

Consolidated Annual Report, Program Year 2024 - 2025

Iowa

2a: Narrative Performance: Implementation of State Leadership Activities

A. Describe your process and priorities in making funds available to serve individuals in State institutions, such as State correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities. (Section 112(a)(2)(A) of Perkins V)

Perkins funding was utilized to support curriculum and software to develop the technical skills of incarcerated individuals looking to upskill and help improve the labor market pipeline (which is in critical need status) of qualified workers in Iowa's transportation industry. Career and Technical Education (CTE) programs in correctional institutions provide simulated training to prepare incarcerated adults for gainful employment upon release. Through a competitive application process, each community college submitted a funding proposal addressing a high-skill and high-need industry for the State.

At the secondary level, the State Training school utilized Perkins funds to provide equal opportunities for success in CTE programs for students. Equipment purchases for the several CTE programs offered students career exploration in information technology, construction, graphic design, and auto body repair. Students in CTE programs earn elective credit towards their high school diploma and are awarded a certificate at discharge for completed CTE program competencies.

B. Describe your major accomplishments as a result of using State leadership funds for required activities in the following four key areas to improve career and technical education (CTE)—

- i. Preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations.**
- ii. Support for individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities.**
- iii. Recruiting, preparing, or retraining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs.**
- iv. Providing technical assistance for eligible recipients.**

(Sections 112(a)(2)(B) and 124(a)(1) of Perkins V)

i. Preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations.

The Department continues to address the shortage of the child care workforce in the State, by providing opportunities for nontraditional students. Renewed grant funding was made available to provide support to high school students interested in early childhood education. Partnerships were developed between 18 childcare centers where students completed nearly 600 hours practicum hours in their efforts to obtain CDA certification. Through continued partnership with the Iowa Department of Health and Human Services (HHS) and licensed child care providers, a 3-semester course was provided to meet the professional development regulatory requirements for students enrolled in family and consumer science (FCS) and early childhood education CTE programs. Special emphasis was directed toward the recruitment of a special population and underrepresented male students in FCS programs, single parents, and students from low socioeconomic backgrounds. By creating a formalized high school option to engage students in child development and early childhood education coursework, Iowa will continue to expand the early childhood workforce through a competency and experience building framework through career and technical education programs.

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

To increase completion rates for students participating in statewide apprenticeship programs, the Department collaborates with vocational rehabilitation services to provide education and testing support. Area Education Agencies also provide technical assistance in providing individualized education plan documentation to validate program completion. Perkins performance data allows CTE educators to explore multiple program offerings where SWD are underrepresented. The data analysis tool is also utilized to complete Perkins applications and the required comprehensive local needs assessment. <https://www.iowastudentoutcomes.com/perkins> - Public-facing online Iowa Perkins V & CTE Summary Tableau Dashboards/Visualizations.

iii. Recruiting, preparing, or retraining career and education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs.

Work-Based Learning

date resources and provide technical assistance/support to schools and districts across the state to keep pace with changing state and federal trends, regulations, employer preferences, funding sources and other aspects. Department staff also presented at various regional, state and national conferences, trade shows or other events to engage directly with the field and provide as much value to various stakeholders and partners as possible. Department staff have continued to partner with Iowa Workforce Development (IWD) staff on their focus and support of Registered Apprenticeships (RA) and Quality Pre-Apprenticeships (QPA).

Department staff also partnered with other public agencies and the growing number of Career and Technical Student Organization (CTSO) chapters across the state, in addition to various private sector partners, community-based organizations and business or trade associations, among others to ensure the highest levels of quality, efficiency and effectiveness for work-based learning programs, initiatives and efforts.

Iowa ACTE Conference

The Department supported the annual Iowa Association for Career and Technical Education (IACTE) statewide conference. The conference provided an opportunity for Department staff to disseminate information and provide technical assistance to CTE stakeholders on statewide priorities and implementation support. Presentations addressed topics including work-based learning opportunities, industry-recognized credentials, and Career and Technical Student Organizations (CTSOs). In addition, a member of the Department's CTE team serves as the Department liaison to the IACTE Executive Board and Board of Directors to support ongoing coordination and communication.

Career and Technical Student Organizations (CTSOs)

In AY25, the Department expanded professional learning opportunities in partnership with Area Education Agencies (AEAs), Regional Planning Partnerships (RPPs), and community colleges through both in-person and virtual delivery of trainings focused on strengthening local CTSO implementation. Trainings focused on chapter growth strategies, officer team development, development of chapter programs of work, and preparation for state conference participation. To support this effort, the Iowa Department of Education partnered with the executive directors of each of the state's CTSOs to develop and deliver advisor supports aligned to statewide needs. Resources supporting successful CTSO implementation were reviewed and updated as needed.

Self Study Sessions with CTE teachers and RPPs

In AY25, the Department facilitated CTE program approval and self-study kickoff events in each Regional Planning Partnership (RPP) region, in collaboration with RPP coordinators. These events provided professional learning for educators on effective use of the STICS reporting application and best practices for completing the self-study process. Sessions also emphasized educator quality by supporting continuous improvement through future goal development for approved programs and by fostering regional collaboration among educators to share instructional strategies and promising practices that strengthen CTE program delivery and improve student outcomes.

ICAP/DCAP Workshops

This year, a series of statewide training sessions, organized in partnership with the Regional Planning Partnerships (RPPs), were designed to support the ongoing development and refinement of the District Career and Academic Plan (DCAP). These sessions provided educators and school leaders with the opportunity to review key updates to ICAP/DCAP legislation and implementation guidance, including requirements for career exploration in grades 5–7, as mandated by Iowa House File 316. Participants explored a variety of resources and tools to strengthen their DCAP efforts and gained a deeper understanding of its core components.

Collaborative time was built into the sessions for district teams to work together, share district samples, and develop specific goals and strategies for successful implementation of the Individual Career and Academic Plan (ICAP). Additionally, the updated Iowa School Counseling Framework provided further support, along with a FAFSA toolkit to help guide students and families through the financial aid process. The sessions also emphasized using data to inform action steps for the FY26 (2025–26) DCAP, fostering teamwork and allowing districts to refine their plans and strategies for effective ICAP implementation and alignment across initiatives.

iv. Providing technical assistance for eligible recipients.

Regional Planning Partnerships (RPPs)

The fifteen Regional Career and Technical Education Planning Partnerships (RPPs), which are aligned with Iowa's community college regions, were established to assist school districts in providing an effective, efficient, and economical means of delivering high-quality career and technical education programs. The RPPs play an active and prominent role in the planning and delivery of Iowa quality CTE programming within their respective regions.

Throughout the year, staff within the CTE and Postsecondary Readiness Bureau provide technical assistance to the RPPs, including:

Data Reporting and Perkins Applications

A statewide webinar was delivered to all secondary public school districts & charters (LEAs) on December 18, 2024, covering the state's Student Reporting in Iowa (SRI) and Secondary CTE Reporting Application (SCTERA) systems. Annual attendees for the live webinar is typically 200+, the largest annual bureau hosted webinar event. Resources and materials were also created to provide additional guidance and assistance and posted to the online web.

A statewide webinar was delivered to all eligible secondary and postsecondary Perkins grant recipients covering the FY25 Secondary and Postsecondary Perkins applications, which included an overview of Iowa's Iowa Grants management system, IowaGrants.gov. The webinar was delayed to May 21, 2025 because of administrative delays at the federal level. Resources and materials were also created to provide additional guidance and assistance and posted to the online web.

A state webinar was delivered to secondary public school districts and community colleges, covering the state's Perkins Desk Audit monitoring process. The webinar was held December 11, 2024. Resources and materials were also created/updated to provide additional guidance and assistance and posted to the online web.

Perkins Claims Webinars

Perkins claims webinars were held every second Wednesday from September 2024 through June 2025.

The webinars provided technical assistance and professional development on the Federal compliance process to career and technical education coordinators, instructors, consortia contacts, counselors, CTSO advisors, school principals, and business office staff in the middle and secondary schools and the 15 community colleges. Pieces of training focused on the use of Perkins funds, financial reimbursement, and requirements of Federal and state funding in the context of:

Strengthening Career and Technical Education for the 21st Century Act (Perkins V statute)

Resources, slide decks, instructions, templates, memos, and recordings were posted online.

Claim webinar training included:

Additional webinar training included specific parameters for how funds could be used to promote high-impact activities, including:

C. Describe your process and priorities in making funds available for the recruitment of special populations to enroll in career and technical education programs. Indicate the major accomplishments as a result of using these funds. (Section 112(a)(2)(A) of Perkins V)

Department staff participated in national training regarding updates on current CTE regulations and implementation of new CTE legislation. Guidance on legislative updates is disseminated statewide to ensure compliance with DEI requirements. Technical assistance is provided to address access and performance gaps for underrepresented students, CTE teacher shortages, data quality and program improvement.

D. Report on the effectiveness of the use of State leadership funds in—

- i. Achieving the goals described in section 122(d)(2) of Perkins V and the State-determined levels of performance described in section 113(b)(2)(3)(A) of Perkins V.**
 - ii. Reducing disparities or performance gaps as described in section 113(b)(2)(3)(C)(ii)(II) of Perkins V.**
- (Section 124(a)(2) of Perkins V)**

i. Achieving the goals described in section 122(d)(2) of Perkins V and the State-determined levels of performance described in section 113(b)(2)(3)(A) of Perkins V - (Section 124(a)(2) of Perkins V)

The Career and Technical Education team submitted a new four-year Perkins State Plan for 2025-2029 in 2025. This plan lays out the strategies and actions for implementing high-quality career and technical education in Iowa..

The state plan's priorities are as follows:

Each of the priorities is aligned with Iowa Department of Education goals. The state plan details the strategies needed to implement the work plan. CTE team members serve as the lead for the various strategies.

ii. Reducing disparities or performance gaps as described in section 113(b)(3)(C)(ii)(II) of Perkins V - (Section 124(a)(2) of Perkins V)

Advance CTE launched the Advancing Postsecondary CTE Data Quality Initiative (PDI) to help states build and enhance postsecondary CTE data structures. These efforts have improved access to the data needed to make informed decisions regarding learner access to and success within high-quality CTE programs of study. Iowa submitted an RFP in August of 2023 and was chosen to be a participant of the initiative's second phase, strengthening the culture of CTE data use in postsecondary education (PDI 2.0). The second phase (PDI 2.0), launched in 2023, provided support to four states: Delaware, Iowa, New Mexico, and South Carolina. It was a two-year grant and project ended April 2025.

As happened in many states, Iowa's educational data systems for credit-bearing secondary, credit-bearing postsecondary, and noncredit CTE courses evolved independently, shaped by the discrete needs of various institutions and agencies. Despite having an established statewide longitudinal data system, the state faced persistent challenges in developing a unified, learner-centered view supporting robust analysis of CTE progression and outcomes across educational levels and delivery formats. In response, Iowa's Department of Education undertook a comprehensive effort through PDI 2.0 to integrate disparate data systems, create internal and external data compilation and visualization platforms, and strengthen the infrastructure supporting data-informed CTE policy and practice at the state and local levels.

Iowa's successful integration of credit and noncredit course data marks an important step toward more comprehensive and connected CTE data systems. Through coordinated efforts to standardize data elements, establish automated data exchanges, and create a unified user interface, Iowa has successfully linked secondary credit, postsecondary credit, and noncredit CTE courses within a single database. This integration reduces obstacles faced by prospective and current learners; enhances the ability to monitor learner progression across diverse educational opportunities; and supports more informed decisionmaking by educators, policymakers, and workforce partners.

To see the Tableau dashboard, one of the outcomes of this project: <https://educate.iowa.gov/community-college-high-school-programs-dashboard>

To read the AdvanceCTE brief: <https://careertech.org/wp-content/uploads/2025/09/Iowa-PDI-2.0.pdf>

In the May of 2025, the state's public-facing Perkins Tableau dashboard was updated again with all 2023-2024 secondary and postsecondary Perkins V CAR performance outcomes data, participant data, and concentrator data within the 100% public-facing online 24/7 available www.iowastudentoutcomes.com website. Tableau is the data visualization tool that powers these dashboards; several of these dashboards also display the disaggregated performance results required under sec. 113 accountability. This student outcomes website allows Iowa partners and stakeholders ease of access and use to view Iowa's student outcomes in one consolidated place, providing information related to student success, from PK-12 education and college readiness to postsecondary education, gainful employment, career & technical education, adult literacy programs, and more.

Iowa's sophisticated and streamlined public-facing Perkins Tableau dashboard contains indicators of performance results for Iowa as well as each of the (15) community colleges, secondary district/consortia performance, including disaggregation by gender, race/ethnicity, and special population groups. In addition, for both community colleges and secondary districts/consortia, enrollment information is expressed in percentages by gender, race/ethnicity, and special population groups. For both of these primary aspects, the dashboard allows any user the ability and power to filter by district/community college, federal cluster, nontrad designation, CTE program, Regional Planning Partnership (RPP), Area Education Agency (AEA), etc., the development and design of this dashboard were built in the spirit of being accessible by all audiences.

The Iowa Department of Education and its partners for the new website understand that data plays a critical role in decision-making to improve educational programs, direct financial aid into the best channels, align education programs with industry demands and cater better to student needs. The growing demand for an educated workforce dictates the need to monitor student outcomes closely throughout student enrollment, progress through different levels of education, successful completion of education, and gainful employment. Successful student outcomes require robust programs of study, a variety of financial aid, and a customized approach to student needs.

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2b: Narrative Performance: Fiscal Responsibility

- A. For each entity that received a formula allocation under section 131 (secondary education programs), please provide the name of the entity, the National Center for Education Statistics (NCES) identification number, and the amount allocated. Public School NCES ID numbers can be found at:

<https://nces.ed.gov/ccd/schoolsearch/>.

See attached file for response.

- B. For each entity that received a formula allocation under section 132 (postsecondary education programs), please provide the name of the entity, the NCES identification number if the entity is a public school district or the Integrated Postsecondary Education Data System (IPEDS) identification number if the entity is an institution of higher education, and the amount allocated. School District NCES ID numbers can be found at:

<https://nces.ed.gov/ccd/districtsearch/>. Public and Private Colleges and University IPEDS numbers can be found at: <https://nces.ed.gov/collegenavigator/>.

See attached file for response.

- C. Describe your process and priorities in using the reserve for local recipients, if applicable. Indicate the major accomplishments of your local recipients as a result of using these funds. (Section 112(a)(1) and (3) of Perkins V)

For Iowa's 2025–2029 state plan, the Iowa Department of Education is allocating a 7.00% reserve fund to support state priorities, ensuring funds are distributed in compliance with Perkins V Section 112(c). This allocation is an increase from the 3.00% reserve fund incorporated into Iowa's previous state plan.

Reserve funds will be directed toward targeted initiatives, including:

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Iowa

2c: Disparities or Gaps in Performance

Review your State's performance data in section IV.B.3 of this report. Identify and quantify any disparities or gaps in performance on the State determined levels of performance between any disaggregated category of students and all CTE concentrators served by the eligible agency under the Act.

☒ I have reviewed the quantifiable descriptions of disparities or gaps in performance on the State determined levels of performance between any disaggregated category of students and all CTE concentrators, as shown in section B.3 of this report.

Additional Information

(ALP) = Actual Level of Performance

(SDLP) = State Determined Level of Performance

Target met if ALP $\geq$ 90% of SDLP

SECONDARY

Indicator & Line #

Population Group

Actual Level of Performance (ALP) (%)

+/- State Determined Level of Performance (SDLP) (%)

1S1 - 4

American Indian or Alaskan Native

83.78% (ALP)

94.00% (SDLP) (-10.22%)

1S1 - 8

Native Hawaiian or Other Pacific Islander

80.56% (ALP)

94.00% (SDLP) (-13.44%)

1S1 - 17

Homeless Individuals

83.33% (ALP)

94.00% (SDLP) (-10.67%)

1S1 - 18

Youth in Foster Care

82.89% (ALP)

94.00% (SDLP) (-11.11%)

1S1 - 20

Migrant Students

80.77% (ALP)

94.00% (SDLP) (-13.23%)

2S1 - 4

American Indian or Alaskan Native

51.43% (ALP)

69.38% (SDLP) (-17.95%)

2S1 - 6

Black or African American

44.30% (ALP)

69.38% (SDLP) (-25.08%)

2S1 - 7

Hispanic or Latino

54.15% (ALP)

69.38% (SDLP) (-15.23%)

2S1 - 8

Native Hawaiian or Other Pacific Islander

33.33% (ALP)

69.38% (SDLP) (-36.05%)

2S1 - 10

Two or More Races

59.95% (ALP)

69.38% (SDLP) (-9.43%)

2S1 - 11

Individuals with Disabilities

21.06% (ALP)

69.38%(SDLP) (-48.32%)

2S1 - 12

Individuals from Economically Disadvantaged Families

57.03% (ALP)

69.38% (SDLP) (-12.35%)

2S1 - 16

English Learners

14.09% (ALP)

69.38% (SDLP) (-55.29%)

2S1 - 17

Homeless Individuals

52.11% (ALP)

69.38% (SDLP) (-17.27%)

2S1 - 18

Youth in Foster Care

39.13% (ALP)

69.38% (SDLP) (-30.25%)

2S1 - 20

Migrant Students

12.50% (ALP)

69.38% (SDLP) (-56.88%)

2S1 - 22

Architecture & Construction

59.40% (ALP)

69.38% (SDLP) (-9.98%)

2S1 - 33

Manufacturing

55.73% (ALP)

69.38% (SDLP) (-13.65%)

2S1 - 36

Transportation, Distribution & Logistics

48.72% (ALP)

69.38% (SDLP) (-20.66%)

2S2 - 4

American Indian or Alaskan Native

48.57% (ALP)

66.19% (SDLP) (-17.62%)

2S2 - 6

Black or African American

38.10% (ALP)

66.19% (SDLP) (-28.09%)

2S2 - 7

Hispanic or Latino

52.59% (ALP)

66.19% (SDLP) (-13.60%)

2S2 - 8

Native Hawaiian or Other Pacific Islander

27.27% (ALP)

66.19% (SDLP) (-38.92%)

2S2 - 10

Two or More Races

57.33% (ALP)

66.19% (SDLP) (-8.66%)

2S2 - 11

Individuals with Disabilities

20.89% (ALP)

66.19% (SDLP) (-45.30%)

2S2 - 12

Individuals from Economically Disadvantaged Families

58.38% (ALP)

66.19% (SDLP) (-12.81%)

2S2 - 14

Single Parents

54.17% (ALP)

66.19% (SDLP) (-12.02%)

2S2 - 16

English Learners

20.05% (ALP)

66.19% (SDLP) (-46.14%)

2S2 - 17

Homeless Individuals

51.39% (ALP)

66.19% (SDLP) (-14.80%)

2S2 - 18

Youth in Foster Care

39.13% (ALP)

66.19% (SDLP) (-27.06%)

2S2 - 20

Migrant Students

12.50% (ALP)

66.19% (SDLP) (-53.69%)

2S2 - 23

Arts, A/V Technology & Communications

56.52% (ALP)

66.19% (SDLP) (-9.67%)

2S2 - 25

Education & Training

55.56% (ALP)

66.19% (SDLP) (-10.63%)

2S2 - 30

Human Services

59.36% (ALP)

66.19% (SDLP) (-6.83%)

2S2 - 32

Law, Public Safety, Corrections & Security

52.00% (ALP)

66.19% (SDLP) (-14.19%)

2S2 - 36

Transportation, Distribution & Logistics

57.30% (ALP)

66.19% (SDLP) (-8.89%)

2S3 - 4

American Indian or Alaskan Native

48.65% (ALP)

65.86% (SDLP) (-17.21%)

2S3 - 6

Black or African American

30.19% (ALP)

65.86% (SDLP) (-35.67%)

2S3 - 7

Hispanic or Latino

46.12% (ALP)

65.86% (SDLP) (-19.74%)

2S3 - 8

Native Hawaiian or Other Pacific Islander

29.41% (ALP)

65.86% (SDLP) (-36.45%)

2S3 - 10

Two or More Races

48.16% (ALP)

65.86% (SDLP) (-17.70%)

2S3 - 11

Individuals with Disabilities

20.93% (ALP)

65.86% (SDLP) (-44.93%)

2S3 - 12

Individuals from Economically Disadvantaged Families

48.43% (ALP)

65.86% (SDLP) (-17.43%)

2S3 - 14

Single Parents

42.31% (ALP)

65.86% (SDLP) (-23.55%)

2S3 - 16

English Learners

14.75% (ALP)

65.86% (SDLP) (-51.11%)

2S3 - 17

Homeless Individuals

28.26% (ALP)

65.86% (SDLP) (-37.60%)

2S3 - 18

Youth in Foster Care

41.67% (ALP)

65.86% (SDLP) (-24.19%)

2S3 - 20

Migrant Students

25.00% (ALP)

65.86% (SDLP) (-40.86%)

2S3 - 22

Architecture & Construction

56.92% (ALP)

65.86% (SDLP) (-8.94%)

2S3 - 23

Arts, A/V Technology & Communications

56.72% (ALP)

65.86% (SDLP) (-9.14%)

2S3 - 25

Education & Training

51.59% (ALP)

65.86% (SDLP) (-14.27%)

2S3 - 29

Hospitality & Tourism

52.31% (ALP)

65.86% (SDLP) (-13.55%)

2S3 - 30

Human Services

55.17% (ALP)

65.86% (SDLP) (-10.69%)

2S3 - 32

Law, Public Safety, Corrections & Security

46.43% (ALP)

65.86% (SDLP) (-19.43%)

2S3 - 33

Manufacturing

56.75% (ALP)

65.86% (SDLP) (-9.11%)

2S3 - 34

Marketing

59.15% (ALP)

65.86% (SDLP) (-6.71%)

2S3 - 36

Transportation, Distribution & Logistics

52.03% (ALP)

65.86% (SDLP) (-13.83%)

4S1 - 2

Male

1.48% (ALP)

27.19% (SDLP) (-25.71%)

4S1 - 9

White

23.16% (ALP)

27.19% (SDLP) (-4.03%)

4S1 - 11

Individuals with Disabilities

16.47% (ALP)

27.19% (SDLP) (-10.72%)

4S1 - 14

Single Parents

23.91% (ALP)

27.19% (SDLP) (-3.28%)

4S1 - 22

Architecture & Construction

6.33% (ALP)

27.19% (SDLP) (-20.86%)

4S1 - 25

Education & Training

8.78% (ALP)

27.19% (SDLP) (-18.41%)

4S1 - 28

Health Science

15.79% (ALP)

27.19% (SDLP) (-11.40%)

4S1 - 30

Human Services

15.38% (ALP)

27.19% (SDLP) (-11.81%)

4S1 - 31

Information Technology

19.23% (ALP)

27.19% (SDLP) (-7.96%)

4S1 - 33

Manufacturing

6.31% (ALP)

27.19% (SDLP) (-20.88%)

4S1 - 35

Science, Technology, Engineering & Mathematics

14.79% (ALP)

27.19% (SDLP) (-12.40%)

4S1 - 36

Transportation, Distribution & Logistics

6.55% (ALP)

27.19% (SDLP) (-20.64%)

3S1 - 4 American Indian or Alaskan Native

71.11% (ALP)

90.03% (SDLP) (- 18.92%)

3S1 - 8 Native Hawaiian or Other Pacific Islander

75.56% (ALP)

90.03% (SDLP) (- 14.47%)

3S1 - 16

English Learners

77.18% (ALP)

90.03% (SDLP) (- 12.85%)

3S1 - 17

Homeless Individuals

79.06% (ALP)

90.03% (SDLP) (- 10.97%)

3S1 - 18

Youth in Foster Care

76.24% (ALP) 90.03% (SDLP) (- 13.79%)

5S1

ALL MET OR EXCEEDED

5S3

ALL MET OR EXCEEDED

POSTSECONDARY

1P1 - 4

American Indian or Alaskan Native

66.67% (ALP)

78.49% (SDLP) (-11.82%)

1P1 - 30

Human Services

62.82% (ALP)

78.49% (SDLP) (-15.67%)

2P1 - 6

Black or African American

50.28% (ALP)

61.41% (SDLP) (-11.13%)

2P1 - 8

Native Hawaiian or Other Pacific Islander

44.44% (ALP)

61.41% (SDLP) (-16.97%)

2P1 - 15

Single Parents

51.18% (ALP)

61.41% (SDLP) (-10.23%)

2P1 - 19

Youth in Foster Care

53.95% (ALP)

61.41% (SDLP) (-7.46%)

2P1 - 25

Education & Training

52.78% (ALP)

61.41% (SDLP) (-8.63%)

2P1 - 32

Law, Public Safety, Corrections & Security

54.15% (ALP)

61.41% (SDLP) (-7.26%)

2P1 - 34

Marketing

48.65% (ALP)

61.41% (SDLP) (-12.76%)

3P1 - 2

Male

13.04% (ALP)

17.30% (SDLP) (-11.78%)

3P1 - 7

Hispanic or Latino

12.03% (ALP)

17.30% (SDLP) (-5.27%)

3P1 - 8

Native Hawaiian or Other Pacific Islander

12.50% (ALP)

17.30% (SDLP) (-4.80%)

3P1 - 17

English Learners

13.04% (ALP)

17.30% (SDLP) (-4.26%)

3P1 - 22

Architecture & Construction

6.30% (ALP)

17.30% (SDLP) (-11.00%)

3P1 - 25

Education & Training

0.00% (ALP)

17.30% (SDLP) (-17.30%)

3P1 - 26

Finance

15.38% (ALP)

17.30% (SDLP) (-1.92%)

3P1 - 28

Health Science

10.39% (ALP)

17.30% (SDLP) (-6.91%)

3P1 - 31

Information Technology

10.92% (ALP)

17.30% (SDLP) (-6.38%)

3P1 - 33

Manufacturing

4.76% (ALP)

17.30% (SDLP) (-12.54%)

3P1 - 36

Transportation, Distribution & Logistics

11.43% (ALP)

17.30% (SDLP) (-5.87%)

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2d: Implementation of State Program Improvement Plans

Review your State's performance data in section 4 of this report. If your State failed to meet at least 90 percent of a State-determined level of performance for any of the core indicators under section 113(b)(2)(2) of Perkins V for all CTE concentrators, provide a State program improvement plan. The plan should address, at a minimum, the following items:

- i. The core indicator(s) that your State failed to meet at the 90 percent threshold.
- ii. The disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students.
- iii. The action steps which will be implemented, beginning in the current program year, to improve the State's performance on the core indicator(s) and for the categories of students for which disparities or gaps in performance were identified.
- iv. The staff member(s) in the State who are responsible for each action step.
- v. The timeline for completing each action step. (Section 123(a)(1) of Perkins V)

NOTE: First complete the performance indicator tables in Section IV below. Then return to complete this question.
