

2018 Annual Report



iowacollaboration
for**youth**development

State of Iowa
February 1, 2018



Governor Kim Reynolds
Lt. Governor Adam Gregg
San Wong, Director

February 1, 2018

Dear Governor Reynolds and Members of the General Assembly:

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 2018 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 2017; emerging activities being implemented in 2017; 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 addresses these issues through individual agencies who 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 State of Iowa Youth Advisory Council (SIYAC) now holds official membership on the ICYD Council, raising membership to 12 entities.

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 investments may be directed to maximize positive outcomes. These include sustaining the use 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 Iowa State Legislature to increase the graduation rate and promote positive youth development. 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,

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 2018

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
Ethan Lowder, State of Iowa Youth Advisory Council (SIYAC)
Gary Niles, Chief Juvenile Court Officer, 3rd Judicial District
Wendy Rickman, Department of Human Services
Kathy Stone, Division Director, Department of Public Health
Beth Townsend, Director, Iowa Workforce Development
Shanell Wagler, Facilitator, Early Childhood Iowa
Ryan Wise, Director, Department of Education
Dale Woolery, Acting Director, Office of Drug Control Policy

Acknowledgments

The ICYD Council thanks all of the staff who contributed to producing this report. A special acknowledgment is extended to the newest member of the Council, 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 2018 ANNUAL REPORT

The Iowa Collaboration for Youth Development (ICYD) Council members are leaders of 12 state entities 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 to 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 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%.*** According to the Iowa Department of Education’s 2017 Annual Condition of Education Report, the high school graduating class of 2016 four-year cohort graduation rate was 91.3%, the highest in the nation.¹ Even with this achievement, several issues remain (e.g. substance abuse, family, employment, teen pregnancy, and mental health) that may prevent youth from graduating from high school. ICYD Council members work to address these issues through their individual agencies and together as a team to maximize efficiency in state government and make the best use of existing resources. The five-year fixed cohort graduation rate in 2015 was 93.3%; in 2014 it was 93.1%.

The ICYD Council has several emerging activities in 2018:

- Implement strategies to eliminate the educational achievement gap for underrepresented students in pilot communities by utilizing innovative strategies.
- Participate in the completion of the Juvenile Justice System Improvement comprehensive strategic plan to improve outcomes for youth in the juvenile justice system and decrease racial and ethnic disparities.
- Continue efforts through the statewide implementation of the Juvenile Justice Reform and Reinvestment Initiative (JJRRI). 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.
- Implement the Juvenile Reentry System (JReS) guiding efforts to reduce the historical baseline recidivism rates for youth returning from placement in the Boys’ State Training School (STS) and other residential facilities.
- Provide the core membership to new youth-serving advisory groups allowing state agencies to utilize the ICYD Council infrastructure as the coordinating body and consolidate multiple advisory groups into the existing ICYD Council.

¹ National Center for Education Statistics Report. 2017.
https://nces.ed.gov/ipeds/data/ACGR/RE_and_characteristics_2015-16.asp

Recommended Actions in 2018:

The ICYD Council seeks support from the Iowa State 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 ICYD Council are to:

- Support the ICYD Council in identifying new and better ways to provide services and supports to Iowa's youth and families by encouraging the development of innovative strategies and initiatives that will eliminate the educational achievement gap for underrepresented students:
 - Two-Generation Approaches – FaDDS
 - GradNation Action Platform
 - Juvenile Justice System Improvement (formerly SMART);
 - Juvenile Reentry System Implementation
- 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).
- 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 6th, 8th, and 11th 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, including PYD training for youth workers and policies that incorporate 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, 2017 accomplishments, and emerging activities for 2018,
- Membership of the ICYD Council and the SIYAC;
- Progress on achieving the priority youth goal– ***Increasing Iowa’s graduation rate to 95% by 2020***, with data and information on progress; and
- Recommendations for action in 2018 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 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 summative measure of youth development efforts, and the many cross-agency issues that contribute to youth graduating from high school. Each agency 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 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 and the SIYAC. 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 2018

Department of Human Rights San Wong, Director Steve Michael, Division Administrator Chair of ICYD Council	Early Childhood Iowa Shanell Wagler, Facilitator
Child Advocacy Board Jim Hennessey, Administrator *Amy Carpenter	Iowa Workforce Development Beth Townsend, Director *Kristi Judkins, Rapid Response and WIOA Program Coordinator
Commission on Volunteer Service Adam Lounsbury, Executive Director *Mary Sheka, Economic Development Specialist	ISU Extension and Outreach, 4-H Youth Development John-Paul Chaisson-Cárdenas, State 4-H/K-12 Youth Development Program Leader
Department of Education Ryan Wise, Director *Jay Pennington, Public Service Manager	Judicial Branch Gary Niles, Chief Juvenile Court Officer 3 rd Judicial District
Department of Human Services Wendy Rickman, Administrator - Division of Adult, Children, and Family Services *Doug Wolfe, Program Planner	Office of Drug Control Policy Dale Woolery, Acting Director
Department of Public Health Kathy Stone, Division Director , Division of Behavioral Health *Julie Hibben, Prevention Consultant	State of Iowa Youth Advisory Council (SIYAC) Ethan Lowder, Chair Rachel Nulle, SIYAC Coordinator

*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(8), 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 and local communities on issues important to young people. SIYAC consists of 21 youth voting members aged 14 to 21 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.

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

SIYAC members serve two-year terms that begin in July of each year. In 2017, SIYAC had four focus areas: Appropriations, Education, Health, and Human Rights. 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 2017:

- Partnered with Achieving Maximum Potential (AMP) to support the implementation of Erin’s Law, a prevention-oriented child sexual abuse program, in Iowa schools.
- Partnered with the Iowa Youth Congress (IYC) to support IYC’s suicide prevention bill.
- Championed a bill to implement opportunities for youth to have a voice in primary elections for all state officials as long as the youth voter is 18 years of age at the time of the general election.
- Conducted a group service project partnering with the Colfax Parks and Recreation Auxiliary Board planting trees at Quarry Springs Park.
- Collaborated with Iowa Safe Schools’ Spirit Awards to provide information on LGBTQ issues to schools, community leaders, and legislators.
- Became an official member of the ICYD Council.
- Initiated an art supply drive in Des Moines with the goal of providing art supplies to underserved youth participating in Central Academy’s After School Arts Program.

- 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:

- T.J. Foley, SIYAC Chairperson Emeritus (2016-17), was a member of the National Symposium for Debate and is currently a freshman at Harvard University.
- Ethan Lowder, SIYAC Vice-Chair (2016-17), was selected by the Iowa American Legion to be the State Delegation at Boys Nation and was appointed the National Chaplain and chosen to lay the wreath at the Tomb of the Unknown Soldier. Ethan was also named the 2017 Outstanding Philanthropic Youth by the Association of Fundraising Professionals.
- Sibani Ram was recently selected as one of two students to represent Iowa at the United States Senate Youth Program (USSYP) in March 2018.
- Morgan Fritz was selected to serve as a 2018 National 4-H Conference Delegate and received the 2017 Iowa State Fair Queen Pageant Outstanding Leadership Award.

During 2017-2018, SIYAC members are working to strengthen partnerships with other youth-led councils, including IYC, Achieving Maximum Potential (AMP), and Iowa Student Learning Institute (IowaSLI). By involving more youth in discussions of youth issues, SIYAC will be able to more fully represent Iowa's youth. SIYAC is also collaborating with Project AWARE and the Iowa Department of Education to de-stigmatize mental health with youth.

The 2017-2018 SIYAC committees and planned activities are:

- Education Committee:
 - Developing strategies to gain support for the following issues:
 - HF 28 to require a one-half unit of a personal finance literacy course required to graduate high school.
 - Extending the 1% SAVE (Secure Advancement Value Education) tax from 2029 to 2049.
 - Enacting legislation to encourage student liaisons to serve with Iowa school districts' boards and the Iowa Board of Education.
 - Required suicide prevention training for public school faculty for license renewal, development of a suicide prevention advisory board, and the creation of a suicide action plan by each school.
 - Encouraging private landowners to open their land for public use in exchange for a property tax break to increase recreational opportunities.
 - Identifying key stakeholders in working to increase funding for Iowa schools—already contacted over 100 superintendents across the state.
 - Gaining support for increasing recreational land from outside agencies, which currently includes Pheasants Forever.
- Health Committee:
 - Developing strategies to gain support for the following issues:
 - Developing allergy management guidelines for schools to have available for the management of students with life-threatening food allergies.

- Establishing guidelines for internet service providers offering services within the state of Iowa in regards to the recent rollback decision of net neutrality by the FCC.
- Collaborating with Project AWARE and the Iowa Department of Education to develop and promote a media campaign to de-stigmatize mental health in youth.
- Human Rights Committee:
 - Developing strategies to gain support for the following issues:
 - Amending current Iowa Hate Crime Code to include gender identity.
 - HF161 to implement standardized sexual violence prevention curriculum regarding sexual assault prevention and forms of human trafficking in mandatory high school health classes.
 - Enacting legislation which lowers the age from seventeen and one-half years of age to sixteen that youth can register to vote.

2017-2018 SIYAC Members:

Name	Office Held	City	County
Jillian Baker	<i>Human Rights Committee Chair</i>	North Liberty	Johnson
Payton Beaumier		Sioux City	Woodbury
Arianna Boyce		Davenport	Scott
Jaden Deal	<i>Public Relations Chair</i>	Norwalk	Warren
Kevin Drahos	<i>Service Chair</i>	Cedar Rapids	Linn
Andrew Dunn	<i>Chairperson Emeritus</i>	Milford	Dickinson
Morgan Fritz		Lake Mills	Winnebago
Keven Hernandez		Sioux City	Woodbury
Nandini Jayaram	<i>Vice Chair</i>	Bettendorf	Scott
Tyler Jufferbruch		Indianola	Warren
Vivek Joshi		Bettendorf	Scott
Will Keck		Waukee	Dallas
Bibaswan Khadka		Davenport	Scott
Kyle Kopf	<i>Health Committee Chair</i>	West Des Moines	Polk
Anushree Lamsal		Ames	Story
Ethan Lowder	<i>Executive Chair</i>	Cedar Rapids	Linn
Ryan McDaniel		Marshalltown	Marshall
Abby Melbourne		Bettendorf	Scott
Matt Messer		Burlington	Des Moines
Maya Miller	<i>Legislative Affairs Chair</i>	Des Moines	Polk
Sibani Ram	<i>Education Committee Chair</i>	Dubuque	Dubuque
Collin Smith		Le Claire	Scott
Olivia Tidwell	<i>Secretary</i>	Sioux City	Woodbury
Sydney Uhlman		Ankeny	Polk

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)

The ICYD Council has prioritized two of the Youth Development Result Areas:

- All Iowa youth are successful in school.
- All youth are prepared for a productive adulthood.

Graduation and dropout rates are included as performance measures for both of these result areas in the first annual report dated February 1, 2010. At that time, the ICYD Council agreed that the focal point for collaborative youth development efforts should address a specific and aggressive goal for the state, which is:

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. 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 critical performance measures to assist in showing all Iowa youth are on the path to graduate are:

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).

Iowa continues to lead the nation in high school graduation rates. Data show that 91.3 percent of Iowa's seniors graduated from high school in the 2015-16 school year, up from 90.8 percent the prior year. In comparison, there was an 84.1 percent national average for the 2015-16 school year.

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

"We're proud that Iowa continues to be the national leader in high school graduation rates," Wise said. "At the same time, we have work to do to ensure all students are prepared to succeed beyond high school. This work supports the Future Ready Iowa goal of 70 percent of Iowans having education or training beyond high school by the year 2025 to ensure the workforce is equipped with the skills and education employers need."²

² Iowa Department of Education Press Release. December 5, 2017.

<https://www.educateiowa.gov/article/2017/12/05/national-report-shows-iowa-no-1-graduation-rates-again>

Graduation and Dropout Data

The information and data on the graduation and dropout rates are from the Department of Education's Annual *Condition of Education Report 2017*.

Table 1

Iowa Public High School Four-Year Fixed Cohort Graduation Rate by Subgroup						
	Class of 2015			Class of 2016		
	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate
All Students	30,802	33,932	90.8%	31,511	34,528	91.3%
African American	1,251	1,579	79.2%	1,343	1,685	79.7%
American Indian	131	153	85.6%	108	134	80.6%
Asian	727	784	92.7%	745	814	91.5%
Hawaiian/ Pacific Islander	38	44	86.4%	37	42	88.1%
Hispanic	2,250	2,719	82.8%	2,421	2,864	84.5%
Multi-Race	668	796	83.9%	755	900	83.9%
White	25,737	27,857	92.4%	26,102	28,089	92.9%
Disability*	3,377	4,384	77.0%	2,072	2,981	69.5%
ELL**	961	1,159	82.9%	1,001	1,239	80.8%
Low SES***	11,098	13,084	84.8%	11,860	14,141	83.9%
Migrant	79	95	83.2%	59	76	77.6%
Female	15,399	16,596	92.8%	15,741	16,917	93.1%
Male	15,424	17,364	88.8%	15,770	17,611	89.6%

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.

Table 1 shows the four-year fixed graduation rates for the 2015 and 2016 graduating classes. 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 race groups; the students who were eligible for free or reduced price lunch, IEP, and English Language Learners (ELL) had graduation rates lower than the state average. See Appendix 1 for the graduation rate calculation methodology.

Table 2

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

	Class of 2014			Class of 2015		
	Numerator	Denominator	Graduation Rate	Numerator	Denominator	Graduation Rate
All Students	31,631	33,969	93.1%	31,657	33,932	93.3%
African American	1,266	1,514	83.6%	1,342	1,579	85.0%
American Indian	126	152	82.9%	138	153	90.2%
Asian	699	738	94.7%	758	784	96.7%
Hawaiian/ Pacific Islander	32	35	91.4%	41	44	93.2%
Hispanic	2,250	2,599	86.6%	2,386	2,719	87.8%
Multi-Race	703	789	89.1%	697	796	87.6%
White	26,555	28,142	94.4%	26,295	27,857	94.4%
Disability*	3,800	4,474	84.9%	3,709	4,384	84.6%
ELL**	992	1,126	88.1%	1,027	1,159	88.6%
Low SES***	11,524	13,110	87.9%	11,582	13,084	88.5%
Migrant	79	95	83.2%	82	95	86.3%
Female	15,698	16,605	94.5%	15,726	16,596	94.8%
Male	15,933	17,364	91.8%	15,931	17,336	91.9%

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

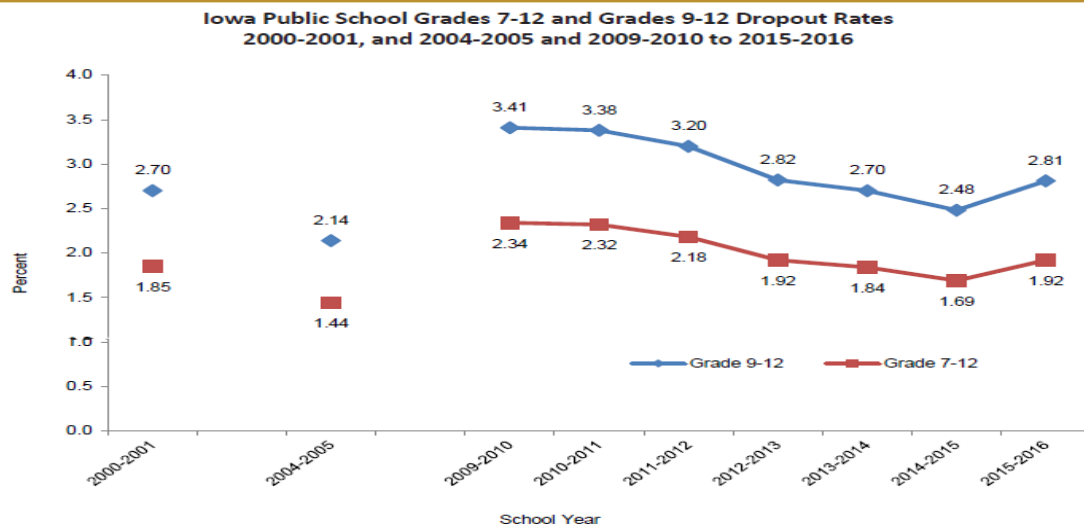
Notes: *Disability status is determined by the presence of an individualized education program (IEP).

**ELL indicates English Language learner.

The five-year fixed cohort graduation rates for the graduating class of 2014 and 2015 are displayed in Table 2. The overall graduation rate in 2015 is 93.3%. Six of the subgroups exceeded 90% - American Indian, Asian, Hawaiian or Pacific Islander, White, Female, and Male. None of the subgroups had graduation rates below 84%. See Appendix 1 for the graduation rate calculation methodology.

Figure 1 (below) shows the two statewide public school trends. There are upward dropout trends for both grades 7-12 and grades 9-12 from the prior year.

Figure 1



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

Table 3 (below) shows the public school grade 7-12 dropout and enrollment data by race/ethnicity for 2014-2015. With the exception of the Asian group, the dropout rates were higher for minority groups than for the non-minority.

Table 3

2015-16 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	3.4	1,565	37.0%	46,185	21.0%
African American	4.6	554	13.1%	12,173	5.5%
American Indian	4.5	40	0.9%	896	.4%
Asian	1.0	54	1.3%	5,290	2.4%
Hawaiian or Pacific Islander	1.9	8	0.2%	433	0.2%
Hispanic	3.5	723	17.1%	20,908	9.5%
Two or More	2.9	186	4.4%	6,485	2.9%
White	1.5	2,660	63.0%	173,806	79.0%
State	1.9	4,225	100%	219,991	100%

Source: Iowa Department of Education, Bureau of Information and Analysis, SRI files. (Not all numbers may add up, due to rounding)

II. ACCOMPLISHMENTS IN 2017 AND EMERGING ACTIVITIES IN 2018

The ICYD Council has listed recommendations in the following categories:

- 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 a 95% graduation rate. Below are ICYD Council accomplishments and emerging ongoing activities that address the broad recommended actions.

A. Focus on Underperforming Schools and Communities

ELIMINATE EDUCATIONAL ACHIEVEMENT GAP

In Iowa, 91.3% of students graduate from high school in four years, but many subpopulations (e.g. minority students, students with disabilities, and students living in poverty) are not currently achieving that level (see Table 1 – page 9). 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 the cumulative effect of these factors substantially impact school performance for youth and many do not graduate from high school.

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 4-H Youth Development, will plan, research, and develop strategies and opportunities for communities to address the needs of these youth that will lead to the elimination of the educational achievement gap for underrepresented students.

In addition, America's Promise Alliance has created a "GradNation Action Platform" that is based on the experiences and expertise of organizations across the country that has been demonstrated to accelerate improvements in high school graduation rates.³ The areas must be used in conjunction with one another in a comprehensive approach. The platform areas are:

- Use high-quality data to monitor progress, identify struggling students, inform effective interventions, and provide accountability for overall progress.

³ The GradNation Action Platform. 2017. America's Promise. <http://gradnation.americaspromise.org/action-platform>

- Respond to the non-academic factors that influence school participation and performance.
- Improve school climate by promoting a sense of caring and connection between students and in-school staff through disciplinary practices and policies that are inclusive and ensure students stay in school.
- Increase the number and quality of caring adult relationships in students' lives.
- Re-engage young people who have left school by providing accessible and effective options to complete high school and be prepared for success in college and/or career.
- Connect the high school experience with pathways to postsecondary education, workforce readiness and participation, and overall adult success.⁴

In 2018, communities that show racial and ethnic disparities in school discipline, graduation rates, and juvenile court system involvement will be offered technical assistance to develop comprehensive strategies that improve these outcomes.

B. Assess Current State Initiatives and Maximize Existing Resources

JUVENILE JUSTICE SYSTEM IMPROVEMENT (formerly SMART)

Youth in the juvenile justice system are in need of services and supports from multiple systems, family, and community. Juvenile Justice System Improvement is a two-year demonstration project awarded to the Department of Human Rights from the federal Office of Juvenile Justice and Delinquency Prevention (OJJDP) to assess the current juvenile justice system and develop a comprehensive strategic plan to improve outcomes for youth in the juvenile justice system, increase public safety, and decrease racial and ethnic disparity.

The SMART Leadership Team is responsible for the assessment and development of the strategic plan. Membership is comprised of several ICYD Council members as well as representatives from all three branches of state government. In addition, Iowa receives technical assistance from these national consultants:

- Council of State Governments (CSG)
- Center for Juvenile Justice Reform (CJJR)
- National Youth Screening and Assessment Partners (NYSAP).

In November 2017, the national consultants provided recommendations based on a year-long assessment of Iowa's juvenile justice system. The recommendations were in three categories:

- Establish more consistent statewide policies and practices on the use of risk and needs screening /assessment tools
- Ensure limited resources are used effectively to improve service delivery and outcomes for youth
- Reduce racial, ethnic, and gender disparities.

The complete list of findings and recommendations can be found at:

<https://humanrights.iowa.gov/juvenile-justice-system-improvement-smart-project>.

⁴ *Ibid.*

The next steps are for the SMART Leadership Team to prioritize findings, research potential solutions, and develop strategies to address issues. In addition, the Department of Human Services, State Court Administrator's Office, and chief juvenile court officers will be asked to address specific changes to address findings.

JUVENILE JUSTICE REFORM AND REINVESTMENT INITIATIVE (JJRRI)

The original goals of the JJRRI were to reduce recidivism of juvenile offenders, increase public safety, and lower costs. Additional long term positive effects anticipated were improved family and peer relations, alleviated mental health symptoms, and consistent school attendance by ensuring that ***the right youth receive the right service at the right time.***

The ICYD Council oversaw the implementation of the JJRRI which began as a three-year demonstration award from the federal Office of Juvenile Justice and Delinquency Prevention. The Division of Criminal and Juvenile Justice Planning (CJJP) in the Department of Human Rights has coordinated the activities. The federal award ended in September 2016, but the project continues.

First, the JJRRI facilitated Iowa's use of the Standardized Program Evaluation Protocol (SPEP™) to assess the likely effectiveness of services in terms of recidivism reduction. The SPEP™ diagnostic tool assesses this by examining four domains:

- Service Type
- Amount of Service
- Quality of Service
- Risk Level of Youth

Service providers receive a Program Improvement Plan (PIP) at initial and subsequent scorings with recommendations related to recidivism reduction. Services are intended to be rescored to assess performance no more frequently than 18-month intervals. This allows for sufficient time to make programmatic changes the results of which would then be reflected within future cohorts of youth receiving the service.

The SPEP™ was initially completed on a total of 71 services involving 912 youth in three judicial districts (1st, 3rd, and 6th), in the following service-type classifications:

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

These services were evaluated in a pilot phase followed by a round one phase, see Table 4 (below).

Table 4 **Services Evaluated with SPEP™ by Phase**

	# of Services Evaluated		# of Services Evaluated
Pilot Phase	26	Pilot Re-evaluated	19
Round One	45	Round One Re-evaluated	26
TOTAL	71	TOTAL Re-evaluated	45

During the initial demonstration project, Iowa was one of three locations participating nationally. Services scored in Iowa far exceeded the number of services scored by the other two locations which were 13 services involving 338 youth and 11 services involving 196 youth, respectively.

The services in the pilot phase of the project were re-evaluated with the following results:

Twenty-six (26) services were originally evaluated in the pilot phase (2014), but seven were unable to be re-evaluated upon follow-up. Those not re-evaluated had too few youth in the service to yield valid results. There were 366 youth represented within the services re-evaluated.

- 14 services showed improvement. Average improvement was 9% with a range of 1-22% improvement.
- Two services showed neither improvement nor a decline.
- Three services showed a decline. Average decline was 4% with a range of 2-7% decline.

Of the remaining 45 services (round one), only 26 remained eligible for re-evaluation. The primary reasons 19 services were no longer eligible were that they were altered significantly in terms of programming and could not be compared to their previous status; there were not enough youth who used the service; or the service no longer existed at all. The changing and/or loss of services was not considered a negative development as programs determined that they were using too many of one type of service and needed to alter their programming in order to achieve dosage on other services or they opted to add service types that they did not originally have to their repertoire. Of the 26 services currently eligible for re-evaluation from round one, 19 are currently in process. Within the 7 services already re-evaluated from round one, there were 164 youth served.

- 3 of those services showed improvement in the 5-6% range.
- 2 of those services showed neither improvement nor a decline.
- 2 of those services showed a decline of 5-9%.

It has always been the intention to expand usage of the SPEP™ tool into all Judicial Districts. Initially, this expansion was to occur one district at a time, however, given limited resources, an adjusted plan has emerged. The creation of a statewide service inventory with the assistance of Juvenile Court Services will allow all community-based

services to be “SPEP™ ready” at all times. A similar inventory would be created for residential services as well, using information directly from providers and compiled by CJJP. CJJP would then maintain that database and use it to identify and begin the SPEP™ process with any given service across the state, whether it was in a community-based or residential setting

Regardless of the process, 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, organizations which provide these services will have access to a research-based tool and evaluation results which they can use to improve the services they offer to youth in terms of recidivism reduction.

Finally, the implementation of the SPEP™ has led to the development of a decision 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) as well as other relevant variables in order to assist 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.

C. Investigate Research-Based Approaches and Effective Strategies

ADOLESCENT BRAIN RESEARCH and IMPLICATIONS for YOUTH PROGRAMS

Research by the Jim Casey Youth Opportunities Initiative⁵ 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.
- 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.

In addition, Child Trends⁶ identified “What we now know” to guide appropriate services and interventions to provide youth:

- Brains evolve over time. The strict windows of time are more flexible than previously thought.

⁵ The Adolescent Brain – New research and its implications for young people transitioning from foster care, Jim Casey Youth Opportunities Initiative, St. Louis, MO, 2011.

⁶ The Developing Brain: Implications for Youth Programs, Child Trends, Bethesda, MD, May 2015. Childtrends.org

- Physical and emotional trauma and stress disrupt brain development. Some pathways are more vulnerable and this changes with age.
- Brain recovery from trauma can improve given appropriate immediate and long-term interventions.
- The way DNA influences brain development and functioning is influenced by life experiences and can change over time in all brain cells.⁷

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

D. 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. 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; State Training School (STS); local school district administration; Juvenile Court Services; youth representatives; Departments of Human Services, Education, Vocational Rehabilitation, Workforce Development, Child Advocacy Board, and Corrections.

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

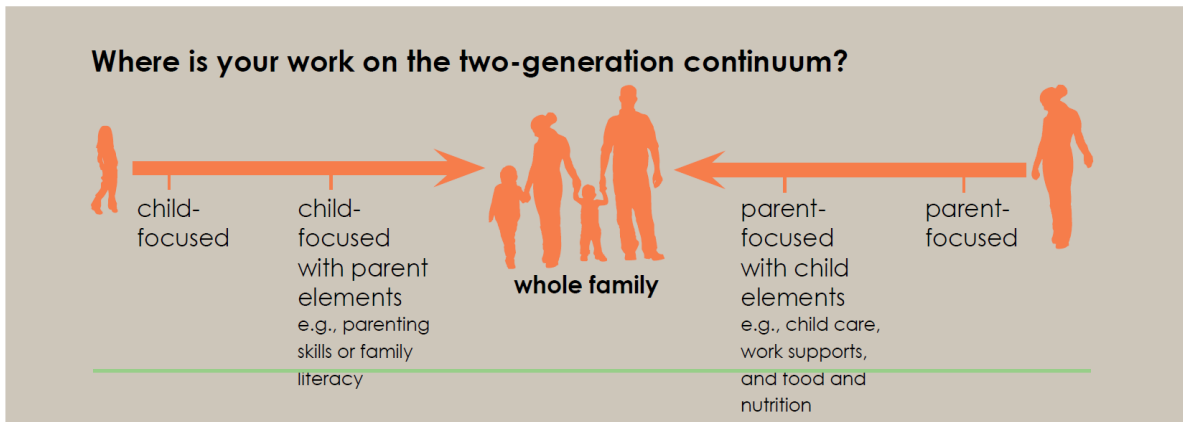
JReS implementation and system reform activities include:

- Improved assessment, case planning, policies, and practices connected to prioritized areas of risk as captured in the Iowa Judicial Branch Information Technology (JBIT), which houses the courts' case management system;
- Increased engagement and structured planning with youth, their families and local officials related to services and supports (e.g. workforce development, vocational rehabilitation, schools, private provider entities, leisure activities, etc.);
- Expanded implementation of evidence-based practices 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.;
- Enhanced program/policy monitoring, quality assessments, implementation supports, accountability practices, and youth outcome data collection, analysis, reporting, and decision making.

⁷ Ibid.

TWO-GENERATION APPROACH

Two-Generation approaches provide opportunities to meet the needs of children and their parents together.⁸



The Department of Human Rights, Division of Community Action Agencies is partnering with the Department of Human Services, Iowa Workforce Development, and Early Childhood Iowa to establish Two-Generation strategies in the Family Development and Self-Sufficiency Program (FaDSS). Two-Generation strategies are defined as action taken to simultaneously promote children's learning and healthy development and parents' success as both caregivers and breadwinners.¹⁰ Two-Generation approaches must:

- Strategically align programs and resources;
- Collaborate across systems;
- Define common language;
- Meet the needs of families.

Two-Generation strategies do not require new programs, just a new mindset that seeks to understand the intersecting needs of parents and their children when designing and implementing programs and policies.¹¹

As the Two-Generation approach is piloted and embedded in the FaDDS programs, lessons will be learned and replication efforts will be explored to expand and institutionalize the Two-Generation mindset within additional initiatives that strive to assist families.

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.

⁸ Two Generations, One Future. 2017 Ascend at the Aspen Institute. <https://ascend.aspeninstitute.org/>

⁹ *Ibid.*

¹⁰ *Ibid.*

¹¹ *Ibid.*

The purpose of the agreement is to share relevant information on children who are subject to court jurisdiction under Iowa Code chapter 232. The result will be improved outcomes regarding safety, education, family stability, and reduce the likelihood of further abuse, neglect, delinquency, and criminal conduct.

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 act as the core membership to new youth-serving advisory groups to allow state agencies to meet workgroup requirements and consolidate multiple advisory groups into the existing infrastructure of the ICYD.

The alignment of youth advisory groups will create more effective and efficient services and supports for youth and families. Strategies to reduce the inefficiency and burden of having disconnected youth councils/commissions/coalitions are to:

- 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 oversee the coordinating bodies.
- Consolidate existing councils.¹²

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.¹³

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,

¹² Evennou, Danielle, (January 2011). Don't Stop Collaborating – Just Stop Creating New Collaboratives. Washington, DC: The Forum for Youth Investment.

¹³ *Ibid.*

- 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, 2014, and 2016 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 survey question and provide total percentages and breakdowns by grade and gender. Thirty-four constructs within nine framework domains are included.

Reports are available in the following categories:

- 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 respective district. Also available online is the Iowa Youth Survey Trend Report which contains comparisons across all surveys using the ICYD Council's Youth Development Results Framework.

E. Engage Additional Stakeholders

COORDINATE and ALIGN "YOUTH-FUELED"¹⁴ COUNCILS and INITIATIVES and EXPAND OPPORTUNITIES for YOUTH to PARTICIPATE

Several state agencies have state-level youth initiatives providing leadership opportunities for youth. The multiple initiatives need to be better aligned and coordinated 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 (in partnership with Girl Scouts),
- Iowa Youth Congress (IYC),
- ISU Extension and Outreach, 4-H Youth Development,
- State of Iowa Youth Advisory Council (SIYAC),
- Local Youth Human Rights Chapters
- Iowa Students for Tobacco Education and Prevention (I-STEP).

¹⁴ 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.

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 for historically underrepresented youth by empowering them 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.

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 with information to identify opportunities for quality youth engagement and to value youth voices in their ongoing decision making.

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

III. RECOMMENDED ACTIONS IN 2018

Achieving a 95% graduation rate by 2020 is an ambitious target. The ICYD Council is committed to focus attention and monitor progress toward this goal. Reaching it will require continued coordinated efforts by policymakers, education systems, and multiple state and community partners. The Council's work (see *Section III Accomplishments in 2017 and Emerging Activities in 2018*) will be refined and 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 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:

- Support the ICYD Council in identifying new and better ways to provide services and supports to Iowa's youth and families by encouraging the development of innovative strategies and initiatives that will eliminate the educational achievement gap for underrepresented students:
 - Two-Generation Approaches – FaDDS
 - GradNation Action Platform
 - Juvenile Justice System Improvement (formerly SMART);
 - Juvenile Reentry System Implementation;
- 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);
- 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 6th, 8th, and 11th 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, 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 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.

APPENDIX 1: GRADUATION RATE CALCULATION METHODOLOGY

The methodology to calculate Iowa's high school graduation rate requires that the graduating classes have statewide identification numbers for six years or longer. With this identification system, 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). Below, the methodology is described for the four-year fixed cohort graduation rate and the five-year cohort graduation rate.¹⁵

The four-year fixed cohort graduation rate is calculated 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 first-time 9th graders enrolled in the fall of 2012 (or first-time 9th graders enrolled in the fall of 2011 for class of 2015) minus the number of students who transferred out plus the total number of students who transferred in.

Iowa Four-Year Cohort Graduation Rate = $(FG + TIG) / (F + TI - TO)$ for the graduating class of 2016:

- FG = First-time 9th grade students in fall of 2012 and graduated in 2016 or earlier
- TIG = Students who transferred in grades 9 to 12 and graduated in 2016 or sooner
- F = First-time 9th grade student in fall of 2012
- TI = Transferred into the first-time 9th graders' cohort in grades 9 to 12
- TO = Transfer out (including emigrates and 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 students 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 in 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 as the four-year cohort rate. 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 2015-2016 school year) by the number of first-time 9th graders enrolled in the fall of 2011 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.

¹⁵ Annual Condition of Education Report 2017; Iowa Department of Education. January 24, 2018.
<https://www.educateiowa.gov/sites/files/ed/documents/2017ConditionOfEducation.pdf>