#### GUIDANCE FOR DEVELOPING MULTI-YEAR STRATEGIC PLAN FOR

#### REGIONAL SECONDARY CTE PLANNING PARTNERSHIP

##### OVERVIEW AND DETAIL

House File 2392 and Iowa Administrative Code chapter 46 require the Regional Partnership to establish a multi-year plan. This document details the Secondary Career and Technical Education (CTE) Regional Planning Partnership’s strategic planning processes and how the Partnership will execute their authority to meet required tasks.

In developing the multi-year plan, please keep in mind the actions and deadlines presented in the table below. A Regional Partnership must submit a complete multi-year plan to the Iowa Department of Education for approval by **June 30, 2018**, though it is recommended the Regional Partnership submit the plan by the end of **December, 2017**. This will allow more time for the Partnership to implement the provisions of the multi-year plan.

Also note that a Regional Partnership is expected to begin reviewing and approving programs within its region during the **winter/spring of 2019**. That means a district should begin developing a program’s self-study during the **fall of 2017**. The Department will issue additional guidance on the program approval and review process, and will provide training and support to districts and Regional Partnerships as these dates get closer.



##### Component 1. Partnership Details and Purpose

NOTE: The Regional Partnership may decide the length of time covered by the multi-year plan, though it is suggested that the plan span between three and five years.

*Sample Language:*

This document satisfies the Multi-year Strategic Plan requirement for the **[Insert name of Secondary CTE Regional Planning** **Partnership]**. This plan serves the entities listed in the official membership list associated with the Partnership bylaws and covers fiscal years **[Insert: Year through Year].**

This multi-year plan developed by the Partnership outlines the Partnership’s goals, objectives, and outcomes; how the Partnership will execute the authority and duties assigned to the Partnership; how the Partnership will secure collaboration among secondary schools, postsecondary educational institutions, and employers to ensure students have access to high-quality career and technical education programming, including career academy programs, which aligns career guidance, twenty-first century skills, career and technical education, core curricula, and work-based learning opportunities that empower students to be successful learners and practitioners; and how the Partnership will ensure compliance with standards established under section 281 – Iowa Administrative Code chapter 46.

##### Component 2. Multi-year Goals, Objectives, Outcomes, and Measurements

NOTE: HF 2392 and the chapter 46 rules establish four required goals for the Regional Partnership (see table below) which aim to ensure **all students have consistent and equitable access to high-quality CTE programs**. The required goals include:

1. Promote career and college readiness through thoughtful career guidance and purposeful academic and technical planning practices.
2. Promote high-quality, integrated career and technical education programming, including the delivery of quality career and technical education programs by school districts in fulfillment of the requirements of section 46.4, and career academies, comprised of secondary exploratory and transitory coursework to prepare students for higher-level, specialized academic and technical training aligned with labor market needs.
3. Afford students the opportunity to access a spectrum of high-quality work-based learning experiences through collaboration with a work-based learning intermediary network.
4. Afford all students equitable access to programs and encourage the participation of underrepresented student populations in career and technical education programming.

The partnership must establish objectives and outcomes for all these required goals. The partnership may adopt additional goals in addition to the required. The Partnership may also have more than one objective, outcome and measurement for each goal--see examples below.

Keep in mind that the partnership must connect any proposed use of funds to the partnership’s goals. A partnership is not required to spend funds on each established goal, but any expense must be supported by a goal. This connection will be reinforced through the budgeting process currently under development, but this should also be considered now when developing goals.

Though optional, the Department encourages the partnership to adopt goals, objectives, and outcomes utilizing the SMART (Specific, Measurable, Achievable, Realistic, and Time-based) or another goal-setting method. More information SMART is available at the following website:

<https://www.educateiowa.gov/documents/educator-quality/2013/04/32-writing-smart-goal>

*Sample language:*

This Partnership plan matches both required as well as optional Region goals with objective, outcome and aligned measurement as described in the spreadsheet that follows. Partnership goals, objectives, outcomes, and measurements utilize the SMART (Specific, Measureable, Achievable, Realistic, and Time-based) structure for goal planning.

***EXAMPLE OF ESTABLISHING GOALS, OBJECTIVE(S), AND OUTCOME(S)***

| GOAL | SAMPLE OBJECTIVE(S) | SAMPLE OUTCOME(S) | SAMPLE MEASUREMENT(S)\* |
| --- | --- | --- | --- |
| Required Goal:Promote career and college readiness through thoughtful career guidance and purposeful academic and technical planning practices**.** | Ensure all districts develop career and academic plans for eighth graders based on CTE standards and choose a career information system (CIS) meeting those standards by FY18 | 100% of districts within region will institute and utilize career guidance system by end of FY18. | A database of all districts’ adopted plans with the CIS being utilized by each district is updated and maintained by the Partnership. |
| Required Goal**:** Promote high-quality, integrated career and technical education programming... | A. Ensure all districts programs as defined in Chapter 46 are approved on a 5-year timeline. Ensure that all approved district programs are reviewed on a 5-year timeline.B. Districts will share best practices for CTE programming to raise the quality of student preparation and achievements across existing pathways.  | A. 100% of districts within region will have 20% of all CTE program’s self-study (per a 5 year schedule) completed for the current year. The Partnership will complete and forward approval recommendations to the IDOE based on the schedule starting in FY18.B. Student completion rates will increase within at least 50% of district sector pathways by FY19. | A. Approval recommendation forms and an updated schedule of programs for review is complete and available to the public starting in FY18.B. Student completion rates within regional sectors will be compared from FY17 to FY18 and FY19. |

\*When establishing measures, a partnership should consider how to best leverage existing sources of data and information, including that gathered by a school district, AEA, community college, or the Department of Education.

##### Component 3. Program Approval and Review Process

NOTE: HF 2392 and the chapter 46 rules require the Department to approve all CTE programs and to implement a tiered program approval and review process. 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.The self-study is submitted by the district to the partnership for peer review and feedback. The 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.

A partnership, with input from school districts in its region, will establish a staggered review process which ensures approximately 20 percent of programs are reviewed each year, with 100 percent of programs in the region reviewed over a five year period. Partnerships will be expected to review and approve the first group of programs by the end of the 2018-19 academic year. This means districts with programs in the first group of programs must begin developing the program self-study during the 2017-18 academic year. The multi-year plan must outline the process the partnership will utilize in reviewing CTE programs of districts within the region.

***Please see Chapter 46 Overview document available on the Department’s*** [***website***](https://www.educateiowa.gov/adult-career-and-community-college/career-and-technical-education/cte-redesign/division-ii-cte) for more information on the program approval and review process[.](https://www.educateiowa.gov/adult-career-and-community-college/career-and-technical-education/cte-redesign/division-ii-cte) ***A comprehensive Program Approval Guidance Document will be developed by the Department - anticipated in May, 2017***.

*Sample language:*

*The Partnership will utilize the following process in reviewing career and technical education programs of school districts within the region based on standards for program approval from Chapter 46.6 including but not limited to: data collection and analysis, program goals and objectives, program competencies, student assessments, educational resources, advisory council connections and partnerships, and access for students.*

**[Consider the following questions when establishing the program approval and review process:]**

1. How will the Partnership meet approval and review requirements?
	1. Will you use a subcommittee to accomplish this purpose?
	2. Who will serve on the subcommittee?
	3. How will you ensure an inclusive process - individuals with content expertise as well as teachers and instructors from each of the six services are engaged in the process?
	4. How often will the subcommittee meet to review programs?
	5. What communications will the subcommittee provide to the partnership and, subsequently, the districts?
2. By what process does the subcommittee make a recommendation for approval and give feedback to both the district and the Partnership on each program? (A program approval template will be provided and required to be utilized in this process.)
3. How will the Partnership review all of the Region’s CTE programs in a 5-year cycle?
	1. How will you place programs for approval in the 5-year cycle?
	2. How will you place programs for review in the 5-year cycle?

***EXAMPLE OF PROGRAM REVIEW SCHEDULE***

| Academic Year | Program | District |
| --- | --- | --- |
| 2018-19 | Industrial Technology | AB CSD |
|  | Family and Consumer Science | FG CSD |
|  | …. |  |
| 2019-20 | Industrial Technology | FG CSD |
|  | Business and Marketing | AB CSD |
|  | Agriculture | XY CSD |
|  | …. |  |

##### Component 4. Program Advisory Council Coordination

NOTE: All CTE programs must maintain advisory councils which are 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.

If necessary, Regional Partnerships may provide assistance in establishing and coordinating program advisory councils, even stepping in to establish regional advisory councils. The Partnership must give consideration to how they will serve in this capacity.

***Please see Chapter 46 Overview document available on the Department’s*** [***website***](https://www.educateiowa.gov/adult-career-and-community-college/career-and-technical-education/cte-redesign/division-ii-cte) for more information on program advisory councils[.](https://www.educateiowa.gov/adult-career-and-community-college/career-and-technical-education/cte-redesign/division-ii-cte) ***A comprehensive Program Advisory Council Guidance Document will be developed by the Department - anticipated in February, 2017***.

*Sample language:*

*The Partnership will utilize the following process,* ***as necessary****, in coordinating and facilitating local advisory councils for career and technical education programs as required under section Chapter 46.7, and for establishing optional regional program advisory councils to serve in the same capacity as local program advisory councils.*

**[Consider the following questions to describe program advisory council coordination within the plan:]**

1. How are regional Partnership goals and plans communicated to CTE program advisory councils in the region?
2. Once the Partnership identifies, through the program approval process, those struggling program advisory councils within the region, how may the Partnership facilitate and empower program advisory councils within the region so that they are actively engaged?
3. If necessary, how will the Partnership assess the need for a regional program advisory council to serve in place of a local program advisory council? By what characteristics will the Partnership deem a replacement program advisory council necessary?

##### Component 5. Use of Funds:

NOTE: HF 2392 specified a number of uses on which a Regional Partnership may expend funds. 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 uses 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 offering regional CTE professional development opportunities, coordinating and maintaining a career guidance system on behalf of school districts in the Partnership’s region, and 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.

***Please see Chapter 46 Overview document available on the Department’s*** [***website***](https://www.educateiowa.gov/adult-career-and-community-college/career-and-technical-education/cte-redesign/division-ii-cte) for more information on allowable uses of funds[.](https://www.educateiowa.gov/adult-career-and-community-college/career-and-technical-education/cte-redesign/division-ii-cte) ***A comprehensive Accounting Guidance Document will be developed by the Department - anticipated in March, 2017***.

*Sample language:*

*Below, the Partnership details the process to be utilized for use of funds that are designated to the Partnership pursuant to Chapter 46.8. The intended use of funds shall comply with the requirements of section 46.9, and be clearly connected to the goals, objectives, and outcomes of the Partnership established under Component 3 of this plan including the needs of career and technical education programs and teachers (as identified through the program approval process) under section 46.6.*

**[Consider the following questions to describe the procedures that will be utilized for use of funds by the Partnership:]**

1. How is the annual budget determined and allocated by the Partnership?
2. How does the budget address the regional needs of CTE programs and teachers (including professional development) and relate to the goals, objectives and outcomes of the multi-year plan?
3. Please attach or include the current multi-year plan budget described in #1.

##### Component 6. Planning for Regional Centers (Reserved for Plan Update in FY 2017-18)

NOTE: A Regional 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, the goal here is not necessarily to establish a specific timeline for the construction and operation of these centers, which are optional under the law. What is expected is that each Partnership has a clear plan for the role of these centers within their region to ensure that all school districts in the region have the opportunity to be effectively served by a center, and that “gaps” in the system do not develop.

*Sample language:*

Since standards have not yet been put forth by the Iowa State Board of Education for Regional Centers, this section of the Plan is reserved by the Partnership for a 2017-18 update.

##### Component 7. Regular and Open Meetings.

NOTE: As an entity created by Iowa statute, a Regional Partnership is subject to the open meetings and records laws under Iowa Code chapters 21 and 22. Accordingly, it is expected that meetings and certain records of the RPP will be open to the public. A RPP must give adequate notice of the time, date and place of a meeting, and post a tentative agenda. The RPP must also keep minutes of their meetings, which then become public records. More information is available on the Iowa Public Information Board’s website.

Most involved with convening and facilitating a RPP will be familiar with the requirements of the open meetings and records laws. However, a RPP should give thought to how this information will be conveyed, where documents will be recorded and maintained, and who will be responsible for these actions.

*Sample language:*

The Partnership outlines below the intended schedule of Partnership meetings over a five-year period, and shows that the Partnership will meet at least one time per academic year as required.

**[Consider the following questions to describe the Partnership planned meeting schedule]**

1. What is the proposed meeting schedule of the Partnership over the next five years?
2. What is the proposed meeting schedule of the standing committees?
3. How are meetings communicated to stakeholder partners and the public per open meetings requirements?
4. Where will records of the Partnership be maintained, and who will maintain the records?

##### Component 8. Annual process of review of Multi-year plan

NOTE: The Regional Partnership must annually review and, as necessary, revise the multi-year plan.

*Sample language:*

The following process shall be utilized by the Partnership to annually review and as necessary revise the plan, and ensure all Partnership members are included in the review and revision of the plan. The Partnership maintains a written record of all plan reviews and revisions which can be obtained through the following website: **[Insert public URL where annual plan revisions may be found].**

**[Consider the following questions to describe the procedure the Partnership will utilize to review and revise the plan:]**

1. During what timeframe or meeting will the Partnership annually review the current multi-year plan?
2. What is the process for adopting changes and additions to the reviewed plan?
3. What assessment measures are utilized to inform the effectiveness of the plan (not the same as Plan goal measures)?
4. How are the assurance statements considered during the review of the plan?
5. Explain how elements of the Multi-year plan purpose (Component 2) are accomplished within the current plan?

##### Component 9. Assurance Statements

*Sample language:*

It is the policy of the Partnership not to discriminate on the basis of race, creed, color, sexual orientation, gender identity, national origin, sex, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C.§§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or complaints related to compliance with this policy by the Partnership, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, 400 E. 14th Street, Des Moines, IA 50319-0146, telephone number: 515-281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-4544, telephone number: 312-730-1560, FAX number: 312-730-1576, TDD number: 877-521-2172, email: OCR.Chicago@ed.gov

##### Component 10. Adoption

*Sample language:*

This multi-year plan was approved at a meeting of the Partnership on **[Insert date of adoption].**

**[Document all required signatures]**

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Chair, **[Insert name of chair]**

**[Insert name of Partnership]**

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Secretary, **[Insert name of secretary]**

**[Insert name of Partnership]**

##### Component 11. Submit to Department

NOTE: The Regional Partnership will annually submit the multi-year plan to the Iowa Department of Education, most likely at the same time as and through the same process for submitting the Regional Partnership’s annual budget. The department will release guidance on this process in the spring of 2017.

Questions?

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