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Career and Technical Education Redesign Implementation Report

STATE BOARD OF EDUCATION

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OVERVIEW

This document is presented by the Iowa Department of Education to the Iowa General Assembly to fulfill the requirement of [House File \(HF\) 2392](#), sec. 76, “*Career and Technical Education Status Report*,” which requires the Department to “submit a report to the general assembly by January 16, 2017, detailing the progress in implementing the provisions of this division of [HF 2392].”

HF 2392 set forth a forward-looking policy framework for secondary career and technical education (CTE), replacing an archaic vocational education law adopted in 1989 and building off of exceptional practices implemented around the state. With technological change and globalization changing the economy within the state and nationally, education and training beyond high school has become the new minimum threshold for economic security. Through the Future Ready Iowa initiative, Governor Branstad and Lt. Governor Reynolds called for 70 percent of Iowans in the workforce to have postsecondary education or training by 2025. As expressed in Iowa’s [unified state plan](#) for implementation of the Workforce Innovation and Opportunity Act (WIOA), the CTE redesign is an essential strategy for addressing this moral and economic imperative by supporting students in exploring and pursuing rewarding careers, closing skills gaps faced by employers hampering growth, and enhancing the vitality of communities.

The Department’s goals, as reflected in the State Board of Education’s [priorities](#), are to ensure all students have consistent and equitable access to high quality CTE programs and facilitate efficient delivery of curricula aligned with regional economic demand.

Passed with overwhelming bipartisan support in both chambers of the Iowa General Assembly and signed into law by Governor Branstad in May 2016, HF 2392 implements the vision for CTE proposed in the [final report](#) of the Secondary Career and Technical Education Task Force.

The three main themes of the law include:

1. Career Guidance: Shifting to a more holistic approach with school teams developing district plans to enhance how students explore career and academic opportunities and develop individualized plans.
2. High-Quality Programs: Raising expectations for CTE programs, employer engagement, and alignment with high demand areas. Setting a vision for curricula that starts foundational and leads to occupationally-specific college credit opportunities, integrates work-based learning, and aligns with a modernized career cluster framework.
3. Regional Planning: Establishing regional CTE planning partnerships of schools, community colleges, business, and community partners to ensure efficient and effective delivery of high-quality programs that expand student opportunity and align with regional labor market needs.

Detailed information and guidance about the secondary CTE redesign can be found on the Iowa Department of Education’s [website](#).

Administrative Rules

The administrative rules for HF 2392 closely follow the contours of the law. Division I of HF 2392 modifies Iowa Code chapter 279, section 61, establishing new expectations for school district career and academic planning processes. As authorized in HF 2392, administrative rules for division I were adopted emergency and noticed by the State Board of Education in June 2016. The State Board of Education adopted the rules in September 2016. Guidance on HF 2392, **division I**, is available on the Department's [website](#).

The proposed 281 – Iowa Administrative Code (IAC) chapter 46 implements the provisions of HF 2392, **division II**. The proposed IAC chapter 46 can be broken down into six general sections, most of which contain several subsections. Many of the sections contain cross references to other sections of the proposed IAC chapter 46 or other chapters of the IAC. This document will highlight these references and provide additional information or links to additional information when necessary.

Points of Interest

1. Twelve (12) to 15 partnerships will be established by June 30, 2017, and will consist primarily of representatives from all school districts within the partnership's boundaries. All partnerships must receive and maintain approval from the Department. A partnership is tasked with planning for and ensuring all students have consistent and equitable access to high quality CTE within the region. The partnership will receive funding to ensure all duties assigned to the partnership are performed. Such duties include an evaluation of CTE program and instructor needs, which may include the provision of professional development opportunities to CTE instructors (see page 6).

2. The six career and technical education (CTE) services areas are modified to align with the national Career Clusters® framework (the framework currently utilized by Iowa's community colleges to organize and classify postsecondary CTE programs). The services areas of business and marketing were consolidated into a single, new service area titled "Business, Finance, Marketing, and Management", while information technology was designated as a separate service area titled "Information Solutions". Family and consumer sciences was rebranded "Human Services". The State Board of Education (SBE) has authority to adopt standards for the CTE services areas, which will be promulgated in the coming year (see page 9).

3. All secondary CTE programs must be approved by the Department. In addition, all programs are to be reviewed on a five-year cycle. The processes put forward incorporates peer review and is rooted in continuous improvement (see page 10).

REIMAGINING CAREER GUIDANCE

Division I of HF 2392 revises Iowa Code section 279.61 by requiring every school district in Iowa to:

- Develop an individual career and academic plan (ICAP) for all eighth graders based on State Board of Education (SBE) career guidance and development standards.
- Establish a district-wide team that helps guide students through their ICAPs.
- Choose a career information system from a list of career and information system (CIS) providers which meet SBE career guidance and development standards.

The Department convened a statewide group of career guidance and counseling practitioners to develop career guidance and development standards. These standards were the basis for administrative rules adopted by the SBE. The rules included expectations for individual career and academic planning activities, the district career guidance team, and career information systems (CIS).

Upon adoption of the rules, the Department conducted an examination of CIS to ensure compliance with state expectations. An initial list of CIS meeting career guidance and development standards was finalized in August 2016, and that list has expanded through a continuous application and review process. Additionally, the Department developed a separate evaluation process for identifying the state-designated CIS, which was completed in December 2016. The state-designated CIS was announced in January 2017.

Initial overall guidance for division I was released to school districts immediately following emergency adoption of the administrative rules. Specific guidance relating to the formation of district teams, as well as guidance on establishing the district plan. More information regarding division I of HF 2392 is available on the Department's [website](#).

REGIONAL CAREER AND TECHNICAL EDUCATION PLANNING PARTNERSHIPS

Regional CTE Planning Partnerships are tasked with planning for the efficient and effective delivery of high-quality secondary CTE programming in a region. School districts will be the nucleus of each Regional CTE Planning Partnership, with the bulk of the planning to be done by secondary school district personnel with support from other stakeholders, including community college personnel, workforce and economic development specialists, intermediary network contacts, and business and industry representatives.

► Establishing Regional Partnerships

Statute calls for the establishment of 12 to 15 Regional CTE Planning Partnerships. Initially, partnership boundaries are expected to closely align to the community college boundaries; however, as planning progresses and matures, it is fully expected that these boundaries will evolve and take their own form.

Regional CTE Planning Partnerships will be jointly convened in each region by the community college president and the area education agency (AEA) chief. The two will collectively work to bring all required stakeholders to the table (see "Membership" section on page 7).

Once convened, this group will be tasked with designating the leadership team and creating the Regional CTE Planning Partnership's bylaws (a bylaws template is available on the Department's [website](#)). Please note that the obligation to convene the Regional CTE Planning Partnership does not imply that either the community college president or AEA chief will inherently assume leadership of the partnership. As stated above, the partnership's leadership team will be determined by the entire Regional CTE Planning Partnership.

In the fall of 2016, the community college presidents and AEA chiefs convened a joint meeting to discuss approaches to convening the partnerships. To date, most regions have convened the partnership or begun initial planning which includes identifying membership, selecting individuals to fill leadership roles, and drafting partnership bylaws. It is expected that all partnerships will be convened by the end of March. There has been strong participation from school districts, with partnerships experiencing almost universal participation from superintendents, as well as many principals and CTE instructors. The Department has provided support to the regions in the form of guidance, a bylaws template, and attending meetings to field questions and offer guidance.

All Regional CTE Planning Partnerships must be approved by the Department. Partnership approval has two stages: initial and continuing. To receive initial approval, the partnership must have adopted and submitted [bylaws](#) to the Department, as well as a membership list which clearly denotes the required membership (see below) and the chair, vice-chair, secretary, and the designated fiscal agent for the partnership, minutes from all meetings held prior to June 30, 2017, and a schedule of future meetings. These materials must be submitted to the Department by June 30, 2017. To receive continuing approval, by June 30, 2018, each partnership must have adopted a multi-year plan meeting the requirements outlined under the proposed chapter 46 (see "Multi-year Plan" section on page 8).

► MEMBERSHIP

Statute requires that each district that falls within a Regional CTE Planning Partnership's (RPP) region be represented on the partnership, so the bulk of membership will be comprised of secondary representatives. The RPP structure and membership ensures that all relevant stakeholders will have a say in the process while ensuring the focus remains firmly on secondary CTE.

The Regional CTE Planning Partnership must ensure the following stakeholders are represented:

1. A superintendent of a school district within the regional planning partnership, or the superintendent's designee;
2. The president of a community college within the regional planning partnership, or the president's designee;
3. The chief administrator of an area education agency within the regional planning partnership, or the chief administrator's designee;
4. Representatives of a regional work-based learning intermediary network;
5. Representatives of regional economic and workforce entities including regional workforce advisory boards;
6. Representatives of business and industry, including representatives of regional industry sector partnerships; and

7. Secondary and postsecondary career and technical education teachers and faculty.

A school district may be represented by an individual from any of the applicable stakeholder groups (i.e., superintendent or CTE teacher), and it is certainly possible for one stakeholder group to be represented by multiple individuals (e.g., multiple CTE teachers may serve on the partnership, representing their respective district). The Regional CTE Planning Partnership may also elect to add additional members representing stakeholder groups not required by statute (e.g., students, school counselors, etc.).

► MULTI-YEAR PLAN

Regional CTE Planning Partnerships are granted authority to carry out several duties and functions. How the partnership will execute and deliver on these obligations will be detailed in a multi-year plan. The multi-year plan developed by the partnership will outline:

1. The partnership's goals, objectives, and outcomes;
2. How the partnership will execute the authority and duties assigned to the partnership, including program approval and review, use of funds, etc.;
3. How the partnership will secure collaboration with secondary schools, postsecondary educational institutions, and employers to ensure students have access to high-quality career and technical education programming; and
4. How the partnership will ensure compliance with standards established in statute.

The multi-year plan shall be reviewed and, as necessary, revised on an annual basis by the partnership and submitted to the Department for approval. To maintain approval the partnership must maintain evidence that the duties assigned to the partnership are performed on a continuing basis.

► REGIONAL CENTERS

A regional center is a physical location where students may access numerous high-quality CTE programs. As established in the proposed chapter 46, regional centers must include at least four career academy programs and meet one of two participation requirements: 1) two school districts, with a combined total of 120 participating students; or 2) a total of four school districts, with no minimum enrollment expectation.

As highlighted above, a Regional CTE Planning Partnership is tasked with planning for the development of such centers within its region, consistent with state standards and expectations. Though it is clear that many school districts and community colleges are already moving toward the regional center model, regional centers are not mandated. What is expected is that each partnership has a clear plan for providing consistent and equitable access to high-quality CTE, including the role of any centers within their region that ensures any centers meet expectations and development does not result in geographic gaps. The SBE is expected to adopt standards for regional centers in academic year 2017-18.

CAREER AND TECHNICAL EDUCATION SERVICE AREAS

HF 2392 revises the six CTE services areas to align with the National Career Clusters® framework. The proposed IAC chapter 46 rebrands the CTE service areas as follows:

- 1) Agriculture, food, and natural resources;
- 2) Arts, communications, and information systems;
- 3) Applied sciences, technology, engineering, and manufacturing, including transportation, distribution, logistics, architecture, and construction;
- 4) Health sciences;
- 5) Human services, including law, public safety, corrections, security, government, public administration, and education and training; and
- 6) Business, finance, marketing, and management.

For the most part, the former service areas – and the associated teacher licensure and endorsement expectations – align with the revised service areas. However, please note the following:

- 1) Though previously two separate service areas, “Business and Office Occupations” and “Marketing Education” have been merged into a single service area titled “Business, Finance, Marketing, and Management”. Note that because of this merger, business and marketing will no longer count as separate service areas for purposes of [Chapter 12](#) offer and teach requirements. This will be enforced starting the 2017-18 academic year.
- 2) A separate service area was created for information technology, which previously fell under the “Business and Office Occupations” service area. This service area is titled “Information Solutions” in the proposed chapter 46.
- 3) Family and consumer sciences has been rebranded as “Human Services,” which includes the career clusters of education and training; human services; hospitality and tourism; government and public administration; and law, public safety, corrections, and security.

It is not expected that the revisions to the CTE service areas contained in HF 2392, and further defined in the proposed chapter 46, will dramatically impact existing teacher licensure – both in the practice of issuing teacher licensure and the ability of individuals to teach in a given service area based on their existing licensure. That said, there is a need to address licensure in the new Information Solutions service area. The Department and Board of Educational Examiners (BoEE) are considering an approach which consists of three tracks – 1) a “grandfathering” of individuals who hold related licensure and are already teaching in the information solutions service area; 2) the development of an authorization track for both non-CTE and existing CTE teachers; and 3) the development of a licensure track to be offered through teacher preparation programs.

The law also prompts changes to the rebranded Human Services service area. The Department is in talks with the BoEE, and additional communication and guidance on this matter, as well as the changes to Information Technology, is forthcoming. This guidance will be made available on the Department’s [website](#).

The proposed IAC chapter 46 delineates the SBE’s authority to adopt standards for CTE service areas. The proposed process for adopting and reviewing CTE standards will be similar to that utilized for the adoption and review of Iowa academic standards, whereby the Department

convenes a team of practitioners and experts to create or revise standards which are subsequently adopted by the SBE. The CTE standards, similar to the academic standards, will be reviewed and, as necessary, revised on a periodic basis. As a condition for approval, districts will be compelled to incorporate the forthcoming CTE standards into all CTE programming. It is expected that the process for adoption of standards will begin during the 2017-18 academic year.

CAREER AND TECHNICAL EDUCATION PROGRAM APPROVAL AND REVIEW

HF 2392 includes a mandate that all CTE programs be approved and reviewed by the Department. For secondary CTE programs, this represents a shift away from the voluntary program approval process in place prior to HF 2392. Because the approval and review process requires the participation of the yet-to-be formed Regional CTE Planning Partnerships, it is not expected that programs will enter the proposed approval and review process prior to the 2018-19 school year.

The SBE is authorized to adopt standards for the approval of CTE programs. To that end, the Department's proposed IAC chapter 46 establishes a process for the approval and review of secondary programs focused on continuous improvement and peer review and feedback.

All programs, regardless of whether currently approved or not approved, will begin at the same point in the proposed program approval and review process – developing a program report and self-study. Once the program successfully completes the program approval process, the program will undergo a complete review once every five years. The Regional CTE Planning Partnership will determine, with input from the school district, where a program is placed in the program approval and review cycle.

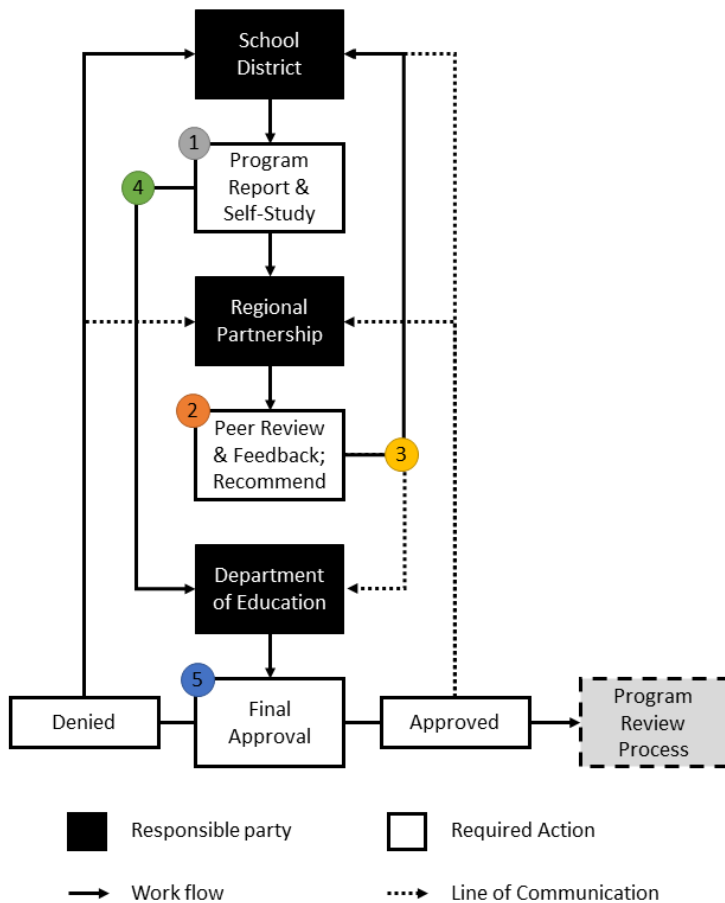
The secondary CTE program approval and review processes will utilize the same approval workflow. What immediately follows is an overview of the secondary CTE program approval process. Following that will be an overview of the secondary CTE review process, which will note the unique characteristics of the process to be followed by a district once a program is approved and how the workflow will be utilized.

► SECONDARY CAREER AND TECHNICAL EDUCATION PROGRAM APPROVAL

The proposed process by which all secondary CTE programs will be initially approved includes five components and action steps, described in more detail below (each component has a corresponding number label in Figure 1 on page 11).

Component 1. A district begins the process by conducting an analysis of appropriate data and information related to the CTE program. At a minimum, this will include a review of program enrollment data and trends by high school attendance center, course completion rates and trends, all data elements required under the federal Carl D. Perkins CTE Act, and labor market, socio-economic, and demographic data provided to the district by the Regional CTE Planning Partnership.

Figure 1. Program Approval and Review Workflow



This information will serve as the foundation for the district’s Program Report and Self-Study (going forward, referred to in this section as the self-study). The self-study is a CTE program’s guiding document, containing key information on such topics as the program’s goals, objectives, and outcomes, program competencies, student assessment, the program’s advisory council, and more. In creating the self-study, the district will have the opportunity to reflect on the program’s strengths and areas of improvement, and establish a vision for the future of the program. Once created and approved, the self-study will serve as the launching point in the program review process, utilized by the district to guide in measuring annual progress toward program goals, assessing program effectiveness, and documenting both successful and unsuccessful efforts.

Below is a summary of the required components of the self-study. The district will create a narrative for each required section with supporting data tables, charts, and other materials as appropriate. The self-study components are as follows:

1. Program overview.
2. Statement of program goals, objectives, and outcomes.
3. Competencies.
4. Student assessment.
5. Educational resources.
6. Advisory council.
7. Partnerships.
8. Removing barriers.

Component 2. Once complete, the self-study is submitted by the district to the Regional Partnership for peer review and feedback. The Regional Partnership will conduct a review of the self-study and provide the district with recommendations and feedback based on the review. Based on the review, the partnership will also provide a recommendation to the Department as to whether the program should or should not be approved. A district will work with the partnership to revise the self-study until the partnership recommends the program for approval.

Component 3. The Regional Partnership will document its recommendations and submit the recommendations to the department and the district.

Component 4. The district will finalize the self-study by incorporating the Regional Partnership's recommendations into the self-study, with the partnership's recommendations included as an appendix to the self-study. The self-study will be submitted by the district to the department.

Component 5. The Department will award final approval to all programs. Approval shall be awarded to a program if clear evidence of compliance with the criteria outlined under Component 1 is provided in the self-study. The Department will communicate the final decision to approve or deny approval to both the district and the partnership. If the Department denies approval, the self-study will be sent back to the district, which will have one year to address identified deficiencies and resubmit for approval of program. The Department will provide a summary of the deficiencies in need of addressing.

► SECONDARY CAREER AND TECHNICAL EDUCATION PROGRAM REVIEW

Once approved by the Department, a program enters a five-year review cycle (see Figure 2 on page 13). The program review process is outlined below.

Component 1. Each program establishes program goals, objectives, and outcomes aligned with state CTE standards, as well as program competencies, which are all detailed in the self-study. Established program outcomes and competencies will be the basis for the program review.

Component 2. Annually, in years one through four of the program review cycle, each district will review program outcome and student assessment data gathered according to the processes established in the self-study. This review ensures the district is continuously monitoring progress toward established program goals and objectives.

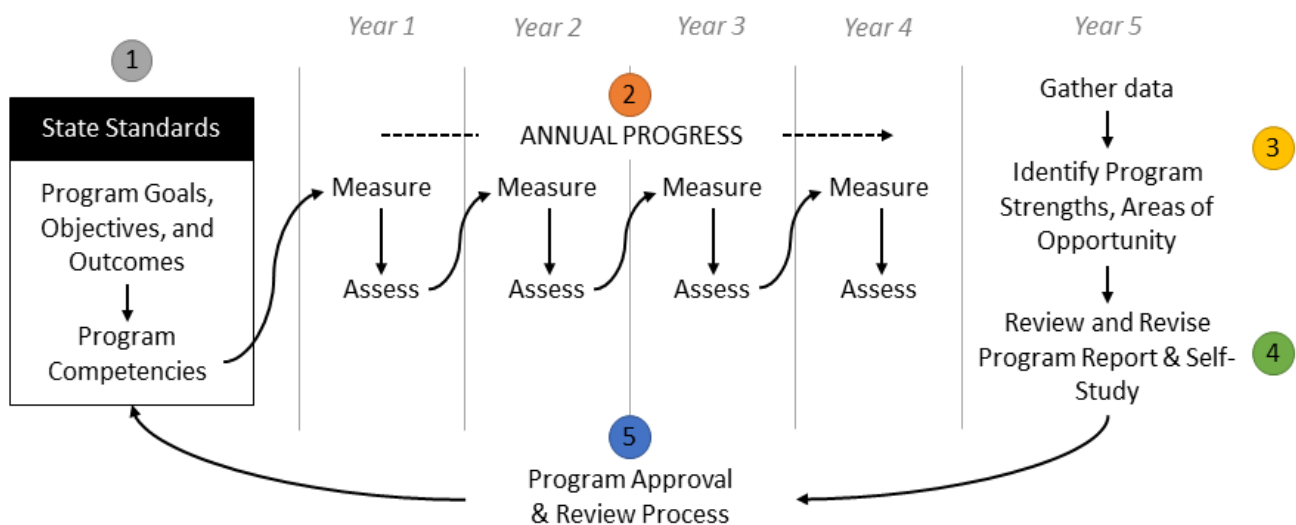
Component 3. During year five of the program review cycle, the district will gather all data generated under Component 2, as well as program enrollment and participation data by high school attendance center to determine if students from each participating high school have access to the program. Next, the district will review the data and information to complete an analysis which shall, at a minimum:

- a. Describe any conclusions drawn from the review and evaluation of program outcomes and student assessment data, and how those conclusions impact the future direction of the program;
- b. Identify program strengths, in order of importance, and describe how these strengths will be maintained;
- c. Identify perceived barriers to accomplishing the program's goal(s) and objective(s);
- d. Identify primary opportunities for improvement, in order of importance, and how these opportunities for improvement will be addressed; and
- e. Describe how the district is ensuring access to the program for all students from each participating high school.

Component 4. Based on the analysis completed under Component 3, the district shall review and revise the self-study. At a minimum, the district must document and incorporate the results of the analysis completed under Component 3, and revise all impacted sections of the self-study.

Component 5. Once the revisions to the self-study are complete, the district will submit the self-study to the Regional CTE Planning Partnership for peer review and feedback. The review of the self-study will follow the workflow of the program approval process (see Figure 2 below). As with the program approval process, the partnership must recommend a program for continuing approval in order for the program to be continued along to the Department for final approval. The Department will award continuing approval to all programs if clear evidence of compliance with the criteria outlined under the required components, as well as continuing compliance with the requirements of the program approval process, are provided in the self-study.

Figure 2. Program Review Process



► CAREER ACADEMY PROGRAMS

A career academy is a voluntary program structure which pairs two years of sequential secondary CTE coursework with a postsecondary program through concurrent enrollment coursework. The career academy program model requires the following:

1. Designed to meet industry standards and prepare students for success in postsecondary education and the workforce;
2. Foundational and transitory CTE coursework, integrates as a portion of the career academy a hands-on, contextualized learning component;
3. Integration of academic coursework and work-based learning opportunities;
4. Utilization of the individual career and academic planning process; and
5. Allows students enrolled in the academy an opportunity to continue onto an associate degree and, if applicable, a postsecondary baccalaureate degree program.

PROGRAM ADVISORY COUNCILS

The requirement that each CTE program maintain an active program advisory council predates the passage of HF 2392 and remains unchanged. However, HF 2392 does prompt several revisions to existing practice to enhance responsiveness to employers and alignment of programs with in-demand occupations.

All CTE program advisory councils must be oriented toward and specific to the program. The program advisory council is to give advice and assistance in establishing and maintaining, and be consulted in matters related to, the program.

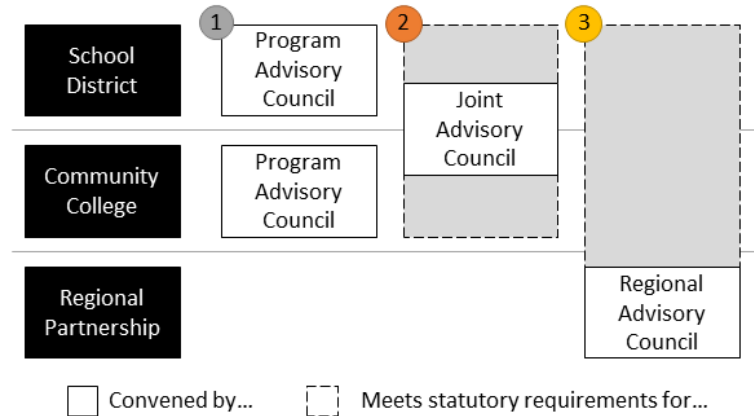
Members of the advisory council must consist of representatives of businesses or employers within the occupation or occupational field related to the program, as well as other stakeholders with expertise and knowledge of the occupation or occupational field. All efforts must be made to include the participation of secondary and postsecondary teachers from related secondary and postsecondary CTE programs.

Program advisory councils may be configured in one of three ways (see Figure 3):

1. A stand-alone program advisory council maintained independently by the school district. To date, this is the primary way by which program advisory councils operate;
2. A joint program advisory council shared by the school district and community college. Any district and community college that maintain CTE programs in the same occupation or occupational field may form a joint program advisory council. The joint program advisory council may serve in place of the local program advisory council, fulfilling the statutory requirement for maintaining a program advisory council; and
3. A regional program advisory council established by a Regional CTE Planning Partnership on behalf of district and/or community college may serve in place of a standalone or joint program advisory council. A district and/or community college which utilizes a program advisory council established by a Regional CTE Planning Partnership would fulfill the statutory requirement for maintaining a program advisory council.

Districts will be monitored for compliance with these requirements through the program approval and review process. The Department is currently working to update its guidance for program advisory councils, which will be made available on the Department's [website](#).

Figure 3. Program Advisory Council Configurations



SECONDARY CAREER AND TECHNICAL EDUCATION FUNDS

HF 2392 implemented changes to the distribution of CTE funds allocated to the Department by the Iowa General Assembly. These changes do not impact the distribution or use of federal Carl Perkins funds. The state CTE funds continue to serve as the state's match to a portion of the federal Carl Perkins funds received by the state.

State CTE funds were previously distributed on a reimbursement basis to school districts based on the number of approved district CTE programs. Going forward, these funds will continue to be distributed on a reimbursement basis and expended on items and activities which directly benefit secondary CTE programs, but will be funneled through the Regional CTE Planning Partnerships.

The process for distributing state CTE funds is as follows (see Figure 4):

1. The Department will apply a formula to the state CTE funds appropriated by the Iowa General Assembly at the beginning of each fiscal year. This formula will determine the amount of funds allotted to each Regional CTE Planning Partnership. This allotment will be made known to each partnership, and the partnership may submit claims for reimbursement against this allotment. The formula to determine each partnership's allotment is as follows:
 - a. Half of the total state CTE funds shall be dispersed equally between the approved partnerships.
 - b. Half of the total state CTE funds shall be dispersed based on the number of students enrolled in approved CTE programs in the region.
2. Partnerships are a collaborative body, with member entities collectively determining how funds are to be expended on allowable uses. Member entities (e.g., school districts) will be the entity which incur an expense. The partnership's fiscal agent will submit a claim for reimbursement on behalf of member entities, receive the reimbursement from the Department, and distribute the funds back to the member entity.

Figure 4. Allocation and Claims Process



The Iowa Legislature appropriates career and technical funds to the Department.



The Department applies the allocation formula to the career and technical funds.



Each Partnership is allotted a portion of the funds against which it may claim reimbursement.



The Partnership collectively decides how to expend funds on allowable uses.



The Partnership prepares and submits a budget to the Department.



The Partnership submits reimbursement claims to the Department for approval.

▶ ALLOWABLE USES OF FUNDS

HF 2392 specified a number of uses on which a Regional CTE Planning Partnership may expend funds. The proposed chapter 46 does not deviate from the initial allowable uses, nor attempt to expand certain uses beyond the clear intent established in statute.

The first category of allowable uses of funds relate to convening, leading, and staffing the Regional CTE Planning Partnership. The proposed chapter 46 includes a provision which limits use of funds for staff to no more than one full time equivalent staff position.

The second category of allowable uses are for program specific items. This category of uses includes:

1. Offering regional CTE professional development opportunities to CTE instructors, based on instructor and program needs identified through the program approval and review process. Professional development may take many forms – it may be online or face-to-face; it may be content-specific, focused on a certain service area or pathway; it may be interdisciplinary and focus on aspects of teaching and instruction, such as developing strong program competencies, effective student assessments, or incorporating work-based learning experiences into a program. The partnership has flexibility in what these opportunities look like, so long as they are responsive to the needs of CTE instructors in its region;
2. Coordinating and maintaining a career guidance system on behalf of school districts in the Partnership's region (see below); and
3. Purchasing equipment on behalf of school districts and community colleges participating in the Regional CTE Planning Partnership.

There is an explicit requirement that all such expenditures conform to the requirements of the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006.

IMPLEMENTATION SUMMARY

With HF 2392 becoming law in May 2016, the Department engaged in a series of formal and informal meetings regarding the implementation of the legislation. For division I, it meant developing open lines of communication with school districts, counselor organizations, intermediary network coordinators, and other key stakeholders working in career guidance and development. Also, issues specifically related to division I were addressed during the listening sessions held throughout the state during July and August 2016. Information on division I was constantly updated on the Department website as decisions were being made with regard to the choice of the CIS, the individual career and academic plan, the district-wide team, and the district plan.

The Department periodically provided updated information to different career guidance and development groups. When formal notification about key decisions regarding division I were made, information was sent to different stakeholder groups through the Department Director's Office. Professional development with regard to division I continues on an ongoing basis as the Department visits various regions across state addressing specifically what needs completing by school districts this fiscal year such as the CIS choice, the district-wide team, and the district plan.

For division II, a different approach was undertaken by the Department. Prior to the drafting of administrative rules, the Department held a webinar and numerous face-to-face meetings in various regions of the state. The purpose of these meetings was to seek input from the field regarding the legislation and what should be taken into consideration when preparing the administrative rules.

With input gathered from the listening sessions, the Department used it to inform the administrative rules, addressing the various portions of the legislation (as described in this report). At the same time, the Department began meeting with different groups explaining the basic layout of the proposed administrative rules and received further input from key stakeholders. The rules were noticed at the November 2016 SBE meeting.

While the promulgation of rules was underway, the Department began engaging community college presidents and area education agency chief administrators in October to discuss the process for convening regional CTE planning partnerships. Since that meeting, regional discussions, pre-meetings, and partnership meetings have been held. The Department has participated in these events, providing guidance and direction regarding process and procedure.

Later this month, the Department will release several guidance documents that will describe how the RPPs are to meet the intent of the legislation and implement the proposed rules as noticed. In addition to an overview document, there are documents related to by-laws, program approval and review, and the multi-year strategic plan (see implementation timeline on page 18 for a full list).

IMPLEMENTATION TIMELINE

Division I:

- Career Guidance and Development Standards – developed March 2016
- Ch. 49 administrative rules adopted emergency and noticed by SBE – June 2016
- Initial Individual Career and Academic Plan (ICAP) guidance released – July 2016
- Regional listening sessions – July-August 2016
- Ch. 49 administrative rules adopted by SBE – September 2016
- Career Information System (CIS) request for information (RFI) – September 2016
- List of CIS meeting state standards released – September 2016
- State-Designated CIS announcement – January 2017
- Further ICAP guidance documents released – January 2017

Division II:

- Regional listening sessions – July-August 2016
- AEA chief administrators, community college presidents, and SBE members joint meeting on RPP convening process – October 2016
- Ch. 46 rules noticed by SBE – November 2016
- Discussion, Pre-Meetings, Meeting on RPP establishment – November 2016
- Partnership Bylaws Guidance and Template – December 2016, available on Department's [website](#).
- General Guidance on Proposed Chapter 46 – due January 2017
- Partnership Multi-Year Strategic Plan Guidance and Template – due January 2017
- Regional CTE Program Data Summaries – due January 2017
- Regional Labor Market Data Summaries – due January 2017
- Partnership Accounting Procedures Guidance – due February 2017
- Advisory Committee Guidance (revised) – due February 2017
- Adoption of proposed Chapter 46 rules – anticipated March 2017
- CTE Program Approval and Review Guidance and Template – due May 2017
- Deadline, RPPs convened; approved by DE – June 30, 2017
- CTE Service Area Standards – development and adoption beginning with the 2017-18 academic year
- Regional Center Standards and Guidance – anticipated 2017-18 academic year

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