

Implementing HF2545 Recommendations (SSB3049, HSB572)

Providing greater access to concurrent enrollment, improved career and academic advising, and improved transfer of Career and Technical Education (CTE) credits

The Iowa Department of Education's HF 2545 Task Force Recommendations bill seeks to implement the Task Force's final recommendations, provided to the General Assembly on July 1, 2025. The Department again thanks Education Chair Evans, Education Ranking Member Quirnbach, Education Chair Wheeler, and Representative Matson for serving on the Task Force making final recommendations.

1. Intentional career and academic planning

The Issue

- Code does not currently require a discussion with students during their ICAP process related to opportunities for earning college credit and Industry Recognized Credentials (IRCs) connected to a student's career interests.

The Solution

- This legislation helps ensure students are engaged in intentional discussions through the individual career and academic planning (ICAP) process around available college credit and IRCs aligned to a student's career goals.

Why It Matters

- Intentional academic and career advising during a student's ICAP process is essential for ensuring students have an opportunity to thoughtfully plan their career and academic goals and to access relevant, career-oriented coursework while in high school.

2. Expanded summer concurrent enrollment opportunities

The Issue

- The Summer College Credit Program supporting concurrent enrollment during the summer months is currently limited to career and technical education (CTE) pathway courses only.

The Solution

- This legislation allows summer concurrent enrollment courses to be funded through concurrent enrollment supplementary weighted funding, expanding course options beyond CTE to include all courses that are part of a transfer and/or career pathway.

Why It Matters

- Summer is an ideal time for many students to make progress on a postsecondary pathway and advance their career goals, and Iowa seeks to maintain its national leadership in high schoolers attaining college credit.

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3. Improved transferability of Career and Technical Education (CTE) credit

The Issue

- The current Liaison Advisory Committee on Transfer Students (LACTS) statewide articulation agreements for Associate of Arts, Associate of Science and Career and Technical Credit restrict the transfer of CTE credits from a community college to a regent university to 16 credits.

The Solution

- This legislation promotes the transfer of CTE credits through the LACTS agreement to include program-specific arrangements that favor the transfer of CTE credit to the maximum extent possible.
- This legislation prohibits a "one-size-fits-all" limit on the number of CTE credits that may be transferred. Instead of a uniform restriction, it promotes individualized arrangements that would allow more CTE credits to transfer depending on the student's major.

Why It Matters

- Improving transferability of credits reduces a student's time-to-degree and postsecondary education costs, allowing students to enter the workforce more quickly with less accrued debt.

4. Career academies technical clarification

The Issue

- Courses are measured in Chapter 12 "offer and teach" requirements as units, but current career academies code language utilizes "years" instead of "units."

The Solution

- This legislation adjusts the definition of career academy from "two years of secondary education" to a "minimum of two units of secondary education" to provide greater clarity to the field on career academy program requirements and to align with Chapter 12 definitions.
- This legislation also clarifies that, of the two units, at least one unit must consist of concurrent enrollment coursework.

Why It Matters

- This clarity helps ensure students are having a consistent, high-quality career academy experience, and helps advance students more quickly along a postsecondary pathway.

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