



## Summary

### CTE Redesign/House File 2392

[House File 2392](#), signed into law May 26, will raise the quality of secondary career and technical education programs statewide, better prepare students for success beyond high school, help Iowa meet the needs of employers, and set a new vision for students in Iowa to graduate ready for college or career training and jobs.

The legislation builds upon the [recommendations](#) released this past fall by the Secondary Career and Technical Education (CTE) Task Force, and marks the first major revision to secondary CTE policy in Iowa since 1989.

The CTE redesign will:

- Improve access to high-quality CTE through a statewide system of regional planning partnerships to assist school districts in providing an effective, efficient, and economical means of delivering programs.
- Encourage alignment of secondary CTE offerings to in-demand occupations to meet the needs of employers.
- Reform career and academic planning and CTE programming to encourage students to explore opportunities aligned to their interests through holistic career guidance, exploratory CTE coursework, and work-based learning opportunities.

The secondary CTE redesign initiative, which focuses on middle and high school students, is in line with the Future Ready Iowa initiative launched by Gov. Branstad and Lt. Gov. Reynolds this last fall. The initiative focuses on ways to continue building Iowa's talent pipeline and close the skills gap so that more Iowans have quality career opportunities and employers have the skilled workforce they need. This legislation will help achieve the Future Ready Iowa goal that 70 percent of Iowans in the workforce have education and training beyond high school by 2025.



## What is in the CTE Redesign Legislation?

The bill contains two divisions; division I focuses on career and academic plans and division II on career and technical education and work-based learning programs. Division I proposes changes to Iowa Code chapter 279, section 61 which aims to help students identify college and career goals and the coursework and activities which will assist students in achieving those goals.

The legislation authorizes the State Board of Education to adopt standards for division 1 through administrative rule, which were approved at the June 11, 2016 board meeting. These rules include standards for vendor-provided career information and decision-making. Additionally, the department has developed an application process for vendors of career information and decision-making systems to seek approval for inclusion on a list of approved vendors from which school districts may choose. Also, the rules address school district plan requirements for the implementation of the career and academic planning process outlined in statute.

Division II revises several sections of Iowa Code, primarily chapter 258 – Vocational Education, but also chapter 256, 260C, and 261E. The six CTE services areas are maintained, but revised to align with the national Career Clusters<sup>®</sup> framework. The service areas will include agriculture, food, and natural resources; arts, communications, and information systems; applied sciences, technology, engineering, and manufacturing, including transportation, distribution, logistics, architecture, and construction; health sciences; human services; and business, finance, marketing, and management.

Much of chapter 258 is modified to align with Secondary CTE Task Force recommendations. This includes repurposing of a long-dormant concept of regional partnerships, which going forward will be referred to as Regional Career and Technical Education Planning Partnerships. These partnerships will consist of districts, community colleges, business and industry, and other community stakeholders and will assist in providing for the effective, efficient, and economical delivery of high-quality secondary CTE programming. State vocational education reimbursement funds will be reassigned to regional planning partnerships, to be expended on costs associated with operating the partnerships and other allowable uses.



## Organizing CTE Redesign Legislation

Rules are necessary because they organize the many moving parts within a particular legislation to give some structure to how implementation will occur at the local level. To better frame up the CTE redesign legislation, the Bureau of Career and Technical Education, Division of Community Colleges, Iowa Department of Education (DE) staff have reviewed the legislation and identified focus and sub-focus areas. The following table lists these focus and sub-focus areas.

Regional Partnerships Formation	Career Academy Components	Program Approval Requirements
<ul style="list-style-type: none"> <li>● Composition</li> <li>● Functioning</li> <li>● Funding Sources</li> <li>● Use of Funds</li> <li>● Advisory Committee Connections</li> <li>● Regional Center Development</li> </ul>	<ul style="list-style-type: none"> <li>● Service Area Explanation</li> <li>● Middle School Curriculum</li> <li>● Require Two-Secondary CTE</li> <li>● 21<sup>st</sup> Century Skills</li> </ul>	<ul style="list-style-type: none"> <li>● Process</li> <li>● Monitoring</li> <li>● Reporting</li> </ul>

While not exhaustive, the focus and sub-focus areas are expected to be the basis for receiving input and feedback at the July 2016 listening sessions.

## Establishing the Rules and Timelines

The department has up to 180 days from the date the legislation was signed into law to draft rules for the career and technical education and work-based learning programs outlined in division II. Authority is granted to the State Board of Education and director of the Department of Education to establish standards for CTE service areas, regional CTE Planning Partnerships, career academies and regional centers, and authorizes the director to facilitate the process established by state board for establishing regional planning partnerships.

Ten regional listening sessions are scheduled throughout the last two weeks of July 2016 to seek input from educators, administrators, and other stakeholders in the development of the proposed rules. Input and feedback, especially related to the focus and sub-focus areas outlined above, will aid in the framing and formation of the rules.



To help in this process, key informants from different stakeholder groups will be added to assist department workgroups draft the rules. The first set of draft rules will be completed in late August 2016 and be made available throughout September 2016. Based on the public comments received, a second set of draft rules will be completed and presented to senior department staff. The rules for division II are anticipated to be final at the end of October 2016. They will be presented to the State Board of Education in November 2016.