

Career & Technical Education Redesign



Purpose

House File 2392 represents the first comprehensive update to career and technical education (CTE) in Iowa since the 1980s, setting the stage to raise the quality of CTE programs, better prepare students for success beyond high school, and help Iowa meet the needs of employers.

What is CTE?

Formerly known as vocational education, CTE provides students with the technical, academic and employability skills to succeed in high-demand careers. Iowa school districts provide courses in at least four of six CTE service areas: agriculture, food and natural resources; information solutions; applied sciences, technology, engineering and manufacturing; health sciences; human services; and business, finance, marketing and management.

The new law ensures high-quality CTE by aligning programs with in-demand jobs and requiring state-developed program approval; blending core academic subjects with hands-on technical content; providing students meaningful career exploration and real-life work experiences; and supporting school district leadership of CTE programming through regional planning partnerships.



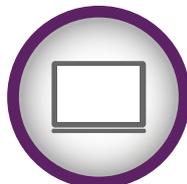
The Six CTE Service Areas



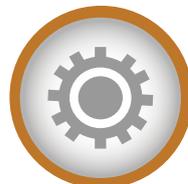
**Business,
Management &
Administration**



**Agriculture,
Food & Natural
Resources**



**Information
Solutions**



**Applied Sciences,
Technology,
Engineering &
Manufacturing**



**Health
Sciences**



Human Services

The goal of Iowa's CTE redesign is to prepare all students for success in college and careers with a higher degree of focus on aligning education and career goals to meet workforce needs.

CTE Redesign Benefits Students, Businesses & Economy

In particular, the legislation ensures CTE works for students, businesses, and the economy by:

- ◆ Aligning the needs of students, employers, and the state's economy;
- ◆ Ingraining career guidance into students' educational experiences to help them make informed decisions about future postsecondary and career plans;
- ◆ Introducing exploratory coursework earlier to better prepare students for higher-level academic and technical training;
- ◆ Expanding student access to coordinated work-based learning opportunities; and
- ◆ Developing regional partnerships to expand student access to high quality CTE programs.

Student Career and Academic Planning

The new law redesigns the career and academic planning process so that students can make informed decisions about postsecondary education and careers based on meaningful activities and experiences. All students enrolled in eighth grade will develop individualized career and academic plans that are reviewed and revised each year until high school graduation. The plans position students to complete coursework that is both required and supportive of their postsecondary and career options. School districts must choose a state-approved career information and decision-making system to develop, revise, and track the progress of individual student plans.



Grades 8 - 12
Comprehensive college and career readiness experiences
Course plans align with career and postsecondary goals

Regional Planning Partnerships

Regional planning partnerships, a central part of this new law, will support school districts in developing the best approaches for delivering high-quality CTE and concurrent enrollment, which allows high school students to enroll in college coursework. Through these partnerships, Iowa school districts can take advantage of the size, scope, and quality that robust regional planning will create for all CTE programs.

School district leaders and educators make up the majority membership of the partnerships, with critical input from key stakeholders, including their region's community college president, area education agency chief administrator, and representatives of economic and workforce development organizations and business and industry. These partnerships are structured to ensure that school district representatives oversee the bulk of planning and implementation.



Regional Planning Partnerships
Ensure students from all school districts have equitable access to high-quality CTE programs and concurrent enrollment opportunities.

Regional planning partnerships must develop comprehensive plans that address how secondary CTE programs will meet the state-developed program approval process; discuss ways to share CTE programs across school districts, including the potential development of centers across regions so that all students, regardless of geography or socioeconomic status, have access to high-quality CTE and concurrent enrollment opportunities; and use State Vocational Education Fund dollars in a way that is efficient, effective and connects to the goals and strategies outlined in the partnerships' plans.