



# IOWA DEPARTMENT OF EDUCATION

## Overview of Iowa Administrative Code Chapter 46 for Secondary School Districts

*Last Revised: February, 2016*

### Overview

This document provides a summary of 281 – Iowa Administrative Code (IAC) chapter 46, which implements the provisions of [House File \(HF\) 2392, division II](#) (guidance on HF 2392, **division I**, is available on the Department's [website](#)). Passed with overwhelming bipartisan support in both chambers of the Iowa General Assembly and signed into law by Governor Terry Branstad in May of 2016, HF 2392 implements the bold vision for career and technical education (CTE) proposed in the [final report](#) of the Secondary Career and Technical Education Task Force. The State Board of Education noticed the IAC chapter 46 in November 2016 and adopted the rules in January 2017. It is anticipated the chapter 46 rules will go into effect in March, pending review by the Administrative Rules Review Committee.

The IAC chapter 46 can be broken down into six general sections, most of which contain several subsections. The table below provides an outline of these sections and will serve as an outline for this guidance document. Many of the sections contain cross references to other sections of chapter 46 or other chapters of the IAC. This guidance document will highlight these references and provide additional information or links to additional information when necessary.

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## Regional Career and Technical Education Planning Partnerships

Regional CTE Planning Partnerships are tasked with planning for the effective, efficient, and economical delivery of high-quality secondary CTE programming in a region. School districts will be the nucleus of each Regional CTE Planning Partnership. While the community college president and area education agency (AEA) chief will initially convene the Regional CTE Planning Partnership, the bulk of the planning will be done by secondary school district personnel with key input from other stakeholders (community college and AEA personnel, workforce and economic development specialists, counselors, intermediary network contacts, business and industry representatives, etc.).

### ► *Establishing Regional Partnerships*

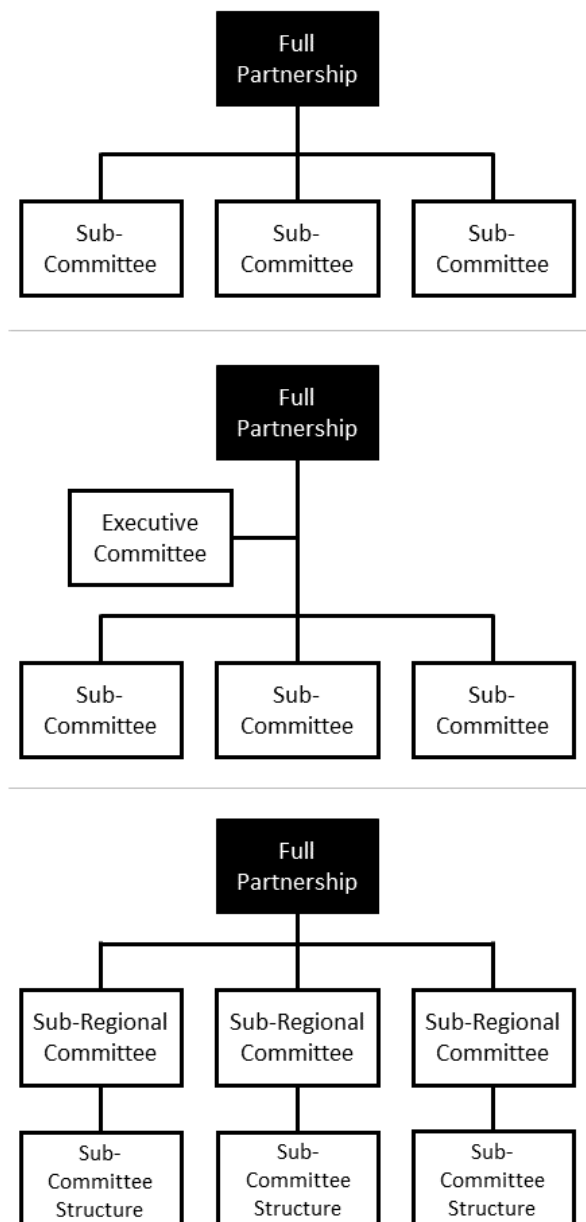
Statute calls for the establishment of 12 to 15 Regional CTE Planning Partnerships. Initially, partnership boundaries are expected to closely align to the community college boundaries; however, as planning progresses and matures, it is fully expected that these boundaries will evolve and take their own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

Regional CTE Planning Partnerships will be jointly convened in each region by the community college president and the AEA chief. The two will collectively work to bring all required stakeholders to the table (see Membership section on page 5). 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.

An important consideration when drafting the Regional CTE Planning Partnership's bylaws is the partnership's structure. As discussed below under membership, each school district which falls within the partnership's region must be represented on the partnership. Factoring in the additional required membership, a Regional CTE Planning Partnership may consist of upwards of 30 members. Effectively carrying out the duties assigned to the Regional CTE Planning Partnership could be difficult for a group of that size, so it is vitally important for the partnership to consider how to utilize a sub-committee structure to ensure specific duties and tasks are completed (see Figure 1).

All Regional CTE Planning Partnerships will 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 page 5) and the chair, vice-chair, secretary, and the designated fiscal agent for the partnership, minutes from all meetings held prior

Figure 1. Examples of Partnership Structure



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 chapter 46 (see “Multi-year Plan” section on page 6).

**Regional CTE Planning Partnership vs. Sector Partnership.** Two initiatives currently underway in Iowa are commonly confused – Regional CTE Planning Partnerships and sector partnerships.

Regional CTE Planning Partnerships are focused on planning for the effective delivery of secondary CTE in a region and have been extensively described in this guidance document. Membership consists primarily of secondary representatives supported by various postsecondary, community, and employer stakeholders. One Regional CTE Planning Partnership exists per region, with regions roughly mirroring those of the community colleges.

Sector partnerships are comprised of industries with shared needs, as well as various education, workforce, economic, and community organizations in supportive roles. Sector partnerships are focused on talent pipeline alignment and increasingly recognized as an effective method for aligning education, economic, and workforce development systems to address industry-identified labor market needs. As such, sector partnerships are major components of Iowa’s Workforce Innovation and Opportunity Act Unified State Plan and the Future Ready Iowa initiative. They operate within labor market regions, and are not confined to municipal, county, educational, or state boundaries. Therefore, multiple sector partnerships may exist within the region of a Regional CTE Planning Partnership and may, perhaps, cross over into other Regional CTE Planning Partnership regions. Effective sector partnerships are industry-driven, meaning industries identify needs and assume the lead role in developing strategies, such as career pathways, which address their identified needs. More information on sector partnerships is available on the Department’s website.

Though focused on different populations, both initiatives strive to achieve similar outcomes – ensuring Iowans have access to high-quality education and training opportunities necessary to secure meaningful employment. Because of this shared pursuit, it is vital that these initiatives work collaboratively. One such way to achieve collaboration is to ensure both stay informed of what the other is doing. HF 2392, and the chapter 46 rules, encourage this collaboration by requiring one or more representatives of sector partnership be included in the membership of the Regional CTE Planning Partnership. At the state level, the Iowa Department of Education, Division of Community Colleges and Workforce Preparation is responsible for coordinating both sector partnerships and Regional CTE Planning Partnerships, and therefore is well positioned to promote additional measures to ensure effective collaboration between the two. The Department will issue more guidance on how sector partnerships may communicate actions and needs to Regional CTE Planning Partnerships.

### ► *Membership*

Statute requires that each district that falls within a Regional CTE Planning Partnership’s 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 rooted in 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;
7. Secondary and postsecondary career and technical education teachers and faculty.

Naturally, 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 (i.e., 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 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 with secondary schools, postsecondary educational institutions, and employers to ensure students have consistent and equitable access to high-quality career and technical education programming, including career academies, for students that aligns career guidance, twenty-first century career and technical education and academic 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 this section.

In addition, the multi-year plan must include the following components.

1. *Goals, objectives, and outcomes*: detail the partnership's goals, objectives, and outcomes which shall include, but not be limited to, the following goals.
  - a. Promote career and college readiness through thoughtful career guidance and purposeful academic and technical planning practices.
  - b. 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.
  - c. Afford students the opportunity to access a spectrum of high-quality work-based learning experiences through collaboration with a work-based learning intermediary network.
  - d. Afford all students equitable access to programs and encourage the participation of underrepresented student populations in career and technical education programming.
2. *Process to measure goals, objectives, and outcomes*: outline the processes to be used by the partnership to measure all goals, objectives, and outcomes established above.
3. *Program approval and review process*: outline the process the partnership will utilize in reviewing career and technical education programs of school districts within the region based on the process outlined on pages nine through twelve. The partnership must develop a written five year program review schedule which clearly indicates the specific year within the five year cycle which each program is to be reviewed (see "Program Approval and Review" section on page 9).

4. *Advisory councils:* outline the process the partnership will utilize in coordinating and facilitating local advisory councils for career and technical education programs and establishing regional advisory councils to serve in the same capacity as local advisory councils, as necessary.
5. *Use of funds:* detail the partnership’s budget including intended use of funds designated to the partnership. The intended use of funds shall comply with all statutory requirements and be clearly connected to the goals, objectives, and outcomes of the partnership, and the needs of career and technical education programs and teachers as identified through the program approval and review process.
6. *Planning for regional centers:* outline the process the partnership will utilize in planning for regional centers with the purpose of achieving equitable access to high-quality career and technical education programming and concurrent enrollment opportunities for all students.
7. *Meeting regularly:* outline the intended schedule of partnership meetings for a five year period. The partnership shall meet at least twice per academic year.
8. *Annual review of multi-year plan:* outline the process to be utilized by the partnership to annually review and, as necessary, revise the plan. This process shall ensure that all members and stakeholders are included in the review and revision of the plan. A written record of all reviews of and revisions to the plan must be maintained by the partnership.
9. *Assurance statement.* The plan shall include, in a format prescribed by the department, an assurance that in all operations of and matters related to the partnership, the partnership does not discriminate against individuals protected under federal and state civil rights statutes.

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 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, the goal here is not necessarily to establish a specific timeline for the construction and operation of these centers. 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.

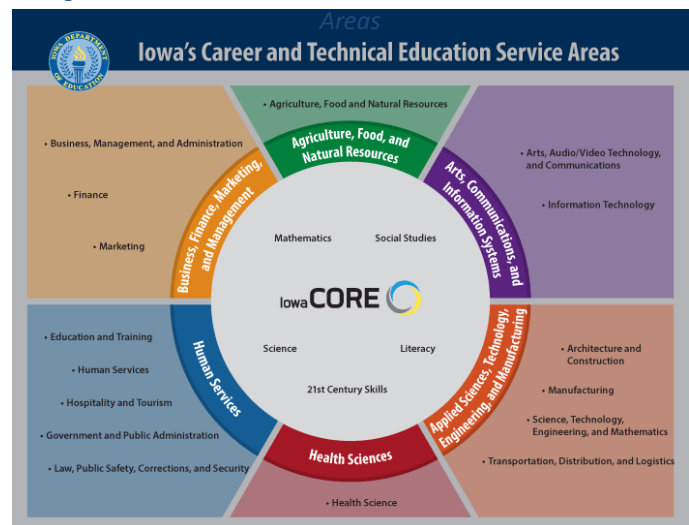
The Department will issue additional standards for regional centers at a later date, once regional planning activities are underway and it is more clear what additional parameters are needed.

#### **Career and Technical Education Service Areas**

HF 2392 revises the six CTE services areas to align with the National Career Clusters® framework (see Figure 2). 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.

Figure 2. Revised Career and Technical Education Service Areas



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 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.

Chapter 46 delineates the SBE’s authority to adopt standards for CTE service areas. The proposed process for adopting and reviewing CTE standards will mimic that utilized for the adoption and review of the Iowa Core 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 Iowa Core 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.

**Revised Service Areas and Teacher Licensure.** It is not expected that the revisions to the CTE service areas contained in HF 2392, and further defined in 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 exploring three tracks – 1) a “grandfathering” of individuals (predominately in the business service area) 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 and the BoEE are reviewing the issue, and additional communication and guidance on this matter, as well as the changes to Information Technology, will be issued in the near future. This guidance will be made available on the Department’s [website](#).



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

The program approval and review process established in IAC chapter 46 is tiered. All programs, regardless of whether currently approved or not approved, will begin at the same point in the program approval and review process – developing a program report and self-study. Once complete, the self-study is reviewed by the Regional Partnership, which must recommend a program for approval to the Department. The Department will award final approval.

Once the program successfully completes the program approval process, the program will undergo a complete review once every five years. A Regional Partnership will establish a staggered approval 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 (see page 6). A Regional Partnership 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. Prior to that time, the Department will issue comprehensive guidance as well as training and other supports materials to facilitate the transition into the process.

The secondary CTE program approval and review processes will utilize the same approval workflow (see Figure 3). 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.

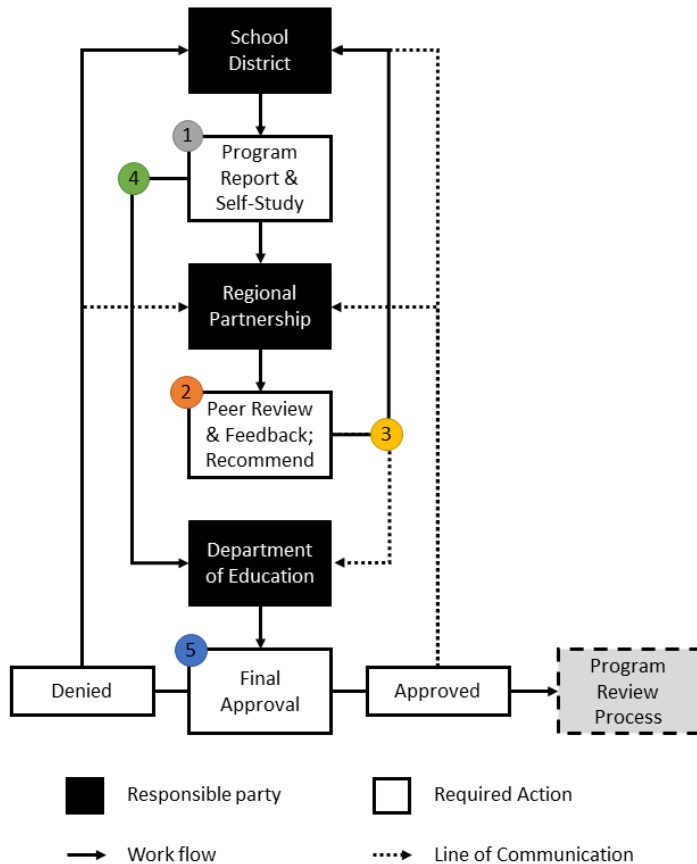
### ► *Secondary Career and Technical Education Program Approval*

The 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 3).

*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 Career and Technical Education Planning Partnership.

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

Figure 3. Program Approval and Review Workflow



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.

*Program overview.* This section provides an overview of the program’s purpose, a summary of and conclusions drawn from the program, labor market, and other regional data and information as described above, and an analysis of future trends in the occupation(s) associated with the program.

*Statement of program goals, objectives, and outcomes.* This section contains clear statements of the program’s goals, objectives, and outcomes. Program goals, objectives, and outcomes must be supported by the purpose, program, labor market, and other regional data and information, and future occupational trends detailed under the “Program Overview” section. This section will also clearly describe methods which will be used to measure the program’s stated outcomes.

*Competencies.* This section will detail all program competencies – the abilities, skills, and knowledge students will gain as they progress through the program. Competencies must align with state standards for CTE established by the SBE and the program’s goals, objectives, and outcomes. This section of the self-study will also include the following:

- a. A description of the established, approved technical skill assessment tool(s) to measure critical competencies, utilizing industry-approved technical skill assessments and certifications, where available and appropriate;
- b. Evidence that the program’s advisory council approved the competencies, technical skill assessment tool(s), and proficiency benchmarks;
- c. Evidence that a postsecondary institution offering a program aligned with the secondary CTE program approved the competencies and technical skill assessment tool(s);
- d. An outline and description of the coherent sequence of coursework which constitute the program, including any related foundational and concurrent enrollment coursework, depicted in a plan of study template (i.e., drawing board);
- e. A description of the processes utilized to review and update the curriculum, ensuring continued relevancy to the occupational field;
- f. A description of the processes utilized to employ contextualized and effective work-based, project-based, and problem-based learning approaches; and
- g. A description of efforts to integrate career and technical education student organization(s) into the program, if applicable.

*Student assessment.* This section shall describe how the program will assess established student outcomes and program competencies, including a description of the assessment(s) which the program will use to measure outcomes and competencies.

*Educational resources.* This section will describe key equipment and materials currently used in instruction, as well as all processes used to maintain and determine whether the equipment is relevant and up-to-date. In addition, the process used to determine new equipment needs must be provided, including a description of how the proposed new equipment would improve the program.

*Advisory council.* This section will describe how the program engages with the employer community to recruit members for the program advisory council (see page 13 for more information on program advisory council requirements). The following must be incorporated into this section of the self-study:

- a. A current member list with titles and company;
- b. A description of advisory committee meeting logistics including, but not limited to, meeting frequency, agendas, and minutes which reflect the advice the advisory council has suggested for the program, and any actions or results taken by the program which stem from this advice. This includes any advice *not* acted upon by the program.

*Partnerships.* This section covers several topics related to program integration and articulation with both secondary and postsecondary offerings. Accordingly, this section will contain descriptions of the following:

- a. How the program's curriculum is integrated with other curricular offerings required of all students (the notion of curricular integration is also touched on in the plan of study template required under the "Competencies" section).
- b. All articulation, contractual agreements for shared courses with community colleges, and other agreements with community colleges and other postsecondary institutions;
- c. How the program partners with counselors at various levels to assist all students and stakeholders in the exploration of pathway opportunities within the service area.

*Removing barriers.* The last required section will provide descriptions of how the program removes barriers for all students to access education opportunities both while in and beyond high school.

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.

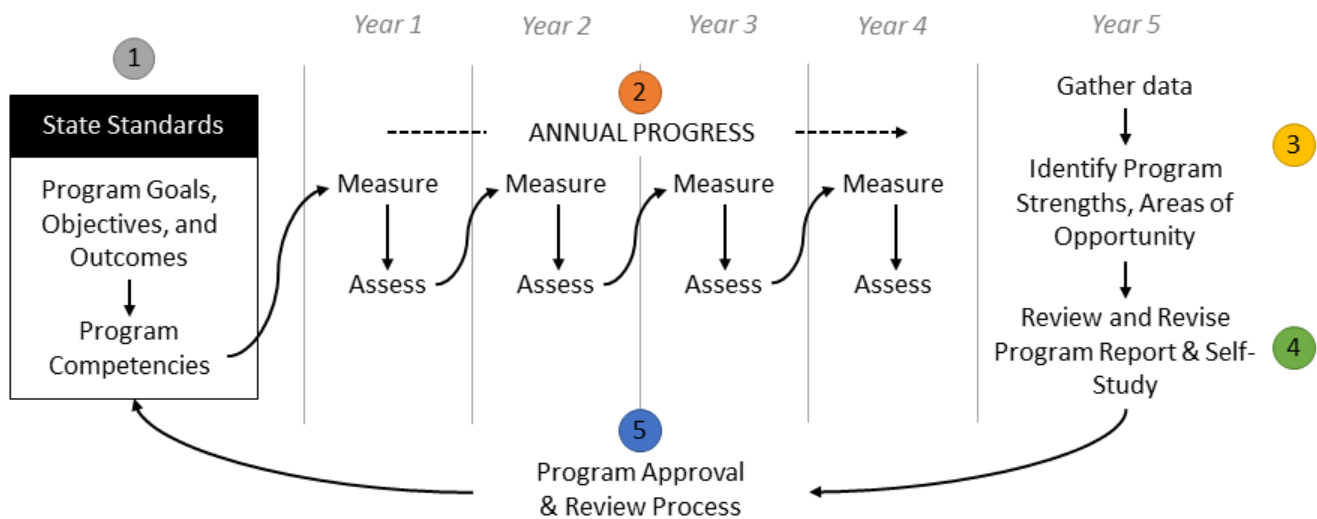
Component 5. The Department will award final approval to all programs. Approval shall be awarded to a program if clear evidence of compliance with the criteria outlined under component 1 is provided in the self-study. The Department will

communicate the final decision to approve and 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 4). Programs will enter the process on a staggered basis, with the Department reviewing approximately 20 percent of programs annually, and 100 percent of all programs in a five year cycle. The Regional CTE Planning Partnership will establish the program review schedule. Additional guidance will be issued by the Department in the near future. The program review process it outlined below.

Figure 4. Program Review Process



**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 3). 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.

► **Career Academy Programs**

A career academy is a voluntary program structure which pairs two years of sequential secondary career and technical education 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 career and technical education 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 a postsecondary degree program.

**Program Advisory Councils**

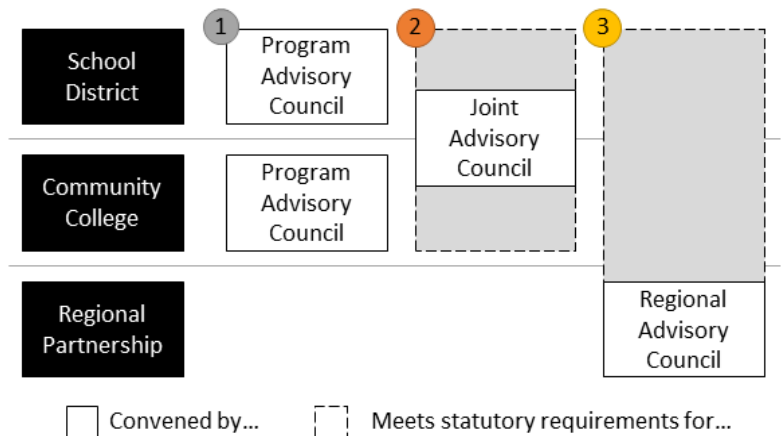
The requirement that each CTE program maintain an active program advisory council predates the passage of HF 2392 and remains unchanged. However, HF 2392 does prompt several revisions to existing practice which must be noted.

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:

*Figure 5. Program Advisory Council Configurations*



1. A standalone 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.
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 soon on the department’s [website](#).

### Secondary Career and Technical Education Funds

House File 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 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.

Two factors are behind the change in how state CTE funds are distributed. First, the previous formula for distribution of state CTE funds became absolute with the new requirement that all secondary CTE programs be approved by the department. Under the previous formula school districts received a reimbursement of approximately four percent of certain CTE program costs. State CTE funds would be stretched even thinner if the distribution formula remained unchanged, diminishing the potential impact of these funds.

The second factor stems from the establishment of the Regional CTE Planning Partnerships. Considering the means by which limited state CTE funds achieve the most impactful results, HF 2392 requires these funds be funneled through the Regional CTE Planning Partnerships. These funds may only be expended on certain allowable uses directly related to secondary CTE programs. This new distribution method achieves a certain “economies of scale” with the secondary CTE funds, ensuring that limited funds have the potential to positively impact, while preserving the exclusive focus on, secondary CTE programs in a region.

The process for distributing state CTE funds (see Figure 6) is largely unchanged from before, with the two notable exceptions:

*Figure 6. 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.

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 Regional CTE Planning Partnership, and the partnership may submit claims for reimbursement against this allotment. The formula to determine each Regional CTE Planning Partnerships 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.

► *Allowable Uses of Funds*

House File 2392 specified a number of uses on which a Regional CTE Planning Partnership may expend funds. 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. 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 (see below), 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.

**Career Information and Decision-making Systems.** Division I of HF 2392 focuses on career and academic planning and implements a redesign of the planning process established under Iowa Code chapter 279, section 61. This represents a shift toward a more holistic approach which includes development of a district career guidance plan and team. The end goal is a system focused on the student experience and preparation for postsecondary success, and moving away from a compliance-driven process.

Each district must use a career information and decision-making system which supports the requirements for the career and academic planning process established in statute and meets the standards adopted by the SBE. To this end, the Department established an approval process for career information and decision-making systems and will maintain a listing of all approved tools. More information on division I is available on the Department's [website](#).

## Future Work of the Department and Tentative Deadlines

Below is a summary of future work of the Department prompted by HF 2392 and chapter 46, including tentative deadlines:

- Chapter 46 rules noticed by State Board of Education – complete, November 2016
- Partnership Bylaws Guidance and Template – complete, December 2016
- General Guidance on Chapter 46 – complete, February 2017
- Partnership Multi Year Strategic Plan Guidance and Template - complete, February 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 Chapter 46 rules – anticipated March 2017
- CTE Program Approval and Review Guidance and Template – due May 2017
- CTE Service Area Standards – developed and adopted during 2017-18 academic years
- Regional Center Implementation Standards and Guidance – anticipated 2017-18 academic year

All guidance and template documents will be available on Department's [website](#) as they are released.



## Frequently Asked Questions

### ► *Career and Technical Education Service Areas*

**Q1.** What requirements and/or changes impact middle school (grades 7 and 8)?

**A2.** HF2392 modifies the offer-and-teach requirement related to middle school career and technical education, previously titled “family, consumer, career, and technology education” and going forward “career exploration and development”. Career exploration and development is to include instruction which appropriately prepares students to create an individual career and academic plan and incorporates foundational CTE concepts aligned with the six career and technical education service areas and 21<sup>st</sup> century skills. Middle schools should align CTE foundational programming with career guidance data and local/regional needs. Foundational programming gives students an overview of career options but does not train students in specific career outcomes.

**Q2.** HF 2392 and the chapter 46 rules establish a new service area, Information Solutions. Who is qualified to teach this area?

**A2.** The Department is working with the Board of Educational Examiners (BoEE) to develop licensure tracks for the new Information Solutions service area. The Department and BoEE are exploring three tracks – 1) a “grandfathering” of individuals (predominately in the business service area) 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. These tracks will be presented to the BoEE for approval, with guidance on this issue distributed at that time. By the end of the FY17, endorsement criteria may be approved for teachers to utilize starting fall 2017.

### ► *Program Approval and Review*

**Q3.** How do we obtain information and data required under the chapter 46 rules, such as labor market information (LMI) and local school district program data?

**A3.** The Department is developing two sets of reports:

1. Regional CTE program summaries containing information on offered and approved programs by region, community college, district and discipline; CTE participation and concentration student counts are also provided by region, community college, district and discipline; and
2. Regional workforce data summaries containing pertinent labor market information. These reports are expected to be available by the end of January 2017.

Other information will be made available by the Department as needed, but in some circumstances the school district and/or program may have to provide the partnership with certain information.

**Q4.** Why do some of my district program(s) show as not approved?

**A4.** It may be that the school is sharing that program with another school. The originating school will show approval for that shared program if it is approved. More broadly, the RPP, and the individual school districts represented on the RPP, must determine the current approval status of all CTE programs offered and taught within a specified region.

► *Program Advisory Councils*

**Q5.** Can a district utilize the School Improvement Advisory Committee (SIAC) to meet the requirement for CTE program advisory councils?

**A5.** No. CTE program advisory councils must be specific to the CTE program and consist of members representing business and employers from the occupational field. A district may choose to maintain local program advisory councils, form a joint program advisory council with a community college, or seek assistance in establishing a regional advisory council through the Regional CTE Planning Partnership. See page 13 for more information on program advisory councils.

► *Secondary Career and Technical Education Funds*

**Q6.** How will a Regional CTE Planning Partnership's expenditures be approved?

**A6.** First, a partnership must submit a budget at the beginning of each fiscal year. Once the budget is approved by the Department, a partnership will submit claims requesting reimbursement for allowable expenditures. The Department is working to create a process through the Iowa Grants system which will closely resemble the budget and claims process used for the Perkins grant. Comprehensive guidance will be issued in February, 2017.

**Q7.** Can Partnerships reallocate Partnership funds back to the districts?

**A7.** The partnership has the authority to determine how all funds allocated to the partnership are expended, within the parameters established in statute. Under HF2392 and the chapter 46 rules, it is not permissible for a partnership to simply allocate funds to school districts in its region. However, expenditures will need to be made by institutions which will later be reimbursed through the Partnership. A partnership may disperse money to institutions, but only on a reimbursement basis for budgeted, allowable uses approved by the partnership.

► *Regional Career and Technical Education Planning Partnerships*

**Q8.** Must all school districts be represented on the Regional CTE Planning Partnerships?

**A8.** Yes. HF2392 and the chapter 46 rules require that each school district which falls within the partnership's boundaries be represented on the partnership. All districts within Iowa must belong to and participate in a Regional CTE Planning Partnership, however in a few instances it may be geographically appropriate for a district to join a neighboring partnership to capitalize on CTE opportunities and access for their students. Representation can take several forms; see page 5 for more information on partnership membership.

**Q9.** What are the community college and area education agency (AEA) roles within the Regional CTE Planning Partnership?

**A9.** The community college and AEA are required by law to convene the partnership. This requires that both entities assist in coordinating initial meetings, identifying interim membership, and facilitating the process by which the partnership adopts bylaws. The bylaws will designate the official partnership leadership team, which may or may

not be representatives of the community college or AEA. Once the partnership is established, the representatives of the community college and AEA will serve as contributing members.

**Q10.** What is required of the Regional CTE Planning Partnership to receive initial approval from the Department?

**A10.** By June 30, 2017, each partnership must have adopted bylaws. By this date, the partnership must submit to the Department the bylaws, an official membership list denoting the leadership team (chair, vice-chair, and secretary) and designated fiscal agent, minutes from all meetings held prior to June 30, and a schedule of future meetings. By June 30, 2018, each partnership must adopt and submit to the Department a multi-year plan. See page 6 for more information on the multi-year strategic plan.

**Q11.** Do the signed bylaws also need to be approved or reviewed by other various entities, such as a school district's board, community college board, etc.?

**A11.** Each institution within the Partnership should review local organizational requirements for contracts and agreements. However, with bylaws approval, the Partnership is its own entity and should follow open meetings and records laws (Iowa Code chapters 21 and 22).

**Q12.** Must there be a teacher representative from each of the six service areas?

**A12.** The minimum expectation is that at least one secondary CTE instructor and one postsecondary CTE instructor be a member. That said, it is certainly possible for the partnership to include additional teacher and faculty representatives, perhaps from each of the six CTE service areas, on the Partnership or on various subcommittees established by the Partnership. See page 5 for more information on partnership membership.

**Q13.** How could sub-regional groups work with the Partnership?

**A13.** Because each district which falls within a partnership's boundary must be represented on the partnership, and statute calls for the establishment of no more than 15 partnerships, some partnerships may be quite large. This makes it essential to consider the use of a subcommittee structure. Depending on the size of the partnership, some may find it beneficial to consider sub-regional partnerships, which essentially breaks down the partnership into smaller functional units. The full partnership would maintain all authority and responsibility, and must approve all measures proposed by the sub-regional units. Any subcommittee structure must be outlined in the Partnership bylaws.

**Q14.** What does multi-year mean within the development of the strategic plan?

**A14.** Multi-year strategic planning should include more than one year of process and goal description. At the start of the Regional CTE planning partnerships, the plan may be for fewer years as the Partnership develops initial plans. Over time, the multi-year plan should encompass a longer vision for CTE programming within the region.

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