

# Definitions

## **Advisory Committees – Secondary Schools - 258.9 Local advisory council -**

The board of directors of a school district that maintains a school, department, or class receiving federal or state funds under this chapter shall, as a condition of approval by the state board, appoint a local advisory council for vocational education composed of public members with emphasis on persons representing business, agriculture, industry and labor. The local advisory council shall give advice and assistance to the board of directors in the establishment and maintenance of schools, departments, and classes that receive federal or state funds under this chapter. Local advisory councils may be organized according to program area, school, community, or region. The state board shall adopt rules requiring that the memberships of local advisory councils fairly represent each sex and minorities residing in the school district. Members of an advisory council shall serve without compensation.

**Advisory Committees – Post Secondary.** 46.7(6) require that postsecondary institutions have regional planning boards. This was the precursor to Career and Technical Education Advisory Committees. Advisory Committees are also mentioned in Chapter 21.4(2) of the Iowa Code.

“Regional vocational education planning boards shall be established in each merged area, for the purpose of coordinating the development and implementation of quality vocational education programs. Each regional planning board shall be composed of five members, selected from local school boards of directors, community college boards of directors, area education agency boards of directors, local advisory councils on vocational education, and vocational education instructional personnel. Meetings of the regional planning board shall be held at least once each quarter. By mutual agreement, community colleges, local education agencies, and area education agencies may establish area vocational consortia to assume and exercise the duties and responsibilities established for regional vocational education planning boards, in lieu of regional vocational education planning boards.”

**Concurrent Enrollment -** Informally called “dual credit” or “dual enrollment” courses, the statute codified the term “concurrent enrollment” to describe an arrangement by which a community college course is delivered to high school students during the regular school year for both high school and college credit. Concurrent enrollment is now a term that applies specifically to courses that use this arrangement AND that generate school district supplementary weighting.

**Supplemental Weighting -** Supplementary weighting is another form of weighting that creates incentives or covers increased costs and encourages school districts to offer or share programs, or extend services deemed necessary that might not be provided otherwise. Supplementary weighting in Iowa was established in the mid 1980s and was used to provide an incentive for school districts to reorganize. Further modifications were implemented when Section 257.11 was established with enactment of HF 535 (School and Area Education Agency Financing Act) during the 1989 Legislative Session.

Section 257.11 established supplementary weighting amounts for shared classes or teachers, whole grade sharing, shared superintendents, and shared mathematics, science, and language courses.

Districts can receive supplementary weighting for each resident student that attends a course offered and provided by a community college. The course may be offered at the

high school but it must be taught by a community college instructor and must be available to all community college students. Additionally, the course must be part of the community college's curriculum and qualify for college credit. Prior to FY 2010, the supplementary weighting was up to 0.48 for an eligible community college course. The supplementary weighting was modified as part of the Senior Year Plus Initiative enacted during the 2008 Legislative Session. Beginning in FY 2010, resident students with eligible career and technical courses receive a weighting of up to 0.70 while resident students with eligible liberal arts courses receive a weighting of up to 0.46.

### **Career Clusters – Developed by the U.S. Department of Education - Career**

**Clusters** - In their simplest form, Career Clusters are groupings of occupations/career specialties used as an organizing tool for curriculum design and instruction.

Occupations/career specialties are grouped into the Career Clusters based on the fact that they require a set of common knowledge and skills for career success. The occupations/career specialties, focusing on the holistic, polished blend of technical, academic and employability knowledge and skills. This approach enhances the more traditional approach to career and technical education in which instruction may focus on one or two occupations and emphasize only specific occupational skills.

Go to [www.careerclusters.org](http://www.careerclusters.org) for more information.

**CIP Code** - CIP stands for Classification of Instruction Programs. Each program is assigned a CIP code that identifies the instructional program specialties within educational institutions. This is normally a six-digit code with additional codes to identify certificate, diploma and AS degrees. For more information on CIP codes go to:

<http://nces.ed.gov/ipeds/cipcode>

**Concurrent Enrollment** – Concurrent enrolment courses are offered through contractual agreements between community colleges and school districts. Through the program, community college courses are offered to classes of high school students. The classes are college classes—even if they are held in a school district classroom. During the time of the concurrent enrollment course, the site acts as a satellite location of the college. The instructor may be a community college instructor or a high school instructor employed by the contracted district who meets state and college faculty standards and requirements.

**Dual Enrollment** – a term used nationally to describe high school students enrolled in college coursework. However, in Iowa, dual enrollment refers to K-12 student enrollment in a school district and competent private instruction at the same time.

**Iowa Core – For more information, go to:**

[http://educateiowa.gov/index.php?option=com\\_content&view=article&id=2485&Itemid=4602](http://educateiowa.gov/index.php?option=com_content&view=article&id=2485&Itemid=4602)

Iowa's students deserve an education that helps them succeed in today's technology rich, global economy. The Iowa Core (formerly known as the Iowa Core Curriculum and the Model Core Curriculum) provides academic expectations for all Iowa's K-12 students.

It does so by helping teachers take learning to a deeper level by focusing on a well-researched set of standards in literacy and mathematics and essential concepts and

skills in science, social studies, and 21<sup>st</sup> century learning (civic literacy, financial literacy, technology literacy, health literacy, and employability skills). The Iowa Core is not course-based, but rather is a student-based approach that supports high expectations for all students.

The Iowa Core Curriculum was first initiated through Senate File 245 and called for identifying the core content and skills in high school math, science and literacy. Senate File 588, passed in 2007, expanded the Iowa Core Curriculum to include social studies and 21st century skills and to extend all five content areas to cover kindergarten through high school grades. The Core Curriculum Lead Team in this report addresses those Phase 2 directives.

**Joint Enrollment** – Refers to all high school students enrolled in community college coursework. Jointly enrolled students may be enrolled in PSEO courses, courses delivered through contractual agreements between schools and colleges, and/or courses taken independently by paying tuition.

**PSEO – Postsecondary Enrollment Option** – PSEO allows 11<sup>th</sup> and 12<sup>th</sup> grade students as well as 9<sup>th</sup> and 10<sup>th</sup> grade students identified as gifted and talented by their local district to enroll in college courses. Through the program, individual students may enroll in a college or university course if the course is not offered at their school. Successful completion of the course generates high school credit and apply toward district subject area and graduation requirements.

**Service Areas – Iowa Code, 281 – 12.5(256) Education Program (12.5(5)(i) - Vocational education – school districts (three units each in at least four of the six service areas)**. A minimum of three sequential units, of which only one may be a core unit, shall be taught in four of the following six service areas: agricultural education, business and office education, health occupations education, home economics education, industrial education, and marketing education. The instruction shall be competency-based; shall provide a base of knowledge which will prepare students for entry level employment, additional on-the-job training, and postsecondary education within their chosen field; shall be articulated with postsecondary programs of study, including apprenticeship programs; shall reinforce basic academic skills; shall include the contributions and perspectives of persons with disabilities, both men and women, and persons from diverse racial and ethnic groups. Vocational core courses may be used in more than one vocational service area. Multioccupations may be used to complete a sequence in more than one vocational service area; however, a core course(s) and multioccupations cannot be used in the same sequence.....

**Instructor Qualifications – Community College** - Instructors must meet several sets of criteria to be eligible to teach community college coursework. First, all credit instructors must meet state minimum faculty standards for either arts and sciences (generally a masters degree or higher and at least 12 graduate credit hours in the discipline) or CTE (e.g., 6,000 hours of recent and relevant work experience or bachelor's degree or higher). Instructors must also meet the college's hiring requirements which may exceed state standards (these standards may be outlined in the college's quality faculty plan or supporting procedural documents maintained by the institution's human resources department). Finally, CTE instructors must be registered, certified, or licensed in the occupational area the instructor is teaching, when

appropriate. Prior to 2003, full time community college faculty had to be licensed by the BoEE; now there is no licensure, but faculty must meet state expectations described above and college's must have a quality faculty plan in place for all faculty (and certain other staff) which meets state expectations. A link to the [quality faculty section](#) of the DE site which spells out the state minimum faculty standards, QFP requirements, and other expectations is included here.

**Instructor Qualifications – Secondary CTE Endorsement** - CTE teachers shall be registered, certified, or licensed in the occupational area in which the state requires registration, certification or licensure, and shall hold the appropriate registration, certificate, or licenses for the occupational area in which the instructor is teaching, and shall meet either of the two following qualifications:

1. A baccalaureate or graduate degree in the area or related area of study or occupational area in which the instructor is teaching classes.

**OR**

2. Special training **and** at least 6,000 hours of recent and relevant work experience in the occupational area or related occupational area in which the instructor teaches classes if the instructor possesses less than a baccalaureate degree. Contact The Department of Educational Examiners for more information:

<http://www.state.ia.us/boee/index.html>