

# 2016 Annual Report



**iowa**collaboration  
for**youth**development

**State of Iowa**  
February 1, 2016





Governor Terry E. Branstad  
Lt. Governor Kim Reynolds  
San Wong, Director

TO: Governor Terry Branstad and  
Members of the General Assembly

FROM: San Wong  
Iowa Collaboration for Youth Development Council

Date: February 1, 2016

The Iowa Collaboration for Youth Development (ICYD) Council respectfully submits its Annual Report, as required by Iowa Code Section 216A.140.

The ICYD Council is committed to providing the Legislature and Governor with information, data, and recommendations to improve the lives and futures of Iowa's youth by continuing to:

- coordinate youth policy and programs across state agencies;
- increase the quality, efficiency, and effectiveness of opportunities and services for youth;
- support, adopt and apply positive youth development practices at the state and local level.

The 2016 Annual Report includes our primary issue and goal, data that demonstrate the state's current position, activities and accomplishments in the area of youth development completed by the ICYD Council in 2015; emerging activities being implemented in 2016; and recommended actions that will help Iowa achieve the ICYD goal – *Increasing Iowa's Graduation Rate to 95% by 2020*. With the understanding that several issues (e.g. substance abuse, family, employment, teen pregnancy, and mental health) prevent many youth from graduating from high school, the ICYD Council agencies address these issues as individual agencies and work together as a team by making the best use of existing resources to maximize efficiency in state government in order to create substantial and lasting positive changes for Iowa's youth.

The ICYD Council continues to leverage grant funding and in-kind staff support to implement many of the recommended actions without increased funding. However, as the state continues to invest in Iowa's youth, ICYD has identified prioritized actions where that investment may be directed to maximize positive outcomes. These include sustaining the administration of the Iowa Youth Survey every two years, funding for youth to participate in state-level initiatives, eliminating the educational achievement gap for underrepresented students, and a shift in staff time to consolidate multiple advisory groups into the existing infrastructure of the ICYD Council. In addition, as pilot projects are completed (currently funded with grants), there will be a need to incorporate effective programs into current agency structures that facilitate expansion to other areas in the state.

We look forward to working with the Governor's Office and the Legislature to increase the graduation rate. The ICYD Council will continue to keep you informed of the progress made toward that goal.

Thank you for the opportunity to provide you with this information.

Sincerely,

A handwritten signature in cursive script, appearing to read "San Wong".

San Wong  
Iowa Collaboration for Youth Development Council



State of Iowa

**Iowa Collaboration for Youth Development Council**

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**Iowa Collaboration for Youth Development Council Members**

February 2016

San Wong, Director, Department of Human Rights  
Steve Michael, ICYD Chair, Administrator, Division of Criminal and Juvenile Justice  
Planning, Department of Human Rights  
John-Paul Chaisson-Cárdenas, State 4-H/K-12 Youth Development Program Leader  
Jim Hennessey, Administrator, Child Advocacy Board  
Adam Lounsbury, Executive Director, Commission on Volunteer Service  
Steven Lukan, Director, Office of Drug Control Policy  
Gary Niles, Chief Juvenile Court Officer, 3<sup>rd</sup> Judicial District  
Chuck Palmer, Director, Department of Human Services  
Kathy Stone, Department of Public Health  
Beth Townsend, Director, Iowa Workforce Development  
Shanell Wagler, Facilitator, Early Childhood Iowa  
Ryan Wise, Director, Department of Education

***Acknowledgments***

The ICYD Council thanks all of the staff who contributed to producing this report. A special acknowledgment is extended to the State of Iowa Youth Advisory Council (SIYAC), who made important contributions in sharing their thoughts, ideas, expertise, and youth voice with us.





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## EXECUTIVE SUMMARY – ICYD COUNCIL 2016 ANNUAL REPORT

The Iowa Collaboration for Youth Development (ICYD) Council members are leaders of 11 state agencies with the vision that **“All Iowa youth will be safe, healthy, successful, and prepared for adulthood.”** The ICYD Council oversees the activities of the State of Iowa Youth Advisory Council (SIYAC) and has sought input from these youth leaders in the development of more effective policies, practices, programs, and this Annual Report. SIYAC consists of youth between 14 –21 years of age who reside in Iowa, with the purpose to foster communication with the governor, general assembly, and state and local policymakers regarding programs, policies, and practices affecting youth and families; and to advocate for youth on important issues affecting youth. In 2009, legislation passed formalizing the ICYD Council and SIYAC in Iowa Code Section 216A.140.

The ICYD Council has prioritized the following youth issue: **By 2020, Iowa will increase the graduation rate from 89% to 95%.** Several issues (e.g. substance abuse, family, employment, teen pregnancy, and mental health) prevent youth from graduating from high school and the ICYD Council agencies work to address these issues as individual agencies, and together as a team, to maximize efficiency in state government and make the best use of existing resources. According to the Department of Education’s *State Report Card 2015* the 2013 four-year graduation rate for all students was 89.7%; in 2014 it increased to 90.5%. The five-year fixed cohort graduation rate in 2012 was 92.1%; in 2013 it increased to 92.3%.

The ICYD Council has several emerging activities in 2016:

- Full implementation of the Juvenile Justice Reform Project (JJRP), which assesses the effectiveness of juvenile justice programs and determines whether the quality and dosage of programs are consistent with evidence-based practices. The overall goal of the project is to reduce recidivism of juvenile offenders by ensuring that the right services are provided to the right youth at the right time.
- Implementation of the Juvenile Reentry System (JReS). JReS will guide efforts to reduce the historical baseline recidivism rates for youth returning from placement in the Boys’ State Training School (STS) and other residential facilities.
- Develop strategies to eliminate the educational achievement gap for underrepresented students.
- Utilize the strategies developed in the Performance Partnership Pilot (P3) proposal in existing statewide initiatives to improve outcomes for disconnected youth.
- Provide the core membership to new youth-serving advisory groups, which will allow state agencies to utilize the ICYD Council infrastructure to serve as the coordinating body for the required respective advisory groups; and to consolidate multiple advisory groups into the existing ICYD Council.

## Recommended Actions in 2016:

The ICYD Council seeks the support from the Iowa Legislature and Governor's Office to continue these activities by modifying laws and policies, as necessary, and providing resources needed to support the activities noted above in an effort to achieve this very ambitious goal. Specific recommendations to support the work of ICYD Council are to:

- Provide resources to continue and expand evidence-based practices and programs, as they are developed and identified, such as:
  - Juvenile Justice Reform and Reinvestment Initiative (JJRRI), which is near the end of the federal demonstration project period;
  - Promoting School-community-university Partnerships to Enhance Resilience (PROSPER).
- Support the ICYD Council in identifying new and better ways to provide services and supports to Iowa's youth by encouraging the development of innovative strategies and initiatives:
  - Performance Partnership Pilot (P3) proposal;
  - Juvenile Reentry System Planning and Implementation.
- Support the ICYD Council's planning, research, and development of strategies to eliminate the educational achievement gap for underrepresented students.
- Support the ICYD Council's approach to consolidate multiple advisory groups into the existing infrastructure of the ICYD Council. The model will result in a reduction of duplication, enhanced coordination and collaboration between state agencies, and a reduction in costs.
- Support the Iowa Youth Survey. The survey is administered every two years to 6<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> graders. The results are valuable to state agencies and communities in assessing self-reported youth behaviors and perceptions.
- Provide resources to support state-level youth opportunities and youth-led initiatives (e.g. State of Iowa Youth Advisory Council, Iowa Youth Congress, Achieving Maximum Potential).
- Engage youth on state boards and commissions, and provide the training and support necessary for youth members to be active participants. In addition, state agencies should seek new and creative ways to involve youth.
- Continue to develop ways to share information among agencies and coordinating bodies to address issues affecting youth who receive services and supports from multiple agencies.
- Support the continued use of state agency staff time to implement activities that meet the goals of the ICYD Council.
- Infuse positive youth development (PYD) principles in all youth programming, which includes PYD trainings for youth workers and establishing policies to include PYD principles in all state-funded youth initiatives.

## I. OVERVIEW OF THE ICYD COUNCIL AND THE STATE OF IOWA YOUTH ADVISORY COUNCIL (SIYAC)

This is the annual report from the Iowa Collaboration for Youth Development (ICYD) Council to the Governor and General Assembly. The report will provide information on the:

- Purpose, goals, 2015 accomplishments, and emerging activities for 2016,
- Membership of the ICYD Council and the State of Iowa Youth Advisory Council (SIYAC);
- Progress on achieving the priority youth goal– **Increasing Iowa’s graduation rate to 95% by 2020**, with data and information on the progress; and
- Recommendations for action in 2016 to the Governor and General Assembly.

In 2009, legislation passed placing the ICYD Council and SIYAC in Iowa Code Section 216A.140. Prior to becoming “codified councils, both ICYD and SIYAC operated as non-statutory entities. The ICYD began in 1999 as an informal network of state agencies from 10 departments serving as a forum to foster improvement in, and coordination of, state and local youth policy and programs.

The ICYD Council meets quarterly to receive reports from state agencies and SIYAC, review progress of current activities, review data, and establish priorities and recommended actions on many issues affecting youth. The prioritized goal – **Increasing Iowa’s Graduation Rate to 95% by 2020** – was selected due to its high visibility and as a summative measure of youth development efforts, and the many cross-agency issues that contribute to youth graduating from high school. Each of the agencies represented on the ICYD Council has a role in achieving this goal.

ICYD has historically participated in a variety of state and national youth initiatives and has been recognized nationally (e.g. National Conference of State Legislatures, National Governors Association, federal Interagency Working Group for Youth Programs, Forum for Youth Investment, and Children’s Cabinet Network) for its work in coordinating youth development efforts. The ICYD Council provides a venue to enhance information and data sharing, develop strategies across state agencies, and present prioritized recommendations to the Governor and General Assembly that will improve the lives and futures of Iowa youth.

The Department of Human Rights is the lead agency and oversees activities for the ICYD Council.

### ICYD Council’s Purpose

The ICYD Council’s vision statement, as stated in the Iowa Code is:

**“All Iowa youth will be safe, healthy, successful, and prepared for adulthood.”**

The purpose of the ICYD Council is to improve the lives and futures of Iowa’s youth by:

- Adopting and applying positive youth development principles and practices at the state and local levels;
- Increasing the quality, efficiency, and effectiveness of opportunities and services and other supports for youth;
- Improving and coordinating state youth policy and programs across state agencies.

**ICYD Council’s Membership**

The ICYD Council’s membership includes the director or chief administrator (or their designee) of 11 state agencies. The ICYD Council has the ability to expand membership to include others that will assist the Council in achieving its purpose. In addition to each agency’s director (or designee) serving on the ICYD Council, many of the agencies have additional staff that actively participate in meetings and complete tasks as directed by the ICYD Council on the ICYD Results Team. Below are the agencies and members of the ICYD Council:

**ICYD COUNCIL MEMBERS – February 2016**

<p><b>Department of Human Rights</b> San Wong, Director  Steve Michael, Division Administrator Chair of ICYD Council</p>	<p><b>Early Childhood Iowa</b> Shanell Wagler, Facilitator</p>
<p><b>Child Advocacy Board</b> Jim Hennessey, Administrator</p>	<p><b>Iowa Workforce Development</b> Beth Townsend, Director *Michaela Malloy-Rotert, Executive Officer – Workforce Investment Act</p>
<p><b>Commission on Volunteer Service</b> Adam Lounsbury, Executive Director *Mary Sheka</p>	<p><b>ISU Extension and Outreach, 4-H Youth Development</b> John-Paul Chaisson-Cárdenas, State 4-H/K-12 Youth Development Program Leader</p>
<p><b>Department of Education</b> Ryan Wise, Director *Sarah Brown, Division of Learning and Results</p>	<p><b>Judicial Branch</b> Gary Niles, Chief Juvenile Court Officer 3<sup>rd</sup> Judicial District</p>
<p><b>Department of Human Services</b> Chuck Palmer, Director *Wendy Rickman, Administrator - Division of Adult, Children, and Family Services</p>	<p><b>Office of Drug Control Policy</b> Steven Lukan, Director</p>
<p><b>Department of Public Health</b> Kathy Stone, Administrator, Division of Behavioral Health</p>	

\*Agency Designee when member is unable to participate

## State of Iowa Youth Advisory Council's (SIYAC) Purpose and Priorities

The purpose of SIYAC, as stated in Iowa Code, Section 216A.140, is to “foster communication among a group of engaged youth and the governor, general assembly, and state and local policymakers regarding programs, policies, and practices affecting youth and families; and to advocate for youth on important issues affecting youth.”

The mission statement of SIYAC is: ***“To raise awareness of issues that affect young Iowans by providing civic opportunity and to inspire youth to create a better future for Iowa.”***

SIYAC was established in 2001, and formalized in 2009 in Iowa Code, as a vehicle for youth to inform state leaders on issues important to young people. SIYAC consists of 21 youth between 14 –21 years of age who reside in Iowa. The ICYD Council oversees the activities of SIYAC and seeks input from these youth leaders in the development of more effective policies, practices, and programs.

SIYAC meets at least quarterly to identify issues affecting youth, discuss community needs, form partnerships to meet those needs, draft positions on youth issues, communicate those positions with legislators, and plan and conduct service activities. In addition, SIYAC members participate in ICYD Council meetings.

Each year, SIYAC presents independent information and recommendations on youth issues, as well as other pertinent issues affecting the state’s young people, to the General Assembly and Governor’s Office during the legislative session. In addition, SIYAC members also carry out service projects in their respective communities and statewide.

SIYAC members serve two-year terms that begin in July of each year. In 2015, SIYAC focused on three issues: Education, Health & Wellness, and Mental Health. In addition, as other youth issues arose during the legislative session, SIYAC researched the issues and chose to take positions on a number of them.

Notable SIYAC accomplishments during 2015:

- Partnered with Iowa Youth Congress (IYC) and Achieving Maximum Potential (AMP) and supported IYC’s cyber-bullying legislation and AMP’s legislative agenda.
- Collaborated with One Iowa on a clothing drive for homeless youth of the LGBTQ community.
- Symbolically adopted a family through a collaborative effort with Four Oaks, a Cedar Rapids based program Four Oaks.
- Participated on the Governor’s STEM Advisory Council.
- Conducted a presentation on sexual orientation change efforts (SOCE) and conversion therapy in Iowa at the Governor’s Annual LGBTQ Conference.
- Conducted youth outreach in communities, facilitated statewide service projects, and completed presentations in schools.

In addition, the following members accomplished individual achievements and received notable recognition:

- Aditi Rao, SIYAC Public Relations Chair (2015-2016), presented to a Senate subcommittee regarding conversion therapy during the 2015 legislative session. The conversion therapy bill advanced to the senate where it was later passed. Aditi also served as the public policy intern at Equality Illinois and received the *Emerging Leader Scholarship* from the Coalition for Juvenile Justice Executive Board to participate in the 2015 Juvenile Justice Summit in Washington D.C.
- Katie Melbourne, SIYAC member who led the Council's efforts in advocating for a ban on tanning beds for minors, is attending Yale University in New Haven, Connecticut.
- Pablo Haake, SIYAC Chair Emeritus (2014-15), is attending Stanford University in Stanford, California.
- Agatha Fenech, SIYAC Vice Chair (2014-15), is attending Vanderbilt University in Nashville, Tennessee.
- Delaney Schwarte is serving as Chief Clerk Page during the 2016 Legislative Session.
- Cody Woodruff, SIYAC Executive Chair (2014-2015), served as the Iowa delegate at Boys Nation in Washington D.C.
- Sruthi Palaniappan was appointed Governor at Girls State.
- Nina Yu was selected as Miss Iowa's Teen of 2015.
- Ethan Lowder received the Citizen of Character award at the 2015 Iowa Character Awards.

During 2015-2016, SIYAC is working to strengthen partnerships with other youth-led councils, including the IYC and AMP. By involving more youth in discussions of youth issues, SIYAC will be able to more fully represent Iowa's youth. In addition, SIYAC is continuing the partnership with *Your Life Iowa*.

The 2015-16 SIYAC committees and planned activities are:

- Education Committee:
  - Develop a strategy to gain support for the following issue:
    - Increase legal high school drop-out age to 18
  - Examine AMP's legislative agenda and its universal implications for youth outside of foster care.
  - Develop a strong partnership with the Iowa Department of Education.
  - Identify key stakeholders in working to increase funding for Iowa schools.
- Health Committee:
  - Promoting healthy lifestyle choices among Iowa's young people.
  - Developing strategies to gain support for the following issues:
    - Mandatory radon testing in Iowa schools
    - Tanning bed ban for minors under the age of 18
  - Facilitating school service projects that will spread awareness of the risks of tanning beds and radon exposure.

- Marketing SIYAC as “Youth Experts” to Iowa Legislators and informing them of SIYAC’s goals for the 2015-16 year.
- Human Rights Committee:
  - Developing strategies to gain support for the following issues:
    - Suicide prevention
    - Human trafficking
    - Conversion therapy
    - Sexual Assault
  - Raising awareness on *Your Life Iowa’s* program by promoting its efforts to local organizations and schools.
  - Participating in suicide prevention awareness training and summits.
  - Initiating community service projects.
  - Advocating for the inclusion of sexual assault and consent education in Iowa high school health class curriculums.
  - Partnering with IYC supporting bullying prevention legislation.

**2015-2016 SIYAC Members:**

Name	Office Held	City	County
Alex Bare		Iowa City	Johnson
Aastha Chandra		Cedar Falls	Black Hawk
Tara Djukanovic		Johnston	Polk
Andrew Dunn		Milford	Dickinson
David Ehmcke		Sioux City	Woodbury
TJ Foley	<i>Executive Chair</i>	Clive	Polk
Amiah Gooding		Davenport	Scott
David Graham		Sioux City	Woodbury
Justin Hu		Johnston	Polk
Nandini Jayaram		Bettendorf	Scott
Harrison Jones		Council Bluffs	Pottawattamie
Xiao Liu	<i>Health Committee Chair</i>	Johnston	Polk
Ethan Lowder	<i>Education Committee Chair</i>	Cedar Rapids	Linn
Jade Miller	<i>Service Chair</i>	Des Moines	Polk
Sruthi Palaniappan	<i>Secretary</i>	Cedar Rapids	Linn
Aditi Rao	<i>Vice Chair</i>	Cedar Falls	Black Hawk
Danielle Reyes	<i>Human Rights Committee Chair</i>	Clive	Polk
Alexis Rivett	<i>Legislative Affairs Chair</i>	Johnston	Polk
Delaney Schwarte		Carroll	Carroll
Mickey Sloat		Davenport	Scott
Alyson Sorenson		Council Bluffs	Pottawattamie
Katarina Walther		Cedar Falls	Black Hawk
Nina Yu		Cedar Rapids	Linn

## II. PRIORITIZED ISSUE: INCREASING IOWA'S GRADUATION RATE

**Good is the enemy of great.** And that is one of the reasons that we have so little that becomes great. We don't have great schools, principally because we have good schools.  
-Jim Collins in *Good to Great* (2001)

During the time the ICYD Council was an informal network, there were many positive things accomplished, including:

- Promoting youth development and community planning on youth issues in communities;
- Providing resources and assistance addressing the needs of youth transitioning to adulthood;
- Creating a results framework for Iowa youth; and
- Providing technical assistance and training on quality youth development practices.

The ICYD Council has prioritized two of the Youth Development Result Areas: “*All Iowa youth are successful in school*” and “*All youth are prepared for a productive adulthood*”. Graduation and dropout rates are both included as measures, or indicators, for these result areas in the first annual report, dated February 1, 2010. The ICYD Council agreed that the focal point for collaborative efforts address a specific and aggressive goal for the state.

By 2020 Iowa will increase the graduation rate from 89% to 95%. If the cohort enrollment remains approximately 39,000 students, about 2,000 additional youth will graduate each year.

It is with the understanding that several issues (e.g. substance abuse, family, employment, teen pregnancy, and mental health) prevent many youth from graduating from high school, that the ICYD Council agencies work to address these issues as individual agencies and together as a team to maximize efficiency in state government, make the best use of existing resources, and create substantial and lasting positive changes for Iowa's youth.

The below measures are critical in monitoring progress for all Iowa youth towards the graduation goal:

1. The number of students at each high school grade level who are on the trajectory to graduate on time.
2. The gaps for graduation and dropout rates for subpopulations (i.e. race, ethnicity, second language learners, low socioeconomic, and students with disabilities).



### **Graduation for “some” is not acceptable in Iowa.**

Iowa continues to lead the nation in high school graduation rates. Data show that 90.5 percent of Iowa’s seniors graduated from high school in the 2013-14 school year, up from 89.7 percent the year before. That compares to an 82.3 percent national average for the 2013-14 school year.<sup>1</sup>

Data also show that Iowa’s education system is making progress in graduation rates among traditionally underserved students, including low-income students, minority students, students with disabilities and English Language Learners.

"We're proud that Iowa's students are graduating high school at the highest rate in the country," said Ryan Wise, director of the Iowa Department of Education. "This is a testament to their hard work, as well as the commitment of their teachers and schools. While this is great news, we continue to look beyond the high school diploma in Iowa to focus on preparing students for success in college and career training. We're doing this through our work to implement rigorous state academic standards, our teacher leadership system, and our statewide initiative to make sure students reach reading proficiency by the end of third grade."<sup>2</sup>

### **Graduation and Dropout Data**

The information and data on the graduation and dropout rates are from the Department of Education’s *Condition of Education Report 2015*.<sup>3</sup>

Iowa’s 2013 and 2014 graduating classes had statewide identification numbers for six years or longer. With this identification system and Student Reporting in Iowa data (SRI), Iowa can follow the same group of students over several years and implement the first-time freshman cohort rates (students who repeated their freshmen year were not included in the cohort).

The four-year fixed cohort graduation rate is calculated for the class of 2014 (or class of 2013) by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in four years or less by the number of

<sup>1</sup> Building a Grad Nation Data Brief: Overview of 2013-14 High School Graduation Rates. Everyone Graduates Center, John Hopkins University, Washington, DC. 2016.

<sup>2</sup> Iowa’s High School Graduation Rate Tops 90 Percent, press release, April 1, 2015.

<https://www.educateiowa.gov/article/2015/04/01/iowa-s-high-school-graduation-rate-tops-90-percent>

<sup>3</sup> The Annual Condition of Education Report: 2015, Iowa Department of Education, Des Moines, IA, 2015. Information is also available at <https://www.educateiowa.gov/documents/annual-condition-education-report-pk-12/2016/01/annual-condition-education-report-2015>

first-time 9th graders enrolled in the fall of 2010 (or first-time 9th graders enrolled in the fall of 2009 for class of 2013) minus the number of students who transferred out plus the total number of students who transferred in.

Iowa Four Year Cohort Graduation Rate =  $(FG + TIG) / (F + TI - TO)$

FG = First-time 9th grade students in fall of 2010 and graduated in 2014 or before.

TIG = Students who transferred into the cohort in grades 9 to 12 and graduate in 2014 or before.

F = First-time 9th grade student in fall of 2010.

TI = Transferred into the first-time 9th graders' cohort in grades 9 to 12.

TO = Transfer out (including deceased).

First-time freshmen and transferred-in students include: resident students attending a public school in the district; non-resident students open-enrolled in, whole-grade sharing in, or tuition in; and foreign students on Visa. Those excluded are: home-schooled and nonpublic schooled students; public school student enrolled in another district but taking courses part time; and foreign exchange students. Students receiving regular diplomas are included as graduates in the numerator. Early graduates are included to the original cohort. All students who take longer to graduate (including students with IEPs) are included in the denominator but not in the numerator for the four-year rate.

The five-year cohort graduation rate is calculated using a similar methodology. This rate is calculated by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in five years or less (by the 2013-2014 school year) by the number of first-time 9th graders enrolled in the fall of 2009 minus the number of students who transferred out plus the total number of students who transferred in. The five-year cohort rate will maintain the same denominator as the previous year's four-year cohort rate, simply adding students who graduate in the fifth year to the numerator.

Table 1 displays the four-year fixed cohort graduation rates for graduating classes of 2013 and 2014. The rates listed are for all students and 13 subgroups. In gender comparison, females had higher graduation rates than males on average. Among the ethnic/race subgroups, White and Asian students had higher graduation rates than other racial groups; the students who were eligible for free or reduced price lunch, IEP, and English Language Learners (ELL) had graduation rates lower than the “all students” group on average.

**Table 1**

**Iowa Public High School Four-Year Fixed Cohort Graduation Rate by Subgroup**

	Class of 2013			Class of 2014		
	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate
<b>All Students</b>	29,977	33,426	89.7%	30,757	33,969	90.5%
<b>African American</b>	1,060	1,436	73.8	1,190	1,514	78.6
<b>American Indian</b>	134	161	83.2	119	152	78.3
<b>Asian</b>	616	676	91.1	670	738	90.8
<b>Hispanic</b>	1,885	2,371	79.5	2,123	2,599	81.69
<b>Hawaiian/ Pacific Islander</b>	27	40	67.5	28	35	80.0
<b>Two or More</b>	573	675	84.9	677	789	85.8
<b>White</b>	25,682	28,067	91.5	25,950	28,142	92.2
<b>Disability*</b>	3,284	4,515	72.7	3,416	4,474	76.4
<b>ELL**</b>	824	1,088	75.7	936	1,126	83.1
<b>Low SES***</b>	10,230	12,721	80.4	11,020	13,110	84.1
<b>Migrant+</b>	48	63	76.2	78	95	82.11
<b>Female+</b>	15,054	16,398	91.8	15,333	16,605	92.3
<b>Male+</b>	14,923	17,028	87.6	15,424	17,364	88.8

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI files.

Notes: \*Disability status is determined by the presence of an individualized education program (IEP).

\*\*ELL indicates English Language learner.

\*\*\*Low SES is determined by the eligibility for free or reduced prices meals.

+ Not required for Adequate Yearly Progress (AYP) report.

- Data are not available.

The five-year fixed cohort graduation rates for the graduating class of 2012 and 2013 are displayed in Table 2. The graduation rates are higher than the four-year fixed cohort for all students and for all reported subgroups, with the exception of Hawaiian or Pacific Islander, which stayed at 80.0% across both cohorts. The overall graduation rate in 2013 is 92.3%. Four of the subgroups exceeded 90% - Asian, White, Female, and Male. Only one subgroup, African-American, had graduation rates below 80%; all other subgroups are over 80%.

**Table 2**

**Iowa Public High School Five-Year Fixed Cohort Graduation Rate  
by Subgroup for the Graduation Classes of 2012 and 2013**

	Class of 2012			Class of 2013		
	Numerat or	Denominat or	Graduati on Rate	Numerat or	Denominat or	Graduation Rate
<b>All Students</b>	31,348	34,019	92.1%	30,844	33,426	92.3%
<b>African American</b>	1,119	1,406	79.6	1,133	1,436	78.9%
<b>American Indian</b>	115	143	80.4	139	161	86.3%
<b>Asian</b>	554	593	93.4	644	676	95.3%
<b>Hispanic</b>	1,856	2,220	83.6	1,985	2,371	83.7%
<b>Hawaiian or Pacific Islander</b>	31	39	79.5	32	40	80.0%
<b>Two or More Races</b>	541	615	88.0	594	675	88.0%
<b>White</b>	27,132	29,003	93.5	26,317	28,067	93.8%
<b>Disability*</b>	3,837	4,659	82.4	3,698	4,515	81.9%
<b>ELL**</b>	858	1,035	82.9	897	1,088	82.4%
<b>Low SES***</b>	10,429	12,293	84.8	10,814	12,721	85.0%
<b>Migrant+</b>	41	56	73.2	53	63	84.1%
<b>Female+</b>	15,720	16,773	93.7	15,410	16,398	94.0%
<b>Male+</b>	15,628	17,246	90.6	15,434	17,028	90.6%

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI files.

Notes: \*Disability status is determined by the presence of an individualized education program (IEP).

\*\*ELL indicates English Language learner.

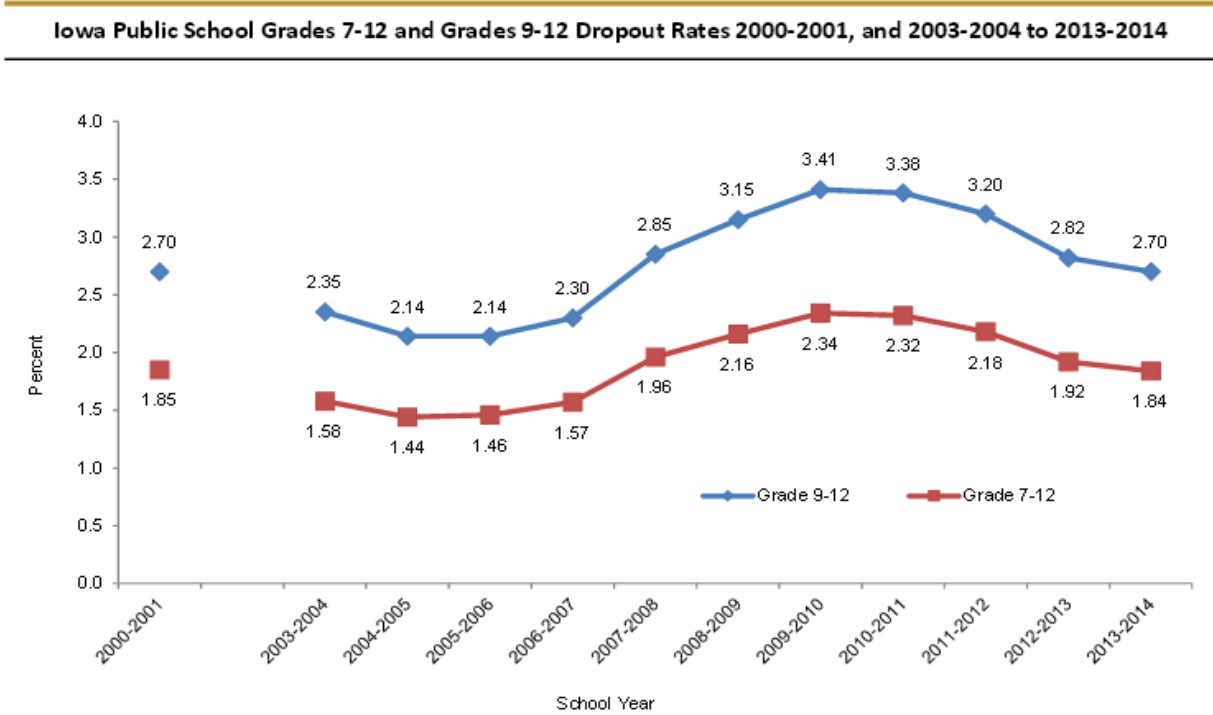
\*\*\*Low SES is determined by the eligibility for free or reduced prices meals.

+ Not required for Adequate Yearly Progress (AYP) report.

- Data are not available.

Figure 1 (below) shows two statewide trends for dropout rates in Iowa public schools. The lower line (red) is for grades 7-12 and the upper line (blue) is for grades 9-12. Starting with the 2009-2010 school year, the dropout rates began to trend downward and have continued to do so through the 2013-2014 school year.

Figure 1



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and Student Reporting in Iowa files.

Table 3 (below) shows the public school grades 7-12 dropout and enrollment data by race/ethnicity for 2013-2014. With the exception of the Asian group, the dropout rates were higher for minority groups than for the non-minority.

**Table 3**  
**2013-14 Iowa Public School Grades 7-12 Dropout and Enrollments by Race/ Ethnicity**

Race/Ethnic Group	Dropout Rate	Total Dropouts	% of Total Dropouts	Total Enrollment	% of Total Enrollment
All Minority	3.27	1,374	34.3%	42,027	19.3%
African American	4.93	560	14%	11,362	5.22%
American Indian	4.41	41	1%	930	<1%
Asian	1.09	53	1.3%	4,842	2.22%
Hispanic	2.87	542	13.5%	18,914	8.7%
Native Hawaiian/ Pacific Islander	1.79	***	<1%	335	<1%
Two or More	3.05	172	4.2%	5,644	2.6%
White	1.50	2,630	65.6%	175,621	80.7%
State	1.84	4,004	100.00%	217,648	100.00%

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI files.

### III. ACCOMPLISHMENTS IN 2015 AND EMERGING ACTIVITIES IN 2016

The ICYD Council’s activities have been guided by the following “Recommended Actions”:

- Focus on underperforming schools and communities.
- Assess current state initiatives and maximize existing resources.
- Investigate research-based approaches and effective strategies.
- Coordinate across systems to identify and support vulnerable students.
- Engage additional stakeholders.

Based on the graduation and dropout data, the ICYD Council recognizes that minority youth, migrant youth, youth in poverty, and youth with disabilities are in need of additional and specific supports and services. Engaging these youth and removing barriers so these students are able to stay in school and graduate from high school will be required to reach the goal of 95% graduation rate. Below are ICYD Council accomplishments and emerging ongoing activities that address the broad recommended actions.

#### Assess Current State Initiatives and Maximize Existing Resources

##### JUVENILE JUSTICE REFORM AND REINVESTMENT INITIATIVE (JJRRI)

The overall goals of the JJRRI are to reduce recidivism of juvenile offenders, increase public safety and lower costs. Additional positive effects could include improved family and peer relations, mental health symptoms, and school attendance, by ensuring that ***the right youth receive the right service at the right time.***

The ICYD Council is overseeing the implementation of the JJRRI, which has been extended one year beyond the original three-year demonstration award and will now end in September 2016. This award is from the federal Office of Juvenile Justice and Delinquency Prevention and was received by the Division of Criminal and Juvenile Justice Planning (CJJP) of the Department of Human Rights.

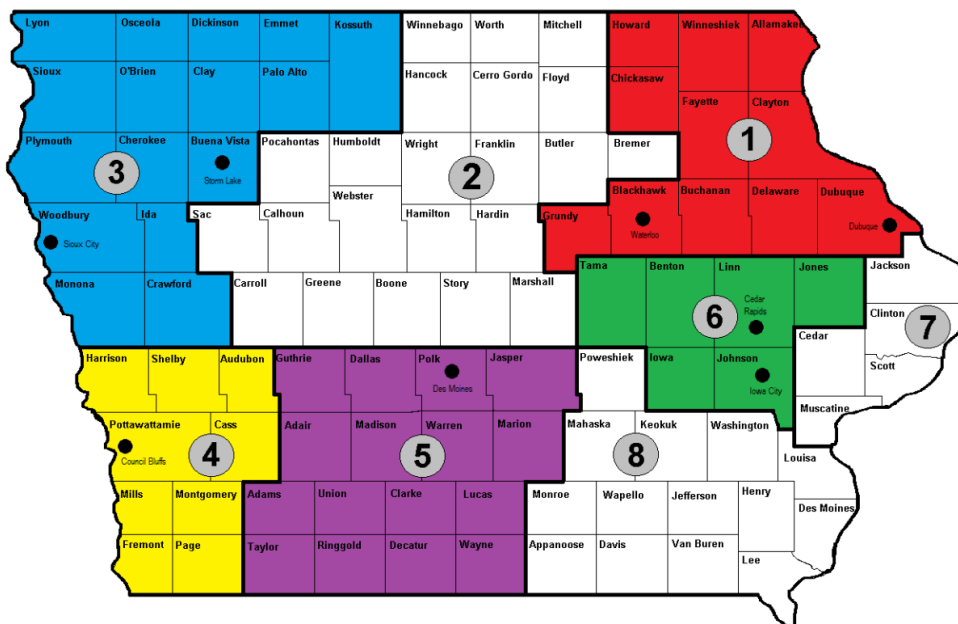
The JJRRI uses the Standardized Program Evaluation Protocol (SPEP) to assess the likely effectiveness of services in terms of recidivism reduction. The SPEP tool does this by examining four domains:

- |                               |                       |
|-------------------------------|-----------------------|
| • Classification/Service Type | • Amount of Service   |
| • Quality of Service          | • Risk Level of Youth |

The SPEP was completed on a total of 71 services in three pilot judicial districts (1<sup>st</sup>, 3<sup>rd</sup>, and 6<sup>th</sup> – see map below), in the following service-type classifications:

- Cognitive-Behavioral Therapy
- Mentoring
- Family Counseling
- Remedial Academic
- Job-related Training
- Group Counseling
- Restitution – Community Service
- Social Skills Training
- Individual Counseling

**Map of JJRRI Pilot and Expansion Judicial Districts**



Each service receives a Program Improvement Plan (PIP) at initial and subsequent scorings with recommendations related to recidivism reduction. Those 71 services are rescored to assess progress at 18 month intervals. The process of SPEP rescoreing was initiated in October 2015.

Currently, the SPEP tool has expanded into the 4<sup>th</sup> and 5<sup>th</sup> Judicial Districts (see map), with the ultimate goal of statewide implementation.

Ultimately, system officials will be able to utilize aggregate and individual results to make more informed decisions about resources and services for justice-involved youth. They will also be better equipped to formalize statewide evidence-based practices and improve the overall functioning of the juvenile justice system.

Additionally, the JJRRI has initiated the construction of a dispositional matrix. The purpose of this instrument is to act as a structure for juvenile court decision making, weighing youth risk to reoffend (including offense severity) and assisting system officials with determining the most appropriate level of supervision and type of services for youth, thereby reducing recidivism and improving outcomes (e.g. high school graduation, employment, and safe housing). This instrument is still in development.



Sustaining the JJRRI beyond the end of federal funding will be necessary to continue the statewide expansion and subsequent scorings of services already involved in the SPEP process, as well as the completion and implementation of the dispositional matrix. Additional resources will be sought. The ICYD Council will continue to oversee implementation of the JJRRI and its expansion.

## **Investigate Research-Based Approaches and Effective Strategies**

### PROMOTING SCHOOL-COMMUNITY-UNIVERSITY PARTNERSHIPS TO ENHANCE RESILIENCE (PROSPER)

Promoting School-community-university Partnerships to Enhance Resilience (PROSPER) was designed and tested by researchers at Iowa State University in partnership with researchers at Penn State University. Together they tested this model with over 10,000 youth and found it to be a sustainable approach for delivery of evidence-based programs to middle school youth and their families. While evidence-based programs have been proven effective, they are often the most difficult to implement and sustain long-term. This model is unique in that it uses existing and stable resources of Land Grant University and Extension systems, along with public schools to:

- Develop and maintain ongoing partnerships focused on programming
- Select, implement, and evaluate evidence-based interventions with the greatest likelihood of producing favorable individual- and community-level outcomes
- Make a population level impact in a community since youth in 6<sup>th</sup> and 7<sup>th</sup> grades receive program services year after year. (Original PROSPER communities are now 13 years old and continue to deliver programming without funding assistance.)

The ICYD Council reviewed the outcomes of PROSPER and how the positive results can support the goal of decreasing dropout rates in Iowa. While the goals of the agencies and outcomes of the model<sup>4</sup> were a good match, the populations served were different in that most agencies are funded to serve higher risk youth while PROSPER programs are universal (for all youth).

The overall societal net benefit from PROSPER model implementation is between \$6,307 and \$6,377 per participant<sup>5</sup>. This model has the potential to not only enhance positive youth development in Iowa, but do so using fewer resources. Additional discussion needs to be initiated to see where the model might be used most effectively in conjunction with other state efforts to develop a plan for expansion.

<sup>4</sup> The programs implemented have demonstrated increased school engagement, improved grades, enhanced life skills, reduced risky sexual behaviors, benefits related to mental health, enhanced young adult well-being, and improved family functioning in areas of general child management, parent-child affective quality, parent-child activities, and family environment.

<sup>5</sup> Crowley, Greenberg, Feinberg, Spoth, & Redmond, 2012; Crowley, Jones, Greenberg, Feinberg, & Spoth, 2011.

In 2015, PROSPER became a ‘Promising Program’ as part of the “Blueprints for Healthy Youth Development” (Blueprints). Blueprints provides a registry of evidence-based positive youth development programs designed to promote the health and well-being of children and teens. Blueprints programs are family, school, and community-based and target all levels of need — from broad prevention programs that promote positive behaviors while decreasing negative behaviors, to highly-targeted programs for at-risk children and troubled teens to get them back on track.<sup>6</sup>

Each Blueprints program has been reviewed by an independent panel of evaluation experts and determined to meet a clear set of scientific standards. Programs meeting this standard have demonstrated at least some effectiveness for changing targeted behavior and developmental outcomes.

Programs are rated as either Promising or Model. Promising programs meet the minimum standard of effectiveness. Model programs meet a higher standard and provide greater confidence in the program’s capacity to change behavior and developmental outcomes.

More than 1,400 programs have been reviewed, but less than 5% have been designated as model and promising programs. These programs will help young people reach their full potential by promoting positive youth development such as academic performance and success, emotional well-being, positive relationships, and physical health. Blueprints prevention and intervention programs also help young people to overcome challenges associated with violence, delinquency, and substance abuse.

A feasibility study is currently being completed that will yield actual cost savings to Iowa state government agencies. The ICYD Council will review the findings of that study and strategize on how to use PROSPER to maximize existing resources to serve more youth and families.

### ADOLESCENT BRAIN RESEARCH and ITS IMPLICATIONS for YOUNG PEOPLE TRANSITIONING from FOSTER CARE

Research by the Jim Casey Youth Opportunities Initiative<sup>7</sup> found that youth gradually transition to adulthood between 18 and 25 years of age. It was also found that adolescence is a time of “use it or lose it” in brain development: When young people are actively engaged in positive relationships and opportunities to contribute, create, and lead, they develop skills to become successful adults.

There are five recommendations that come from the research:

- Take a positive youth development approach to all opportunities for young people in foster care.

<sup>6</sup> Blueprints for Healthy Youth Development, University of Colorado, Center for the Study and Prevention of Violence, Boulder, CO. Information is also available at <http://www.blueprintsprograms.com>

<sup>7</sup> The Adolescent Brain – New research and its implications for young people transitioning from foster care, Jim Casey Youth Opportunities Initiative, St. Louis, MO, 2011.

- Engage young people in their own planning and decision-making.
- Provide “interdependent” living services that connect young people with family and caring adults.
- Be trauma-informed to promote healing and emotional security.
- Extend developmentally appropriate foster care to 21.

The ICYD Council continues to apply these recommendations in policy and practice when making decisions affecting youth in foster care and for all youth.

## **Coordinate Across Systems to Identify and Support Vulnerable Students**

### JUVENILE REENTRY SYSTEM (JReS) INITIATIVE

The ICYD Council has been the oversight body for the Juvenile Reentry System Planning initiative to develop a comprehensive statewide juvenile reentry system strategic plan.

In October 2015, Iowa was awarded funds to implement the Juvenile Reentry System (JReS). Once fully implemented, JReS will guide efforts to reduce the historical baseline recidivism rates for youth returning from placement in the Boys’ State Training School (STS), group care, and Psychiatric Medical Institutes for Children (PMIC’s).

JReS implementation and system reform activities include:

- improved assessment, case planning, policies, and practices connected to prioritized areas of risk as captured in the Iowa Court Information System (ICIS), the courts’ case management system,
- increased engagement and structured planning and contact of youth with families, and local officials related to workforce development, vocational rehabilitation, schools, private provider entities, leisure activities, etc.,
- expanded implementation of evidence based practice connected to a youth’s case plan risk areas including: youth transition decision making teams (YTDM’s), multi-dimensional family therapy (MDFT), functional family therapy (FFY), etc., and
- enhanced program/policy monitoring, quality assessments, implementation supports, accountability practices, and youth outcome data collection, analysis, reporting, and decision making.

JReS may be eligible for a second year of implementation funding in October, 2016.

A sub-committee of the ICYD Council, the Juvenile Reentry Task Force (JRTF), is implementing JReS. JRTF membership includes: the Iowa Aftercare Services Network and other private provider representatives; STS; local school district administration; Juvenile Court Services; youth representatives; Departments of Human Services, Education, Vocational Rehabilitation, Workforce Development, Child Advocacy Board, and Corrections.

## ELIMINATE EDUCATIONAL ACHIEVEMENT GAP

Iowa has a 90.5% graduation rate for all students, but many subpopulations (e.g. minority students, students with disabilities, and students living in poverty) are not currently achieving at that level (see Table 1 – page 11). Each of the subpopulations under 90% has specific needs, cultural elements, and demographic considerations. In addition, many students are represented in multiple subgroups and research suggests that the intersectionality of poverty, crime and minority status are at higher risk and these factors substantially impact school performance for youth.

The state and communities need to establish methods to identify students with these multiple risk factors and provide high-quality and effective supports and services to the respective students and their families.

The ICYD Council, led by Iowa State University Extension and Outreach, will plan, research, and develop strategies and opportunities for communities to address the needs of these youth and will lead to the elimination of the educational achievement gap for underrepresented students.

## INTERAGENCY DATA SHARING AGREEMENT

The Education Collaborative orchestrated a data sharing agreement between the Department of Education, Department of Human Services, Department of Human Rights – Division of Criminal and Juvenile Justice Planning, and the Judicial Branch – State Court Administration – Juvenile Court Services.

The purpose of the agreement is to share relevant information on children, subject to court jurisdiction under Iowa Code chapter 232, in ways to improve their outcomes regarding safety, education, family stability, and to reduce the likelihood of further abuse, neglect, delinquency, and criminal conduct.

The Education Collaborative is one method the Department of Education, Juvenile Courts, and the Department of Human Services utilizes to facilitate ongoing conversations about the educational needs of children involved with the Child Welfare System. Children in out-of-home care are particularly vulnerable to school change, gaps in learning, and loss of credits. The Education Collaborative is an opportunity for students, foster parents, educators, state policy professionals and others to work together to help children in out-of-home care succeed in school.

## PERFORMANCE PARTNERSHIP PILOTS (P3): CREATING MORE FLEXIBILITY TO SERVE DISCONNECTED YOUTH

The ICYD Council prepared a proposal to become a Performance Partnership Pilot (P3). The effort by five collaborating federal agencies offered a new opportunity to help states and communities overcome the obstacles they face in achieving better outcomes for disconnected youth. The P3 initiative enables pilots to blend funds that they already receive from federal discretionary programs administered by the:

- Department of Education,

- Department of Labor,
- Department of Health and Human Services,
- Corporation for National and Community Service, and
- The Institute for Museum and Library Services.

For purposes of P3, the ICYD Council defined “Disconnected Youth” as:

- emerging adults (ages 16 – 24) who are low-income AND homeless or
- have either a history of child welfare/juvenile justice system involvement or
- are not in school and are not working.

P3 offered a unique opportunity to test innovative, cost-effective, and outcome-focused strategies for improving results for disconnected youth. In order to provide applicants with the flexibility required to implement a pilot through the effective blending of federal and non-federal funds, programmatic requirements may be waived. Agencies may use existing waiver authority and may also waive additional statutory, regulatory, or administrative requirements with permission from the relevant federal agency.

Iowa Workforce Development agreed to lead the project, partnering with the Department of Human Services and the Iowa Commission on Volunteer Service, to contribute existing federal funding for the project. Other ICYD Council agencies also committed staff resources.

The goal of Iowa’s P3 project was to ***provide an effective bridge between high school and entry into college, training, or employment for disconnected youth to improve their likelihood of a successful transition to adulthood.***

Iowa’s proposal was not selected to be a P3 site. However, a number of the strategies and partnerships will be put into action through other initiatives, including implementation of the Juvenile Reentry System (JReS), which targets youth transitioning home from out of home juvenile justice facilities.

The ICYD Council will monitor the progress of the nine P3 sites across the country and explore the possibility of developing a proposal in the future.

### COORDINATE, CONSOLIDATE, and CONVENE REQUIRED ADVISORY GROUPS

There is a growing trend of funders (e.g. federal agencies, private foundations) that require advisory groups as part of funded initiatives. Many state agency staff are asked to participate on several multi-agency advisory groups created to address specific youth-related issues. Advisory groups may have similar representation, yet have a different youth focus. In addition, some of the advisory groups may replicate activities, creating additional silos within state agencies.

The ICYD Council is now offering to provide the core membership to new youth-serving advisory groups, which will allow state agencies to utilize the ICYD Council as the coordinating body for the required respective advisory groups. It will be possible to consolidate multiple advisory groups into the existing infrastructure of the ICYD Council.

The alignment of youth advisory groups will create more effective and efficient services and supports for youth and families. The Forum for Youth Investment has identified ways to reduce the inefficiency and burden of having disconnected youth councils/commissions/coalitions:

- Use existing councils.
- Identify and publicize existing councils.
- Compare councils side-by-side.
- Connect related efforts.
- Develop common language and complementary goals.
- Look to broad councils to coordinate the coordinating bodies.
- Consolidate existing councils.<sup>8</sup>

The coordination of advisory groups will:

- Reduce duplication of planning and services.
- Result in cost avoidance with a more efficient use of staff time and agency resources (time, state staff and travel costs).
- Enhance collaborative opportunities, combined trainings, common use of data and information.
- Generate new funding opportunities.<sup>9</sup>

The ICYD Council approach will be a model for cross-agency collaboration and government efficiency.

### IOWA YOUTH SURVEY

The Iowa Youth Survey (IYS) is a collaborative effort led by the Department of Public Health's Division of Behavioral Health with assistance by the following agencies:

- Department of Education,
- Office of Drug Control Policy,
- Department of Human Rights' Criminal and Juvenile Justice Planning and Statistical Analysis Center, and
- Department of Human Services.

In the fall of 1999, 2002, 2005, 2008, 2010, 2012, and 2014 students in 6th, 8th, and 11th grades across the state of Iowa answered questions about their attitudes and experiences regarding alcohol and other drug use and violence, and their perceptions of their peer, family, school, and neighborhood/community environments. In 2008, the survey was administered online for the first time.

IYS reports list responses to every question on the survey, providing total percentages and breakdowns by grade and gender. Thirty-four constructs within nine framework domains are included.

Reports are available in the following categories:

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<sup>8</sup> Evennou, Danielle, (January 2011). Don't Stop Collaborating – Just Stop Creating New Collaboratives. Washington, DC: The Forum for Youth Investment.

<sup>9</sup> *Ibid.*

- State of Iowa,
- Counties,
- Judicial Districts
- Department of Public Health Substance Abuse Prevention and Treatment Planning Regions,
- Decategorization areas,
- Department of Human Services Regions,
- School Districts\*.

\*With the exception of School Districts, IYS reports are available online at <http://www.iowayouthsurvey.iowa.gov>. Individual school district reports can be accessed by contacting the district.

Also available is the Iowa Youth Survey Trend Report which contains comparisons across all surveys using the ICYD Council’s Youth Development Results Framework.

### **Engage Additional Stakeholders**

#### COORDINATE and ALIGN “YOUTH-FUELED”<sup>10</sup> COUNCILS and INITIATIVES and EXPAND OPPORTUNITIES for YOUTH to PARTICIPATE

Several state agencies have state-level youth initiatives providing opportunities for youth. The multiple initiatives need to be better aligned and work better together to attract more youth to participate and to specifically seek more diverse youth. The state-level youth-fueled councils and initiatives include:

- Achieving Maximum Potential (AMP),
- Capitol Girls,
- Iowa Youth Congress (IYC),
- ISU Extension and Outreach, 4-H Youth Development,
- State of Iowa Youth Advisory Council (SIYAC),
- Youth Leadership Forum (YLF),
- Iowa Students for Tobacco Education and Prevention (I-STEP).

Many of these initiatives target underrepresented youth. All of them promote opportunities for youth to engage state leaders, discuss issues affecting youth, and develop leadership skills.

The Department of Human Rights (DHR) is leading the coordination effort of the multiple agencies and organizations that support state-level youth-fueled councils and initiatives. The goal is to effectively remove barriers to leadership for historically underrepresented youth by empowering youth to realize their leadership capabilities and by challenging adults to recognize and engage youth. The effort will equip youth with the tools to communicate their vision, inspire collaboration, and make significant contributions that result in positive change.

<sup>10</sup> Youth-fueled – The participation of youth contributes to achieving the goals of the initiative. Youth participate either as leaders or participants. All of youth-fueled initiatives are conducted “with” youth, not “to” youth.

The following strategies are being implemented to create pathways to engage youth:

- Market state-level youth initiatives;
- Identify and recruit underrepresented youth;
- Develop venues to offer leadership training opportunities for youth; and
- Provide adult leaders information on quality youth engagement and opportunities to engage and value youth voices in their ongoing decision making.

Increasing the number of youth selected to serve on state boards and commissions is a way to engage youth in state government. Agencies and commissions need to articulate the skill sets necessary for youth members and training should be available to prepare youth to ensure active participation. ICYD will explore additional opportunities for youth engagement.

#### **IV. RECOMMENDED ACTIONS IN 2016**

Achieving a 95% graduation rate by 2020 is an ambitious target. The ICYD Council is committed to concentrating its attention on and monitoring progress toward this goal, but reaching it will require continued, concerted, coordinated efforts by policymakers, education systems, and multiple state and community partners. The Council's work (see *Section III Accomplishments in 2015 and Emerging Activities in 2016*) will be refined and also expanded into specific action steps to accomplish the goal by 2020.

To maintain focus on these efforts, the ICYD Council will continue to address the following five broad areas:

- Focus on underperforming schools and communities.
- Assess current state initiatives and maximize existing resources.
- Investigate research-based approaches and effective strategies.
- Coordinate across systems to identify and support vulnerable students.
- Engage additional stakeholders.

The ICYD Council seeks the support from the Iowa Legislature and Governor's Office to continue these activities by modifying laws and policies as necessary, and providing resources needed to achieve this very ambitious goal.

Specific recommendations to support the ICYD Council are to:

- Provide resources to continue and expand evidence-based practices and programs as they are developed and identified, such as:
  - Juvenile Justice Reform and Reinvestment Initiative (JJRRI) which is near the end of the federal demonstration project period;
  - Promote School-community-university Partnerships to Enhance Resilience (PROSPER).
- Support the ICYD Council in identifying new and better ways to provide services and supports to Iowa's youth by encouraging the development of innovative strategies and initiatives:
  - Juvenile Reentry System Planning and Implementation;
  - Performance Partnership Pilot (P3) proposal.



- Support the ICYD Council's planning, research, and development of strategies to eliminate the educational achievement gap for underrepresented students.
- Support the ICYD Council's approach to consolidate multiple advisory groups into the existing infrastructure of the ICYD Council. The model will result in a reduction of duplication, enhanced coordination and collaboration between state agencies, and a reduction in costs.
- Support the Iowa Youth Survey. The survey is administered every two years to 6<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> graders. The results are valuable to state agencies and communities in assessing self-reported youth behaviors and perceptions.
- Provide resources to support state-level youth opportunities and youth-led initiatives (e.g. State of Iowa Youth Advisory Council, Iowa Youth Congress, Achieving Maximum Potential).
- Engage youth on state boards and commissions, and provide the training and support necessary for youth members to be active participants. In addition, state agencies should seek new and creative ways to involve youth.
- Continue to develop ways to share information among agencies and coordinating bodies to address issues affecting youth who receive services and supports from multiple agencies.
- Support the continued use of state agency staff time to implement activities that meet the goals of the ICYD Council.
- Infuse positive youth development (PYD) principles in all youth programming which includes PYD trainings for youth workers and establishing policies to include PYD principles in all state-funded youth initiatives.