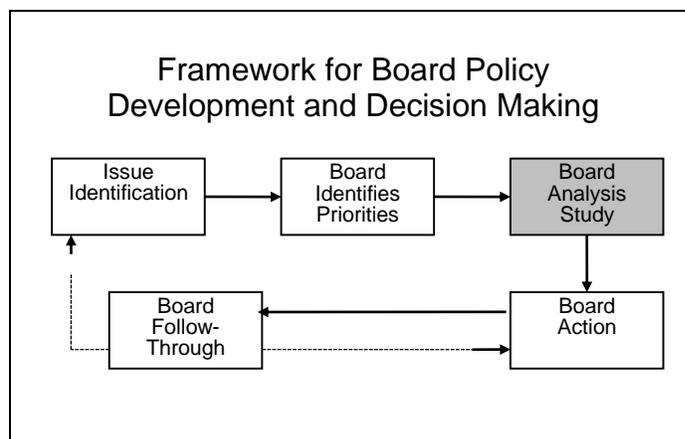


Iowa State Board of Education

Executive Summary

August 7, 2014



Agenda Item: Interim Progress Report on the Work of the Secondary Career and Technical Education (CTE) Task Force

Iowa Goals: Goal 2: All PK-12 students will achieve at a high level.

Goal 3: Individuals will pursue postsecondary education in order to drive economic success.

State Board Role/Authority:

The State Board received the interim progress report in January 2014 and will receive a final report by November 1, 2015.

Presenter: Pradeep Kotamraju
Chief, Bureau of Career and Technical Education

Attachments: 1

Recommendation: It is recommended that the State Board hear and discuss this information.

Background: The Secondary Career and CTE Task Force was established as part of House File 604 to make recommendations that reduce skill shortages, enhance economic growth, and ensures that all students have access to high quality, globally competitive career and technical education programs. This legislation directed the Department of Education to establish a Secondary CTE Task Force to review and make recommendations on secondary CTE programs. This review is to consider measures to ensure consistency in CTE program quality statewide.

The legislation directs the task force to review provisions of the Iowa Code and related provisions of the Iowa Administrative Code relating to vocational CTE. The task force shall consider measures to ensure rigorous standards, consistency in program quality statewide, alignment with postsecondary programs leading to middle-skill occupations with family-sustaining wages, curricula

that align workforce skills with industry-recognized standards where such standards exist, responsiveness to labor market needs, robust business and industry participation, including participation on advisory committees, and efficient statewide delivery of programming.

The task force shall also review the definition of “career academy” and review and recommend core components of career academies and regional centers.

The task force and associated work teams have achieved tentative consensus around the type of activities that needs focusing: (a) articulate/sequence high school CTE courses within a defined career cluster to postsecondary programming with dual credit options; (b) integrate academic/technical curricula within a whole school reform effort; (c) build a career guidance system that is aligned to further education and workforce development, focusing on careers viable in the future; and (d) provide work-based learning as spectrum of curricular experiences, including pre-apprenticeship/apprenticeship options.

Secondary Career and Technical Education (CTE) Task Force: Organization, Operation, and Outcomes

**Pradeep Kotamraju, Bureau Chief, Career and Technical Education
Iowa Department of Education, Des Moines IA**

Presentation to the State Board of Education

Des Moines Iowa

August 7, 2014



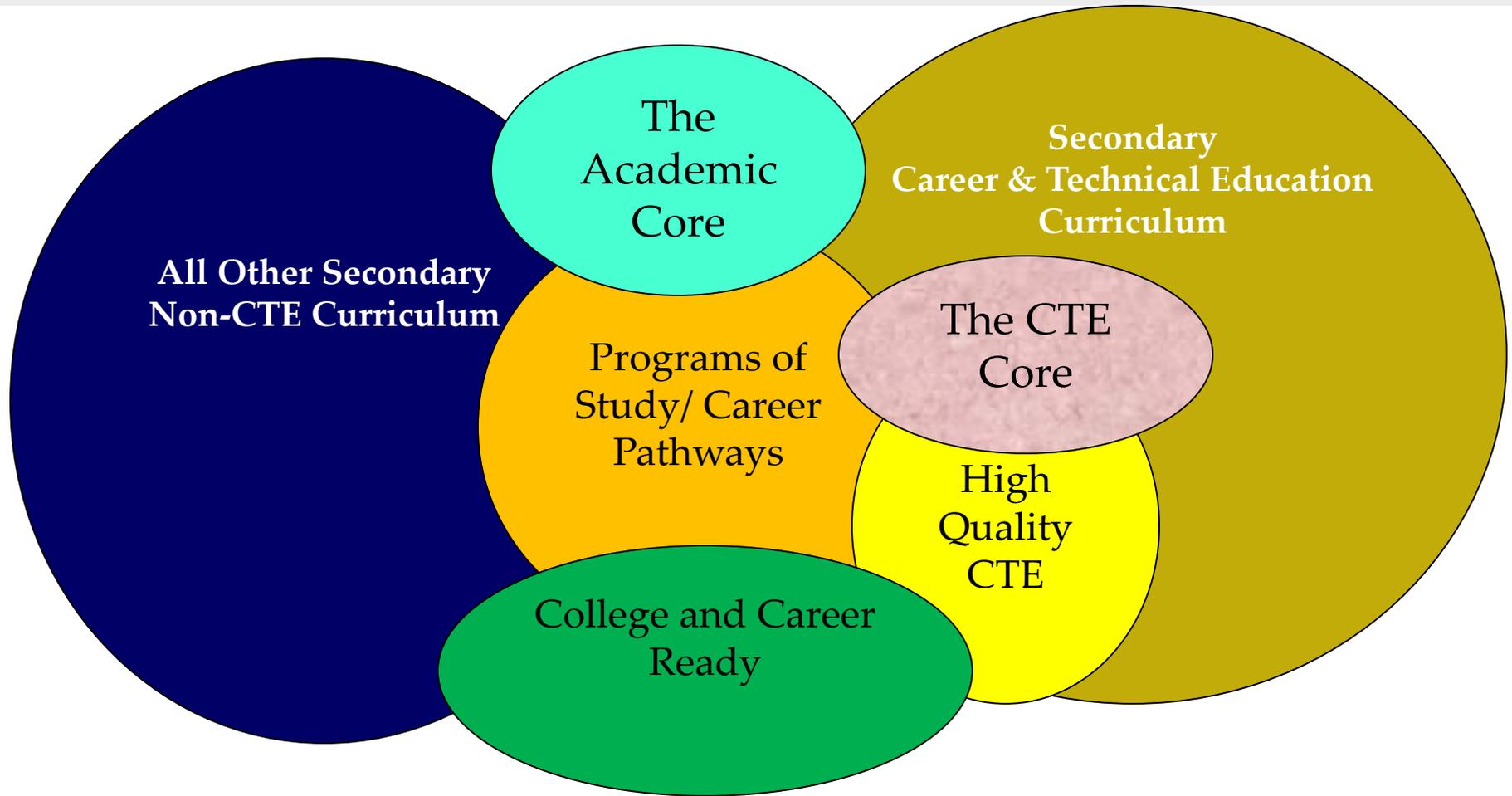
COMMUNITY COLLEGES

CTE is not what it used to be ...

- Graduation requirements
- Participation patterns
- Occupations expansion
- Variations within each occupation
- Career pathways and clusters
- Postsecondary requirement for job entry



The “New” 21st Century Secondary CTE: The Basic Elements



High Quality Secondary Career and Technical Education (CTE) in Iowa: Four Guiding Principles

- **Preserve the important role of secondary component in any multi-layered approach to delivering CTE**
- **Establish common programmatic expectations in the engagement, achievement, and transition of secondary CTE students**
- **Ensure secondary CTE programs are connecting to postsecondary education through existing mechanisms created in legislation, policy, and practice**
- **Incent innovative strategies, processes, and programs that lead to embedding high quality CTE within the whole school reform movement**



Legislative Mandate

The Secondary Career and Technical Education (CTE) Task Force was established as part of House File 604 to make recommendations that—

- Reduce skill shortages, enhance economic growth, and ensures that all students have access to high quality, globally competitive career and technical education programs by focusing on:
 - **rigorous standards,**
 - **consistency in program quality statewide,**
 - **alignment with postsecondary programs leading to middle-skill occupations with family-sustaining wages,**
 - **curricula that align workforce skills with industry-recognized standards where such standards exist,**
 - **responsiveness to labor market needs,**
 - **robust business and industry participation, including participation on advisory committees, and**
 - **efficient statewide delivery of programming.**



Task Force Charge

- Administrative Clarification of Current Code Language Relating to vocational (career and technical) education
 - **Review provisions of the Iowa Code and related provisions of the Iowa administrative code**
 - **Review the definition of “career academy” in the Iowa Code and recommend core components of career academies and regional centers.**
- Policy-Based Recommendations Focusing on High Quality CTE
 - **Modify existing, or introduce new language to (a) alter systems, structures, policies, and procedures that will make secondary CTE maximize efficiency of existing resources (b) indicate, where necessary, the need for new resources for more effective implementation of existing, and/or new systems, structures, policies, and procedures.**



Composition and Functioning of Task Force

- Statewide Task force made up of representatives four stakeholder groups: (i) Private Sector (ii) Non-Education state or non-profit agencies (iii) Legislators (iv) Secondary and Post-secondary Education
 - Note: Task Force staffed by CTE Bureau, Division of Community Colleges, Department of Education**
- A two-year process with recommendations due in November 2015
- Some or all of the recommendations types (from previous slide) introduced as legislation for the 2016 session
- Starting in December 2013, the task force meets quarterly and has met twice so far with an upcoming meeting at the end of this month
- Established four work teams:
 - **High Quality CTE**
 - **Career Academies and Regional Centers**
 - **Work-Based Learning**
 - **Career Guidance**



What Constitutes a High Quality Secondary CTE Program?

- Which of the following views of Secondary CTE seem to prevail in Iowa?
 - ✓ It looks like "just" a set of courses (a feeling of disconnect)
 - ✓ Secondary CTE is program-based (narrowly prescribed, but with a planned sequence)
 - ✓ Secondary CTE is a strategy for improving the outcomes of all students (competes with other strategies for a voice and place in the high school).
- If CTE in Iowa is to be viewed as a strategy that competes with other strategies in the public education sphere,
 - *what are the essential elements of a high quality secondary CTE program?*
 - *How should secondary CTE engage key stakeholders in establishing the norms for defining high quality secondary CTE?*
 - *how can CTE receive an effective voice and place in the public discourse?*

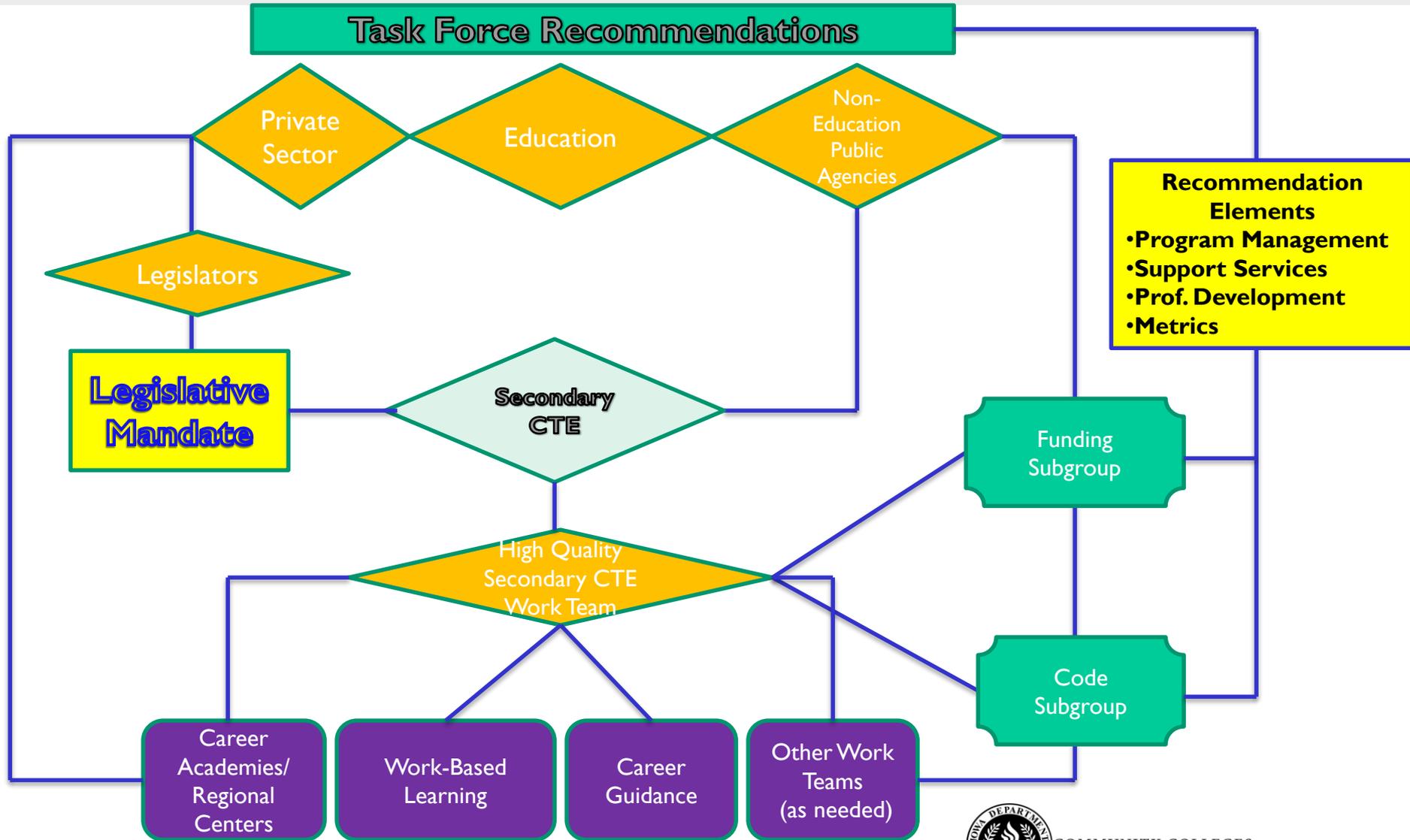


Four Focus Questions that Frame Task Force Charge

- 1. How would you preserve the important role of the secondary component in any multi-layered approach to delivering high quality CTE throughout Iowa high schools?**
- 2. What common programmatic expectations need to be established if high quality CTE is to become pervasive throughout Iowa high schools?**
- 3. What current CTE legislation, policy, and practice would you amend, or what new legislation, policy, and practice would you introduce, to embed high quality CTE throughout Iowa high schools?**
- 4. How would you incent innovative high quality CTE strategies, processes, and programs to ensure secondary CTE programs are connecting to postsecondary education and/or the workforce throughout Iowa high schools?**



Task Force Organization, Operation, and Outcomes: A Process Flow Diagram



What Constitutes a High Quality Secondary CTE Program?

Early Tentative Consensus from Task Force Work

- Articulate/sequence high school CTE courses within a defined career cluster to postsecondary programming with dual credit options
- Integrate Academic/technical curricula within a whole school reform effort
- Build a career guidance system that is aligned to further education and workforce development, focusing on careers viable in the future
- Provide work-based learning as spectrum of curricular experiences, including pre-apprenticeship/apprenticeship options

TO BE REFINED AND ADD MORE LATER



Contact Information

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