
FISCAL TOPICS

Fiscal Services Division

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Career and Technical Education

In 2018, the Strengthening Career and Technical Education for the 21st Century [Act](#), commonly referred to as Perkins V, reauthorized and updated the Carl D. Perkins Career and Technical Education [Act](#) of 2006. Perkins V provides both federal funding and oversight for career and technical education (CTE) programs in Iowa's schools. State appropriations also support CTE, along with oversight by the Iowa Department of Education (DE). The goal of CTE programs, as defined in a [report](#) issued by the Secondary Career and Technical Education Task Force, is as follows:

"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."

In the State of Iowa, CTE has been divided into six pathway areas:

- Agriculture, Food, and Natural Resources
- Information Solutions
- Applied Sciences, Technology, Engineering, and Manufacturing
- Health Sciences
- Human Services
- Business, Finance, Marketing, and Management

Perkins V Differences

Perkins V includes three primary differences from previous versions of the Perkins Acts. Greater flexibility has been given to states in designing and implementing their CTE plan. Certain students are included in the accountability system to measure success of the plan. Collaborations among middle schools, high schools, colleges, and employers are encouraged to provide integrated college and career preparatory experiences for students. As part of this collaboration, there is an aim to offer opportunities for students to earn postsecondary credit while in high school.

State of Iowa Framework for Perkins V Implementation

For several years, the State of Iowa has been building a framework that aligns with Perkins V, including creating opportunities for postsecondary credit for high school students. [House File 2392](#) was passed by the Iowa Legislature in 2016. This legislation included the establishment of Regional CTE Planning Partnerships (RPPs).

More Information

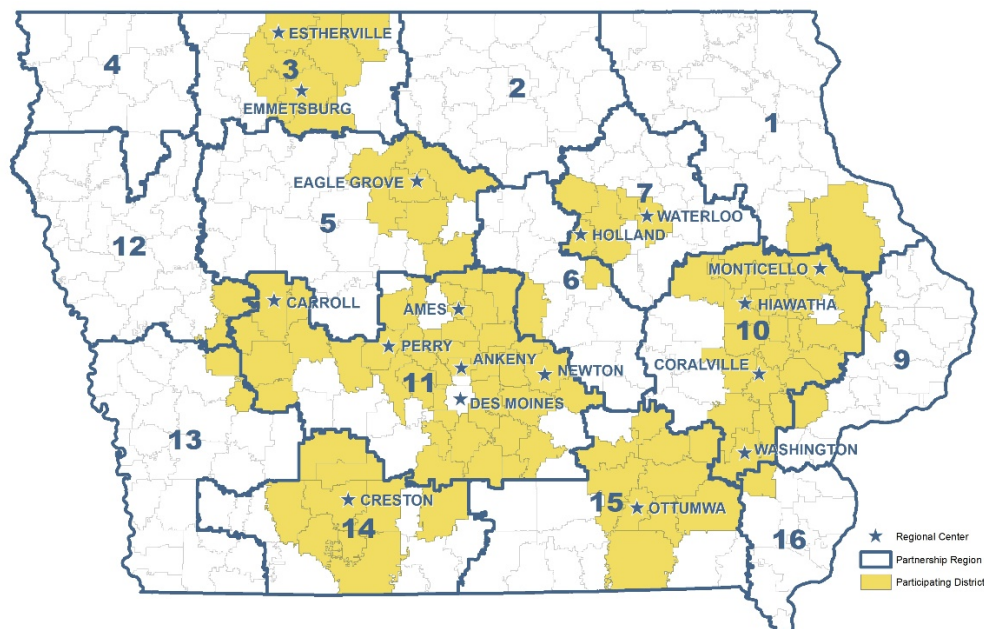
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Per the DE, the goal of the RPPs is to plan for the effective, efficient, and economical delivery of quality secondary CTE programming in a region. These partnerships are made up of representatives from school districts, community colleges, and businesses and industry, with the focus being on the needs of the school districts within a region. Currently there are 15 RPPs (**Map 1**), with similar boundaries to the 15 community college regions.

The RPPs' planning includes the development of regional centers. A regional center is a physical location where a high school student can attend CTE programs and take advantage of college-level courses. The goal is to have all school districts in the region be effectively served by the center. Regional centers must include at least four career academy programs and involve at least two school districts with a combined minimum total of 120 participating students, or involve at least four school districts with no minimum on participating students.

A career academy, offered through a regional center, offers two years of sequential secondary CTE coursework with a postsecondary program through concurrent enrollment. The academy allows enrolled students to continue onto a postsecondary degree program.

Map 1 — RPP Boundaries and Regional Center Locations



Funding

The majority of funding for CTE comes through the U.S. Department of Education. An estimated \$11.0 million in federal funds are distributed to community colleges and high schools statewide. An annual State appropriation of \$2.6 million is distributed to the RPPs on a reimbursement basis, with half of the funding distributed equally between the partnerships and the other half distributed based on student enrollment in CTE programs in the region.

Future Issues

A potentially declining student body population and challenges maintaining access for all school districts, especially in rural areas, are emerging issues as the framework for CTE continues to be developed in the State.

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