

AGENCY PERFORMANCE PLAN

FY 2023

Name of Agency: Department of Education
Agency Mission: Our Mission is to champion excellence for all Iowa students through leadership and service.

Core Function	Performance Measure (Outcome)	Performance Target FY23	Prior Year Actual FY22	Link to Strategic Plan (Goal(s))
<p>CF: Resource Management--Provide vital infrastructure needs necessary to administer and support agency operations and the system of education in Iowa. Key activities may include financial and personnel services such as payroll, accounting and budgeting; purchasing of goods and services; media management; information technology enhancement, management and support; data, research and information services; financial resource allocation of state and federal funds to schools and colleges; leadership; communication; legislative support; planning; policy development; maintenance of physical infrastructure and governance system development to achieve results for Iowans.</p>				<p><u>State Board/Department of Education Goals:</u> Goal 1: All children will enter school ready to learn.</p> <p>Goal 2: All PK-12 students will achieve at a high level.</p> <p>Goal 3: Individuals will pursue postsecondary education in order to drive economic success.</p> <p><u>Governor's Education Goal:</u> Educating our children for the knowledge economy.</p>
Desired Outcome(s):				
<p>Customers will receive state aid, federal funds and flow-through dollars to provide educational programs and related support services.</p>	<p>Percent of payments for state aid, federal funds, and other allocations sent out to local school districts, community colleges and other customers in accordance with state and federal regulations</p>	<p>100%</p>	<p>100%</p>	

<p>Internal and external customers have access to the information they need for policy development and resource allocation, and, at the local level, to improve instruction.</p>	<p>Percent of school districts participating in a statewide student data system</p> <p>Percent of community colleges participating in the community college management information system (CC MIS)</p>	<p>100%</p> <p>100%</p>	<p>100%</p> <p>100%</p>	<p>All Iowa districts and community colleges submit data multiple times a year to the Department. These data are used for determining progress for each State Board and Department goal.</p>
<p>Services, Products, Activities</p>	<p>Performance Measures</p>	<p>Performance Target FY23</p>	<p>Prior Year Actual FY22</p>	<p>Strategies/Recommended Actions</p>
<p>1. Financial Resource Allocation to early childhood, K-12 and community colleges (Distribute state and federal funds – allocations, and targeted and competitive grants to early childhood programs, school districts, nonpublic schools, area education agencies [AEAs], community colleges, and other qualified providers.)</p>	<p>Percent of state and federal funds distributed according to the formula prescribed by the funding source</p> <p>Percent of state and federal funds distributed using the correct data to determine distribution</p>	<p>100%</p> <p>100%</p>	<p>100%</p> <p>100%</p>	<p>Ensure that categorical funding is not being used to supplant other funding, except as authorized.</p>
<p>2. Administration and Leadership (Policy, planning, advocacy, leadership, governance and administration; internal operations; information and data for accountability and decision-making; and administration of resource allocation.)</p>	<p>Percent of districts participating in a statewide data collection system</p> <p>Percent of community colleges participating in the CC MIS</p> <p>Percent of districts reporting data required under ED<i>Facts</i>, a United States Department of Education (USED) initiative to put performance data at the center of policy, management and budget decisions for K-</p>	<p>100%</p> <p>100%</p> <p>100%</p>	<p>100%</p> <p>100%</p> <p>100%</p>	<p>The Department implemented a modernized infrastructure which collects data in real-time and can complete point in time snapshot reporting. Snapshot reporting will continue to be the source for Student Reporting in Iowa (SRI) collection and Certified Enrollment which drive school funding. SRI is the main source for the reporting of important K- 12 education measures such as graduation rates. It is also the source for Department reports, such as the Annual Condition of Education report.</p> <p>This collection allows the Department to aggregate data for state and federal reporting requirements, policy</p>

	12 education programs			development, and accountability at the local, state, and federal levels. Data is also collected in the Management Information System (MIS) from all 15 of Iowa's Community Colleges. This is the source of Department reports for career and technical education and the community colleges, including The Annual Condition of Iowa's Community Colleges and the The Condition of Secondary Career and Technical Education reports.
	Percent of state and federal reporting requirements met by the Department for accountability and information purposes	100%	100%	The Department launched two high profile websites which provide important information to Iowa school districts, parents, and the public about the performance of its students. These websites are built using aggregate information from this modernized infrastructure. These include the Iowa School Report Card and the Iowa Postsecondary Readiness reports. The Division of Community Colleges and Workforce Preparation produces annual reports such as the Condition of Iowa Community Colleges .
	Percent of internal operations in the Department conducted in accordance with Generally Accepted Accounting Principles.	100%	100%	

Core Function	Performance Measure (Outcome)	Performance Target FY23	Prior Year Actual FY22	Link to Strategic Plan (Goal(s))
CF: Education. Work with the AEAs to provide technical assistance and professional development to increase capacity at the local level related to continuous improvement, improving	Percent of students in grades K-3 at or above benchmark on an approved universal screening measure in the	70%	64%	State Board/Department of Education Goals: Goal 1: All children will enter school ready to learn.

instruction in order to improve student performance, support for management services, and intermediate support.	spring.			<p>Goal 2: All PK-12 students will achieve at a high level.</p> <p>Goal 3: Individuals will pursue postsecondary education in order to drive economic success.</p> <p><u>Governor's Education Goal:</u></p> <p>Educating our children for the knowledge economy.</p>
---	---------	--	--	--

Desired Outcome(s):				
All children will enter school ready to learn.	Percent of children entering kindergarten at or above benchmark in beginning early literacy skills using the Formative Assessment System for Teachers (FAST).	70%	67%	<p>School districts are required to administer a valid and reliable universal screening instrument, as prescribed by the Department, to every kindergarten student enrolled in the district at the beginning of the academic year.</p> <p>In 2021-2022, a majority of the districts used the FAST assessment. This state- supported K-3 assessment is directly aligned to learning standards in grades K-3.</p> <p>Statewide early childhood efforts to increase proficiency of literacy skills include implementation of the Iowa Quality Preschool Program Standards, the National Association for the Education of Young Children Program Standards and Accreditation Criteria, and the Head Start Program Performance Standards. Early literacy strategies for K-3 are also provided in regional professional learning offered as part of statewide Differentiated Accountability activities for continuous improvement. The Department will continue to focus on helping assure that</p>

				preschool programs are high quality by aligning assessment, curriculum, and instruction, including evidence-based strategies addressing early literacy in preschool.
To improve student achievement	English Language Arts Percent of Iowa 4 th graders proficient or higher in English Language Arts on the Iowa Statewide Assessment of Student Progress.	73.2%	71.2%	The Iowa Statewide Assessment of Student Progress (ISASP) were given for the first time in spring 2019. This new assessment is more closely aligned with the Iowa Core and sets a new baseline for measurement of statewide results. Results are from Spring of 2021. Updated results will be available in fall of 2022.
	Percent of Iowa 8 th graders proficient or higher in English Language Arts on the Iowa Statewide Assessment of Student Progress.	72.8%	70.8%	
	Percent of Iowa 11 th graders proficient or higher in English Language Arts on the Iowa Statewide Assessment of Student Progress.	73.9%	71.9%	
	Math Percent of Iowa 4 th graders proficient or higher in mathematics on the Iowa Statewide Assessment of Student Progress.	71%	69%	The Iowa Statewide Assessment of Student Progress (ISASP) were given for the first time in spring 2019. This new assessment is more closely aligned with the Iowa Core and sets a new baseline for measurement of statewide results. Results are from Spring of 2021. Updated results will be available in fall of 2022.

	Percent of Iowa 8 th graders proficient or higher in mathematics on the Iowa Statewide Assessment of Student Progress.	71.1%	69.1%	
	Percent of Iowa 11 th graders proficient or higher in mathematics on the Iowa Statewide Assessment of Student Progress.	66.7%	64.7%	
	Science Percent of Iowa 8 th graders proficient or higher in science on the Iowa Statewide Assessment of Student Progress.		57%	The Iowa Statewide Assessment of Student Progress science assessment was designed to assess student performance on the Next Generation Science Standards. Results are from Spring of 2021. Updated results will be available in fall of 2022.
	Percent of Iowa 10 th graders proficient or higher in science on the Iowa Statewide Assessment of Student Progress.	*No Target data set	63%	
	Average attendance rates in grades K-8	95%	93.3%	The State Board has established a goal of 95 percent for accountability.
	High school graduation rate	95%	90.2%	The Department reports graduation rates based on cohorts of students and the ability to connect data across time to report the number of students who complete high school in 4 or 5 years
	High school graduation rate for Hispanic students		81.0%	Results are for the class of 2021.

	High school graduation rate for African-American students		77.8%	<p>Strategies: In order to promote higher achievement for all students, the Department is working to enhance the quality of teachers and leaders, (see bullet on statewide teacher leadership system above); to implement the Iowa Academic Standards, ensuring that each student experiences challenging, relevant curriculum that will prepare him or her for success in postsecondary learning and the workplace; and supporting a Multi-tiered System of Supports (MTSS).</p> <p>To ensure the Iowa Academic Standards are continually reviewed to reflect the public will, Executive Order 83 is executed on an annual cycle. Executive Order 83 mandates that the Iowa Academic Standards are reviewed by the public on an ongoing basis.</p> <p>MTSS is an every student, decision-making framework used by a school or school district to judge the overall health of the educational system, to provide evidence-based, standards-aligned supports to students who need extra supports, and to measure whether or not these supports are making a difference for those children.</p> <p>Fundamentals of MTSS include:</p> <ul style="list-style-type: none"> ● Universal screening tools in reading, math, writing, and behavior ● Strong core instruction for all students
	High school graduation rate for white students		92.6%	
	High school graduation rate for students with disabilities		82.3%	
	High school graduation rate for English language learners students		75.6%	
	High school graduation rate for low socioeconomic status students		82.3%	

				<ul style="list-style-type: none"> • Research proven supplemental supports for some students • Even more intensive instruction for a few students • Data systems to manage the process and evaluate effectiveness
--	--	--	--	--

To improve educator quality	Percent of teachers in core academic areas appropriately licensed and assigned	100%	100%	<p>A goal of the Educator Preparation team in the Bureau of Community Colleges is to ensure that all educators have the skills, abilities, and support to provide quality instruction and educational environments for all learners.</p> <p>The Bureau constantly monitors educator preparation program review results and annual reports aligning with current best practice research to adjust standards (281 IAC —77 and 79).</p>
Students successfully completing at least two years of postsecondary education	<p>Percent of community college cohort who complete an award within three years or transfer to a four-year institution (success rate)</p> <p>Percent of workforce with education beyond high school</p>	<p>50.2%</p> <p>IWD has informed us that this will not be available until the fall. FRI goal is 70% by 2025.</p>	<p>49.7% (most recent figure for AY20-21)</p> <p>N/A from Iowa Workforce Development</p>	<p>The Senior Year Plus program provides Iowa high school students increased access to advanced placement coursework and postsecondary credit, thus giving many students a head start toward a college degree.</p> <p>The Department continues to encourage articulation to ease the transition from secondary to postsecondary education. Legislation mandates transfer and articulation efforts between the state's public universities and community colleges.</p>
Student achievement in secondary CTE as measured by Perkins V.	The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate.	93.25%	96.24% (AY20-21) AY2021-2022 Performance data for the secondary and postsecondary Perkins V measures will not be available until Fall 2022.	<p><u>State Board/Department of Education Goals:</u></p> <p>Goal: Students across Iowa, regardless of geography, will have access to robust career and technical education, work-based learning, and community college credit opportunities through an integrated system.</p>

	CTE concentrator proficiency in the challenging State academics standards as measured by the academic assessments in reading/language arts.	66.25%	74.69% (AY20-21) AY2021-2022 Performance data for the secondary and postsecondary Perkins V measures will not be available until Fall 2022.	Data for the secondary and postsecondary Perkins V measures will not be available until Fall 2021.
	CTE concentrator proficiency in the challenging State academics standards as measured by the academic assessments in mathematics.	62.25%	65.85% (AY20-21) AY2021-2022 Performance data for the secondary and postsecondary Perkins V measures will not be available until Fall 2022.	
	CTE concentrator proficiency in the challenging State academics standards as measured by the academic assessments in science.	58.50%	64.25% (AY20-21) AY2021-2022 Performance data for the secondary and postsecondary Perkins V measures will not be available until Fall 2022.	
	The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education, or advanced training, military service or a service program.	90.00%	87.46% (AY20-21) AY2021-2022 Performance data for the secondary and postsecondary Perkins V measures will not be available until Fall 2022.	Met 90% of adjusted level of performance per Federal Perkins V statute (80.55%).

	<p>The percentage of CTE concentrators in CTE programs and programs of study that lead to non-traditional fields.</p>	15.00%	26.57% (AY20-21) AY2021-2022 Performance data for the secondary and postsecondary Perkins V measures will not be available until Fall 2022.	
	<p>The percentage of CTE concentrators exiting high school having participated in work-based learning.</p>	8.00%	10.28% (AY20-21) AY2021-2022 Performance data for the secondary and postsecondary Perkins V measures will not be available until Fall 2022.	

Student achievement in postsecondary CTE as measured by Perkins V.	<p>The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program.</p>	70.25%	78.10% (AY20-21) AY2021-2022 Performance data for the secondary and postsecondary Perkins V measures will not be available until Fall 2022.	Student achievement in postsecondary CTE as measured by Perkins V.
	<p>The percentage of CTE concentrators who receive a postsecondary credential during participation in or within 1 year of leaving postsecondary education.</p>	50.5%	58.60% (AY20-21) AY2021-2022 Performance data for the secondary and postsecondary Perkins V measures will not be available until Fall 2022.	
	<p>The percentage of CTE concentrators in CTE programs and programs of</p>	10.00%	15.66% (AY20-21) AY2021-2022 Performance data	

	study that lead to nontraditional fields.		for the secondary and postsecondary Perkins V measures will not be available until Fall 2022.	
Services, Products, Activities	Performance Measures	Performance Target FY23	Prior Year Actual FY22	Strategies/Recommended Actions
3. Technical Assistance and Professional Development (Provide technical assistance and professional development for early childhood programs, school districts, AEAs, community colleges, and practitioner preparation programs to support continuous improvement of instruction and implementation of research-based instructional practices in order to improve student performance.)	Percent of local school districts receiving an annual desk audit Percent of local school districts visited annually by a school improvement team	100% 10%	100% 0%	The Department's Bureau of School Improvement's goal is to ensure regulatory responsibilities set forth in state and federal law, rules, and regulations, are used to position the Department, AEAs, LEAs and other agencies and programs to engage in continuous improvement. The implementation of a Differentiated

	Percent of charter schools visited annually by a school improvement team	50%	0%	Accountability system has the Department reviewing all districts annually on healthy indicator performance and accountability provisions and then targets the 5 percent of districts needing the most support. The Department recommends that school districts ensure all staff are trained related to changes in state law regarding equity and civil rights and have processes in place to review policies and procedures to align with state law regarding equity and
	Percent of reports filed for Competent Private Instruction (every year), Exempt Schools (every two years), and Specially Accredited Schools (every year)	100%	100%	
	Focused equity and civil rights visits conducted at LEAs and AEAs each year.	0	6	
	Community college accreditation visits conducted each year	3	3	

	<p>Community college equity visits conducted each year</p> <p>Percent of Educator Preparation Programs fully reviewed each year according to seven-year review cycle.</p>	<p>1</p> <p>100%</p>	<p>1</p> <p>100%</p>	<p>civil rights.</p> <p>Three Iowa community colleges receive interim or comprehensive accreditation visits each year. Accreditation details can be found in the Iowa Community Colleges State Accreditation Guide. A schedule of accreditation visits for the next ten years can be found in this document.</p> <p>One community college each year receives a focused equity visit</p> <p>The State Board continues to identify “Improving Teacher and Leader Preparation” as one of their priorities. Since the Board has made this priority, standards have been rewritten, processes updated, and monitoring scrutiny increased. The State Board monitors the work of the Department to maintain program review integrity.</p>
A. Implement the Iowa Academic Standards.	Percent of 3-11 grade students proficient and advanced proficient by grade level on ELA, mathematics and science standards as reported on the new aligned statewide assessment.	Maintenance of FY20 performance (due to impact of Covid-19)	*No data collected for FY21 Due to Covid-19.	Partner with Iowa Assessments for continuous improvement on the ISASP.

	<p>Research and evidence-based professional learning is offered on the Iowa Core academic standards</p> <p>Educators have access to research and evidence-based standards-based professional learning in the Iowa Core academic areas.</p> <p>Iowa Academic Standards are reviewed annually as required by Executive Order 83</p>	<p>Professional learning offered via in person, live online, and archived online options embedded within multi-tiered systems of support.</p> <p>100% of educators in the state have access to professional learning that is embedded within multi-tiered systems of support.</p> <p>100% of required K-12 academic standards examined to determine new review/revision cycle.</p>	<p>Research and evidence-based professional learning provided to accelerate student learning in the Iowa Core academic standards in 2021-2022.</p> <p>Research and evidence-based professional learning to accelerate student learning in the Iowa Core academic standards in 2021-2022 made available via live webinars and posted videos/materials on the Department of Education website.</p> <p>Standards review process planning began during FY22.</p>	<p>Professional learning around the standards will be funded, planned, and implemented.</p> <p>The Department will partner with LEAs, AEAs, IHEs, and informal educators to provide delivery, needs, instructional resources, assessment, and professional learning.</p> <p>Continue convening the internal standards review team, finalize the proposed plan for a new standards review and revision cycle including Director and Board approval. Begin implementation of the plan in FY23.</p>
--	---	--	--	--

<p>B. Build the capacity of AEAs to provide intermediate support.</p>	<p>Percent of AEAs trained in building intermediate agency capacity.</p>	<p>100%</p>	<p>100%</p>	<p>The Department will work with the AEA system to build their capacity around standards implementation within multi-tiered systems of support. The role of the Department is to set direction and lead, and the role of the AEAs is to implement.</p>
<p>C. Provide technical assistance for early childhood programs, school districts, AEAs, community colleges, and educator preparation programs to support continuous improvement of instruction and implementation of research-based instructional practices.</p>	<p>(Indirectly influences) Percent of children entering kindergarten at or above benchmark in beginning early literacy skills using the Formative Assessment System for Teachers (FAST).</p>	<p>70% of kindergarten students at or above benchmark on fall universal screening measure</p>	<p>67% of kindergarten students at or above benchmark on fall universal screening measure</p>	<p>Statewide early childhood efforts to increase proficiency of literacy skills include implementation of the Iowa Quality Preschool Program Standards, the National Association for the Education of Young Children Program Standards and Accreditation Criteria, and the Head Start Program Performance Standards. The Department will continue to focus on helping assure that preschool programs are high quality by aligning assessment, curriculum, and instruction, including evidence-based strategies addressing early literacy in preschool. The Department will work with early childhood consultants in the AEAs to provide professional development and technical assistance to the providers participating in the Statewide Voluntary Preschool Program for Four Year Old's, Shared Visions Preschool Programs, and programs providing early childhood special education services.</p> <p>Early literacy strategies for K-3 are also provided in regional professional learning offered as part of statewide Differentiated Accountability activities for continuous improvement. Targeted efforts should focus on professional learning specific to research/evidence-based strategies in early literacy development in the preschool years.</p>

				Standards for educator preparation programs (281 IAC—77 and 79) and teacher license requirements (282 IAC—13) have been updated to require stronger preparation in early literacy and curricular alignment with Iowa Reading Research Center programming.
D. Provide auxiliary services including school transportation, nutrition, infrastructure and finance.	Lunch served through the summer food service program.	Projected 2023 925,000 *SFSP served as the child nutrition food program during the 2020-21 school year due to COVID-19 and nationwide waivers carried into July and August 2021. Due to these extraordinary circumstances, FY19 was used as the baseline for the FY23 goal.	Actual 2022 1,705,691 (July to May; June claims will be processed in late July.)	To increase participation in this program (baseline of 853,607 in FY19), the Department will continue to identify strategies through collaborative partnerships to further outreach and promote the program to families across the state. These strategies include continued outreach via libraries, food banks, at-risk afterschool programs, and transit agencies (to name just a few). The Department will also continue to encourage ongoing program participation of those SFAs and organizations with program eligibility, maximizing the experience new sponsors had with the expansion of program operations that occurred over the past two years.
1. Provide leadership for implementation of high quality secondary and postsecondary CTE programs. A. Administration of the CTE program approval process according to the guidelines established by the Department B. Monitor the submission and approval of RPP multi-year strategic plans	Percent of CTE programs approved (~20% each year over 5 years) Number of RPPs with approved four-year strategic plans.	100% 100%	80% 100%	<u>State Board/Department of Education Goals:</u> Students across Iowa, regardless of geography, will have access to robust career and technical education, work-based learning, and community college credit opportunities through an integrated system.

<p>A. Administration of the state match to Iowa's federal Carl D. Perkins funds to ensure compliance with state regulations</p>	<p>State match to Iowa's federal Carl D. Perkins funds is distributed according to the formula prescribed by the funding source</p>	<p>100%</p>	<p>100%</p>	<p>The following outcomes are collected to help determine if school districts and the Department are meeting the requirements set forth in IAC 281—49.5(1)(a)(2). This information provides the Department with a better understand of how districts capture the work being done through work-based learning, FAFSA completion, application of the district CIS to ICAP and provides a clearer picture of the overall district plan as it applies to student engagement and individual ICAPs.</p>
<p>B. Monitor district compliance with the career guidance requirements laid out under IAC 281—49.5(1)(a)(2)</p>	<p>Review CSIP Assurances</p> <p>Districts provide yearly ICAP completion based on the 12 elements. (New baseline established for September 2020</p>	<p>100%</p>	<p>100%</p>	
	<p>Career Information Systems are reviewed, approved, and published on the website.</p>	<p>100%</p>	<p>100%</p>	
	<p>Number of districts adopting and using a Career Information System to support students' Individual Career and Academic Planning.</p>	<p>100%</p>	<p>96%</p>	

Core Function	Performance Measure (Outcome)	Performance Target FY23	Prior Year Actual FY22	Link to Strategic Plan (Goal(s))
<p>CF: Regulation and Compliance. Provide stewardship for the education system through accreditation, approval, fiscal oversight and federal program oversight.</p>				<p><u>State Board/Department of Education Goals:</u> Goal 1: All children will enter school ready to learn.</p> <p>Goal 2: All PK-12 students will achieve at a high level.</p> <p>Goal 3: Individuals will pursue post-secondary education in order to drive economic success.</p> <p><u>Governor's Education Goal:</u> Educating our children for the knowledge economy.</p>
<p>Desired Outcomes:</p>				
<p>To ensure lowans have access to a quality education system</p>	<p>Percent of school districts maintaining accreditation</p>	<p>100%</p>	<p>100%, with 1 district conditionally accredited</p>	
	<p>Percent of AEAs maintaining accreditation</p>	<p>100%</p>	<p>100%</p>	
	<p>Percent of community colleges maintaining accreditation</p>	<p>100%</p>	<p>100%</p>	<p>The three community colleges that were reviewed for accreditation in FY22 were approved by the State Board of Education.</p>
	<p>Percent of practitioner preparation programs maintaining approval</p>	<p>100%</p>	<p>100%</p>	
	<p>Percent of practitioners who are appropriately licensed</p>	<p>100%</p>	<p>100%</p>	
<p>To ensure compliance with federal program requirements</p>	<p>Loss of federal funds from USED or USDA due to noncompliance with program requirements</p>	<p>0%</p>	<p>0%</p>	

Services, Products, Activities	Performance Measures	Performance Target FY23	Prior Year Actual FY22	Strategies/Recommended Actions
5. Administration of State and Federal Programs to Ensure Compliance with Fiscal and Program Requirements. This includes accreditation of early childhood programs, school districts, nonpublic schools, AEAs and community colleges.	Percent of local districts, AEAs and community colleges receiving desk audits annually	100%	100%	
	Percent of federal programs approved for funding	100%	100%	
	Percent of accountability reports completed	100%	100%	
	Number of (major) audit exceptions	0	0	
Core Function	Performance Measure (Outcome)	Performance Target FY23	Prior Year Actual FY22	Link to Strategic Plan (Goal(s))
CF: Library Services Acquire, manage and provide access to information. Collections include books, journals, videos, state and federal documents, electronic informational databases and web-based information.				The mission of Iowa Library Services/the State Library is to provide leadership for Iowa libraries and expand access to information for Iowans. State Library of Iowa Strategic Plan FY23-27: Goal 1, Information Access: All Iowans have access to quality information resources and have the assistance needed to select and use the information to succeed personally, professionally, and academically.
Desired Outcome(s)				
All Iowans have access to high-quality electronic library resources to enhance learning and decision-making at all ages.	Percent of Iowans who have access through their public library to electronic	90%	90%	

	resources purchased by the State Library			
--	--	--	--	--

Services, Products, Activities	Performance Measures	Performance Targets	Prior Year Actual	Strategies/Recommended Actions
6. Purchase statewide access to electronic resources on behalf of Iowa libraries.	Number of uses of electronic purchased by the State Library	1 million searches	10 million searches	<p>State Library of Iowa Strategic Plan FY 23-27: Goal 1 (Information Access), Objective 2, Project 1: Provide a variety of e-resources that patrons can access through their home library.</p> <p>Activity 1 - Identify and acquire resources/online utilities. Activity 2 - Develop and provide e-resource training. Activity 3 - Conduct an e-resources analysis and evaluation. Activity 4 – Develop a process for requesting, considering, and acquiring new online resources.</p>
Core Function	Performance Measure (Outcome)	Performance Target FY23	Prior Year Actual FY22	Link to Strategic Plan (Goal(s))
<p>CF: Community Coordination and Development (Library Development) Develop the economic security and quality of life of Iowans by working with local public libraries. Activities may include facilitation and coordination; administration of grants to enhance services; program oversight; and technical assistance and support.</p>				<p>State library of Iowa Five-Year Plan FY23-27:</p> <p>Goal 2 (Institutional Capacity) All Iowans are served by excellent local libraries that are technologically advanced and that employ knowledgeable and community-focused staff who incorporate the best professional practices to deliver high quality library services.</p> <p>Goal 3 (Lifelong Learning) All Iowans learn to be productive 21st century citizens.</p>

Desired Outcome(s)				
All Iowans have access to high quality library services so they can participate knowledgeable and productively in a democratic society and lead an enriched life through lifelong learning.	Percent of Iowa public libraries meeting four key standards: <ul style="list-style-type: none"> ● Certified, trained library director ● Internet computers for the public ● Open at least 20 hours per week ● Provide annual summer reading program for children to sustain skills 	90% 85% 85% 90%	86% 92% 87% 92%	
Services, Products, Activities	Performance Measures	Performance Targets	Prior Year Actual	Strategies/Recommended Actions
7. Statewide library resource sharing.	Percent of Iowa public and academic libraries participating in statewide resource sharing programs (Open Access, Access Plus, SILO Locator, SILO interlibrary loan)	90%	90%	Provide State of Iowa Libraries Online (SILO) Locator and interlibrary loan program; administer programs to partially reimburse libraries for sharing resources.
8. Administration of Statewide Programs.	Percent of accredited public libraries Percent of certified public library directors Percent of public libraries participating in Direct State Aid Program Percent of libraries submitting annual survey data	60% 90% 85% 95%	69% 86% 89% 95%	Provide leadership for Iowa library community; develop and implement plans to improve Iowa library services; administer public library accreditation program based on "In Service to Iowa: Public Library Measures of Quality"; administer certification program for public library directors; administer Direct State Aid program; administer statistics programs; administer federal LSTA funds.