

CTE Secondary Task Force: An Update Presentation to the Community College Council

Contact:

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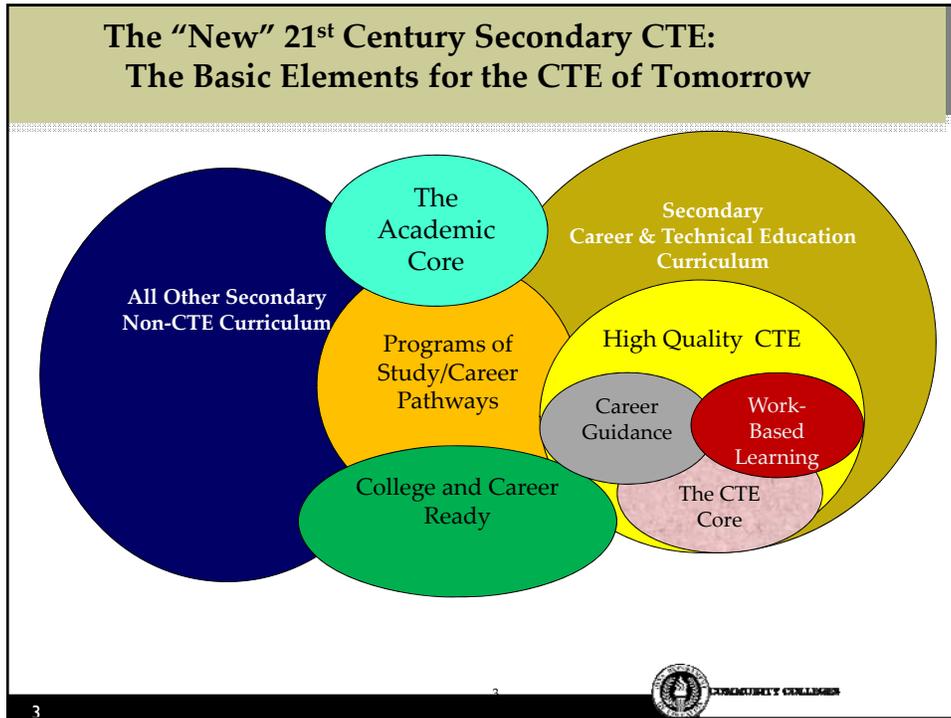


COMMUNITY COLLEGES

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





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

- The Secondary CTE Task Force is:
 - Closing in on a core set of recommendations that are to be submitted to the Iowa Legislature prior to the 2016 legislative session.
 - To date, the task force has discussed and finalized a revised draft definition for career academies, and explored recommendations related to career guidance and the replacement of the I Have a Plan Iowa (IHAPI) software system.
 - In addition to career guidance and regional centers, points of discussion have included Intermediary Networks, Career Pathways, CTE instructor training/licensure/professional development, and other policy measures.

Seven draft recommendations have been proposed and the intent of which would be to ensure equitable access to high-quality CTE programming for all students across the state.

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Legislative Mandate

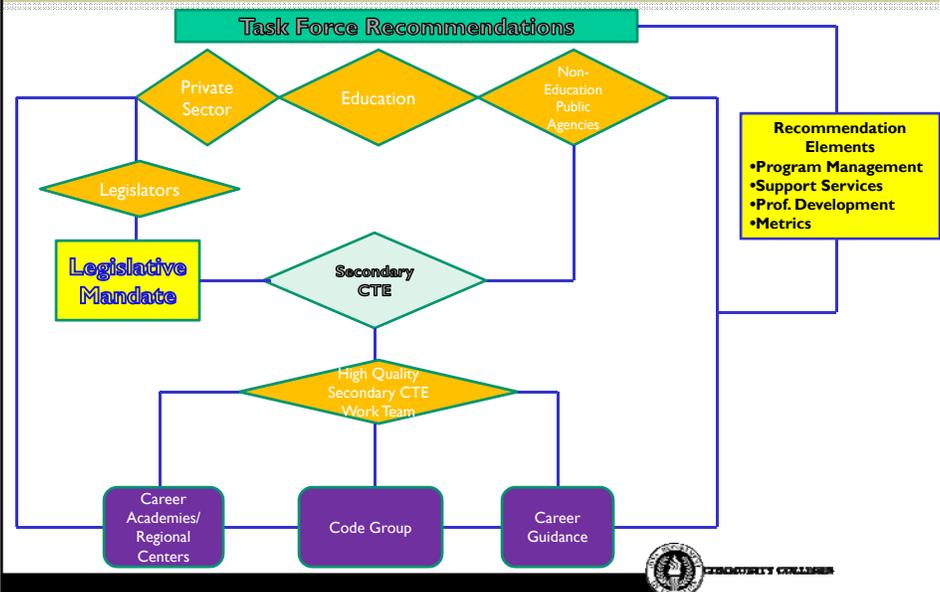
The Secondary Career and Technical Education (CTE) Task Force was established as part of House File 604 to make recommendations that—

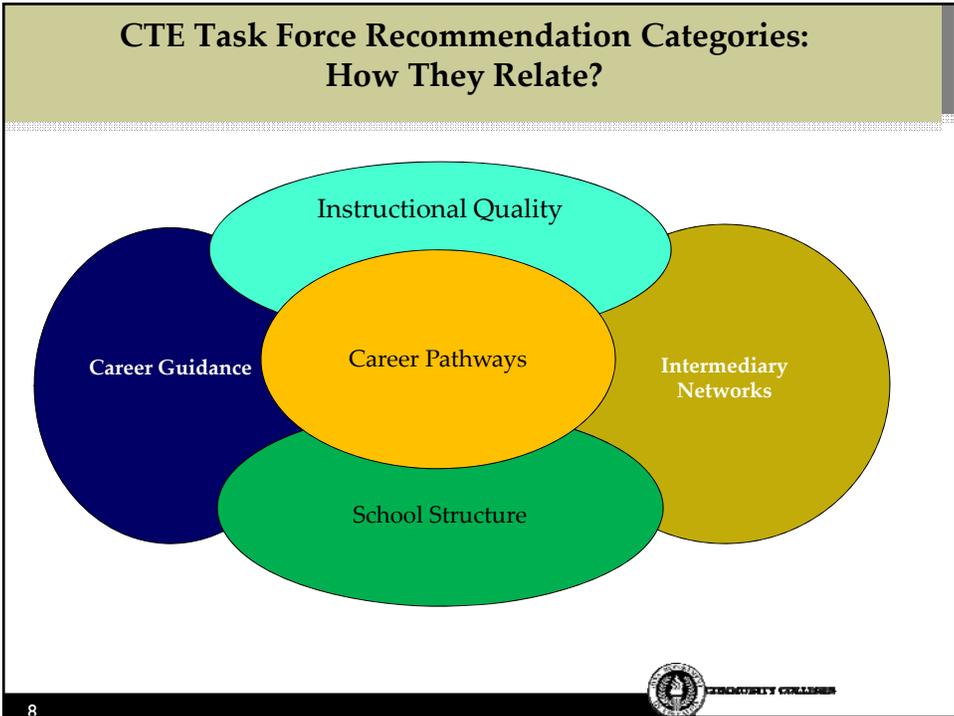
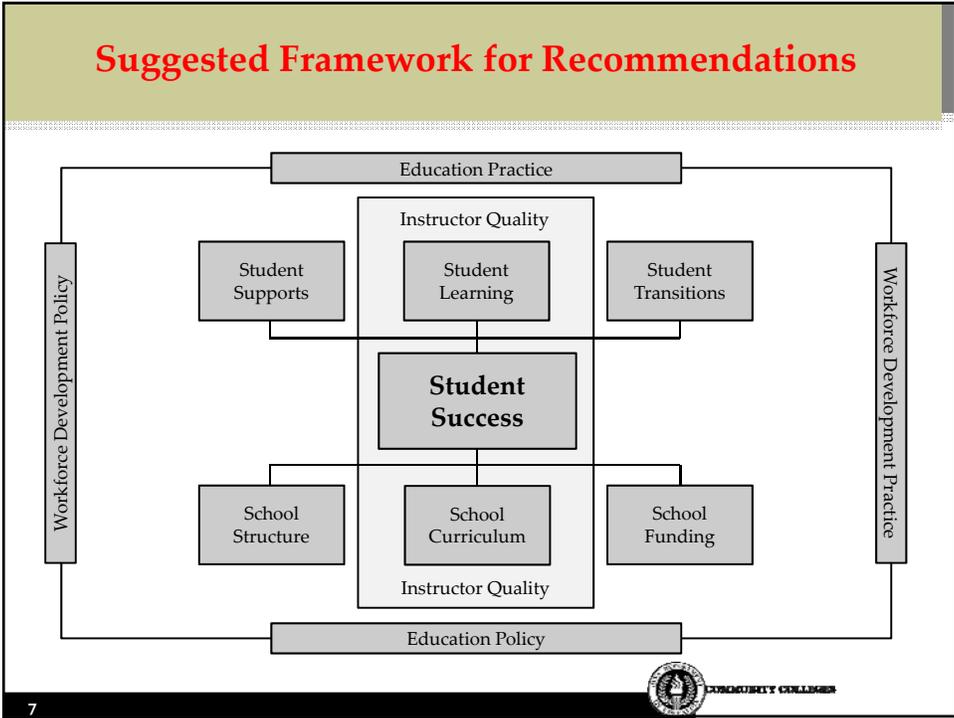
- Reduce skill shortages, enhance economic growth, and ensures that all students have access to high quality, globally competitive career and technical education programs by focusing on:
 - rigorous standards,
 - consistency in program quality statewide,
 - alignment with postsecondary programs leading 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.

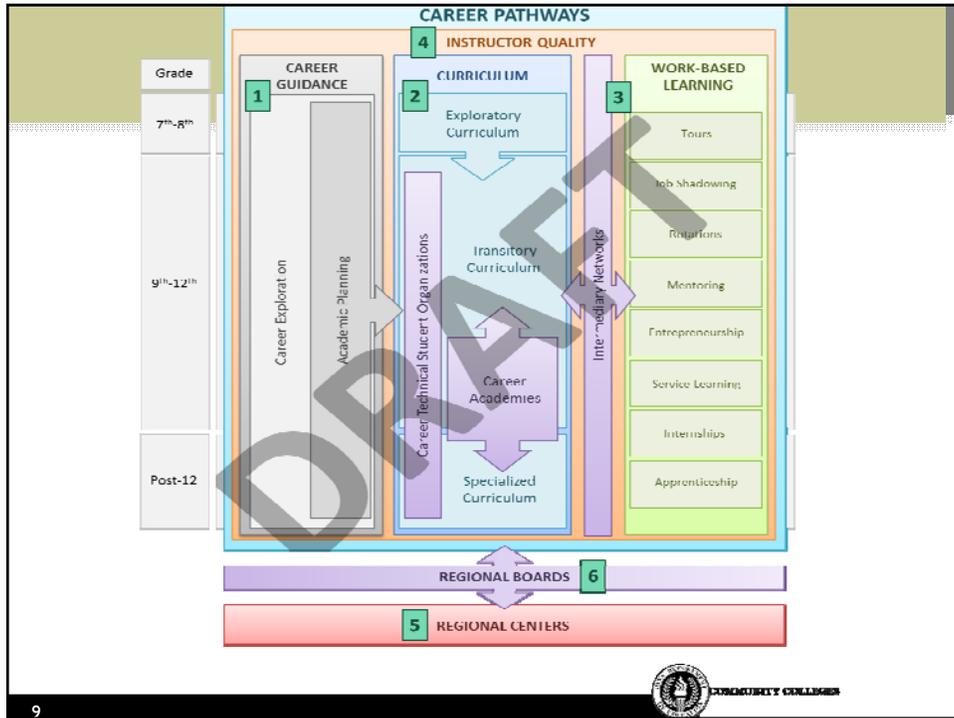
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Task Force Organization, Operation, and Outcomes:
A Process Flow Diagram







High Quality Secondary CTE: A Possible Definition (as presented by the CTE Task Force)

A high quality CTE program is defined as a structured curriculum that includes academic and technical courses within specific career pathways leading to students graduating from high school career and college ready. Such high quality CTE programs prepare high school graduates for education and training leading to a postsecondary certificate, diploma, degree, or industry-recognized credential tied to high demand career opportunities.

Goal: *A comprehensive career pathway system will afford every student the opportunity to explore and pursue career and college learning opportunities through alignment of career guidance practices, secondary and postsecondary 21st century CTE curriculum, and work-based learning experiences.*

Draft Recommendations

- **Recommendation 1: Career Guidance**
Promote career and college readiness through thoughtful career guidance and purposeful academic and technical planning practices.
- **Recommendation 2: High Quality Secondary CTE Curriculum**
Provide a high-quality, integrated CTE curriculum comprised of secondary exploratory and transitory coursework to prepare students for higher-level, specialized academic and technical training.
- **Recommendation 3: Work-Based Learning**
Afford students the opportunity to access a spectrum of high-quality work-based learning experiences through a coherent delivery system which streamlines and leverages existing initiatives.



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Draft Recommendations

- **Recommendation 4: CTE Teacher Development**
Expand the pool of qualified career and technical instructors by incenting and promoting the teaching profession in these areas, expand opportunities to obtain academic and technical training in licensure areas, and examine preservice preparation and licensure practices to remove barriers for horizontal and vertical career advancement for individuals within the profession.
- **Recommendation 5: Statewide System of Regional Centers**
Provide for increased and equitable access to high-quality CTE through support of a statewide system of regional centers.



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Draft Recommendations

- Recommendation 6: State Planning Authority**
Provide the State Board of Education the Planning Authority, where it is necessary and needed, to establish rules and regulations, including the use of new and repurposed resources, in order to put into place a statewide system of high quality CTE
- Recommendation 7: Regional Planning Authority**
Organize regional planning authorities that would have the responsibility for managing the regional centers, including decisions regarding career guidance, curricular structures, and work-based learning experiences, all leading to students learning within, and across career pathways that reflect in-demand occupations and student interest



Task Force Membership and Recommendation Subgroups

Intermediary Networks	Career Pathways	Instructor Supports/Training	School Structure
Rachel Geilenfeld	Kathy Nacos-Burds	D.T. Magee	Chris Duree
Dana Lampe	Mary Bontrager	Vicky Rossander	Murray Fenn
Elliot Smith	Julie Rosin	Lisa Stange	Greg Dufoe
Ed Wallace	Karrie Abbott	Jeff Weld	Scott Fortune
Jennifer Meier	Randy Mead	Mark Chelgren	Josh Byrnes
Ken Sagar	Jerry Kearns	Pradeep Kotamraju	Matt Bruinekool
Brian Schoenjahn	Steve Ovel	Pat Thieben	Jeremy Varner
Kelli Diemer	Dave Bunting		Del Hoover
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