchase is included on the grant application form, on the comprehensive local needs assessment, and on the application budget (budget adjustments).

Lastly, webinars provide information and templates for local recipients about required state and federal policies and procedures. Academic year 2020-2021 will include a Frequently Asked Questions document with an appendix that provides sample policies and procedures that local recipients may revise to meet local requirements. Examples of policies and procedures required at the local level include inventory requirements, policies related to direct support, student activity funds and fundraising requirements.

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)

During the 2019-20 school year, in-person recruitment activities (i.e., nontraditional careers camp and industry tours) were suspended due to the pandemic. Current funding expenditures will focus on marketing materials and online events for the recruitment of special populations to enroll in career and technical education programs. In collaboration with the National Alliance for Partnerships in Equity, the Department will develop customized recruitment materials targeting high skill and high wage occupations specifically for Iowa.

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)

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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)

The Bureau of Career and Technical Education will use Perkins reserve funds to expand the College and Career Transitions Counselors (CCTC) model across the state. Community colleges will apply for funds in partnership with one to two school districts in their service area to serve as a catalyst to create sustaining long-term CCTC positions.

The CCTC will work as a liaison between the community college and secondary schools (up to two) to support career exploration by making intentional connections with students during crucial time frames for career and college preparation, transition and retention. The CCTC will have the ability to access statewide initiatives and organizations like the Iowa Intermediary Network, Work-based Learning Clearinghouse, ICAP and work-based learning coordinators overseeing high school student internships.

The CCTC will work closely with students in grades 11 and 12 in partner high schools, throughout the summer after high school graduation, and as the first-year advisor for students coming out of this program at the coordinating community college. This work will also ensure consistency in implementation of the model statewide, and allow for tracking and data reporting.

We are also exploring using Perkins Reserve funds to enhance and expand work-based learning opportunities for students.