



COMMUNITY COLLEGES

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Iowa Secondary Career and Technical Education General Guidance

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Purpose

The Iowa Department of Education's Division of Community Colleges offers this guide as a resource for Iowa schools and school districts.

This document is designed to assist school personnel and Iowa Department of Education consultants in providing consistent responses to common questions regarding secondary career and technical education (CTE) programs. When applicable, specific references to Iowa Code, Iowa Administrative Code, or other guidance documents issued through the Iowa Department of Education are provided.

Related State Statutes and Rules

There are numerous state statutes regarding career and technical education in Iowa that are found in Iowa Code and further clarified by Iowa Administrative Code (a.k.a., rule). The statutes and rules cited within this document are provided below. The most recently published versions of these references can be accessed via the Iowa Legislature website, <https://www.legis.iowa.gov/iowaLaw/statutoryLaw.aspx>.

Iowa Code

<u>Section</u>	<u>Title</u>	<u>Citation</u>
256	Department of Education	Iowa Code § 256
258	Vocational Education	Iowa Code § 258

Iowa Administrative Code

<u>Agency Number</u>	<u>Chapter</u>	<u>Title</u>	<u>Citation</u>
281	12	General Accreditation Standards	281 IAC 12
281	46	Vocational Education Programs	281 IAC 46
282	17	Career and Technical Endorsements and Licenses	282 IAC 17

Career and Technical Education (CTE)

Q: What is meant by “career and technical education”?

A: Career and technical education means organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations. Such programs shall include competency-based applied learning which contributes to an individual's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society. Program content shall include recognition of the contributions of individuals with disabilities, men and women in nontraditional roles and minorities. Such term also includes applied technology education. IAC 281 46.7 (258)

Q: Is there a plan which guides career and technical education for the State of Iowa?

A: The Iowa Department of Education is required to develop and annually update a multiyear state plan for career and technical (CTE) education. IAC 281 46.2(1) (258)

Q: Does an annual accountability report exist?

A: Yes. An accountability report, the Consolidated Annual Report (CAR), is developed annually. P.L. 109-270 (Perkins IV); 281 IAC 46.2(1) (258)

Q: Is there a difference between CTE and *career education*?

A: Yes. A CTE program includes units or partial units in subjects for which a purpose is to equip students with marketable skills. Career education is broader in scope and is intended to enable students to become familiar with the values of a work-oriented society. Iowa Code requires accredited schools and school districts to provide curricular and co-curricular teaching-learning experiences from the prekindergarten level through grade twelve for all students in order to develop an understanding that employment may be meaningful and satisfying. Each accredited non-public school and school district must also incorporate school-to-career educational programming into its comprehensive school improvement plan.

Essential elements in career education shall include, but not be limited to:

1. Awareness of self in relation to others and the needs of society.
2. Exploration of employment opportunities and experience in personal decision making.
3. Experiences which will help students to integrate work values and work skills into their lives. Iowa Code §280.9; IAC 281 12.5(7) (256)

General Accreditation Standards for CTE

Instructional Program, Grades 7-8

Q: What are the CTE accreditation expectations for grades 7 and 8?

A: There are no specific CTE requirements for grades 7 and 8; however, family and consumer education, career education, and technology education must be taught in both grades 7 and 8 along with English-Language Arts, social studies, mathematics, science, health, human growth and development, physical education, music, and visual art. IAC 281 12.5(4) (256)

Q: Is a district required to deliver family and consumer education, career education, and technology education as stand-alone classes in grades 7 and 8?

A: No. There are no unit requirements at grades 7 and 8. A district may locally determine how the content of these classes is delivered (e.g., stand-alone classes, integrated classes, and/or exploratory courses) Chapter 12 Rule Interpretation Matrix¹

Q: What are the content specifications for family and consumer education?

A: Family and consumer education instruction shall include the development of positive self-concept, understanding personal growth and development and relationships with peers and family members in the home, school and community, including men, women, minorities and persons with disabilities. Subject matter emphasizes the home and family, including parenting, child development, textiles and clothing, consumer and resource management, foods and nutrition, housing, and family and individual health. IAC 281 12.5(4)(i) (256)

Q: What are the content specifications for career education?

A: Career education instruction shall include exploration of employment opportunities, experiences in career decision making, and experience to help students integrate work values and work skills into their lives. IAC 281 12.5(4)(j) (256)

¹ The most recent version of the Chapter 12 Rule Interpretation Matrix can be found on the School Improvement section of the Department website, http://www.educateiowa.gov/index.php?option=com_content&view=article&id=1558&Itemid=2726.

Q: What are the content specifications for technology education?

A: Technology education instruction shall include awareness of technology and its impact on society and the environment; furthering students' career development by contributing to their (knowledge of) scientific principles, technical information and skills to solve problems related to an advanced technological society; and orienting students to technologies which impact occupations in all six of the required service areas. The purpose of this instruction is to help students become technologically literate and become equipped with the necessary skills to cope with, live in, work in, and contribute to a highly technological society. 281 IAC 12.5(4)(k) (256)

Q: Are districts required to teach all of the content specification for family and consumer education, career education, and technology education at both grades 7 and 8?

A: No. All content specifications listed for these areas need not be taught in both grades 7 and 8, but all content specifications must be covered at some point within the span of grades 7 and 8. IAC 281 12.5(4) (256)

Q: Do the content specifications for family and consumer education, career education, and technology education for grades 7 and 8 apply to accredited non-public schools?

A: No. IAC 281 12.5(4)(i) (256)

Q: Must the content specifications for family and consumer education, career education, and technology for grades 7 and 8 exist as separate “units” or “activities”?

A: No. IAC 281 12.5(4) (256)

Q: How much time must a district allocate for family and consumer education, career education, and technology education at grades 7 and 8?

A: Time allocated to family and consumer education, career education, and technology education at grades 7 and 8 is locally determined.
IAC 281 12.5(4) (256); Chapter 12 Rule Interpretation Matrix

Instructional Program, Grades 9-12

School Districts

Q: What are the CTE accreditation requirements for school districts at grades 9-12?

A: School districts are required to **offer and teach** a minimum of **three sequential units in four of the six service areas** which include: agricultural education, business and office education, health occupations education (a.k.a., health science), home economics education (a.k.a., family and consumer science), industrial education (a.k.a., industrial technology), and marketing education.

281 IAC 12.5(5)(i) (256)

Q: What is meant by “offer and teach”?

A: “Offer and teach” is a requirement which applies to grades 9 through 12.

A subject is regarded as offered when:

- the teacher of the subject has met the licensure and endorsement standards of the state board of educational examiners for that subject;
- instructional materials and facilities for that subject have been provided
- the students have been informed, based on their aptitudes, interests, and abilities, about the possible value of the subject

A subject is regarded as taught only when students are present and receiving instruction. 281 IAC 12.5(16) (256)

Q: What is meant by “three sequential units in four of the six service areas”?

A: Each of the six service areas covers a wide variety of careers or occupational opportunities. “Sequential” simply refers to the courses addressing a given occupational cluster within a given service area; it does not automatically imply order. The minimum of three units required to be offered and taught must address the identified, approved, competencies, whether developed locally or statewide, for the specified occupational cluster. October, 1991 Guidance

Q: Is a district required to have a student enrolled in a CTE course to meet the “offer and teach” requirement?

A: It depends. This is a complex question due to the options available for CTE program delivery.

If a district chooses to meet the CTE program requirements without sharing with another educational entity (i.e., providing all units “in-house”), there must be a student enrolled in each course offered in the three unit sequence. If a district chooses to share with one or more school districts, or with a community college, at least one student from among the sharing entities must be enrolled in each course comprising the three sequential units. Not all school districts in the sharing agreement must have a student enrolled in each course offered; however, all students from all sharing entities must have reasonable access to all shared COURSES. October, 1991 Guidance

As a best practice, a district which maintains a CTE sharing agreement but fails to have student participation should consider evaluating the CTE offerings to determine student interest or if barriers to participation exist, such as conflicts due to the master schedule or transportation issues. The district goal should focus on improving student opportunities.

Q: Are there different ways to meet CTE program requirements?

A: Yes. CTE program requirements may be met in the following ways with an appropriately Iowa-licensed teacher:

- direct instruction by a teacher onsite,
- whole-grade sharing pursuant to Iowa Code §282.10,
- written agreement to jointly employ or share teachers pursuant to Iowa Code §280.15 (school districts only), and
- through community colleges pursuant to 281 IAC 12.5(5)(i) (256).

Q: What is a (Carnegie) unit?

A: A unit is a course which meets one of the following criteria:

- it is taught for at least 200 minutes per week for 36 weeks;
- it is taught for the equivalent of 120 hours of instruction; or
- it is an equated requirement as part of an innovative program. 281 IAC 12.5(14) (256)

Example 1:

The district has an eight period day, with each period being 45 minutes. A year-long course that meets every day would meet the “unit” requirement.

$$180 \text{ days} \times 45 \text{ minutes} = 8,100 \text{ minutes or } 135 \text{ hours of instruction}$$

OR

$$45 \text{ minutes} \times 5 \text{ days} = 225 \text{ minutes per week of instruction}$$

Example 2:

The district has a block schedule consisting of four 90-minute blocks on Day A and four 90-minute blocks on Day B. A year-long course that meets on either Day A or Day B would meet the “unit” requirement.

$$90 \text{ days} \times 90 \text{ minutes} = 8,100 \text{ minutes or } 135 \text{ hours of instruction}$$

OR

$$5 \text{ days (Week 1: M-W-F and Week 2: T-Th)} \times 90 \text{ minutes} = 450 \text{ minutes (225 minutes per week average)}$$

Example 3:

The district has a trimester schedule consisting of three 12-week trimesters. Each trimester has a 6 period day, with each period being 60 minutes. A year-long course that meets every day would meet the “unit” requirement.

$$180 \text{ days} \times 60 \text{ minutes} = 10,800 \text{ minutes or } 180 \text{ hours of instruction.}^2$$

OR

$$5 \text{ days} \times 60 \text{ minutes} = 300 \text{ minutes per week.}$$

Q: What is a credit?

A: A student shall receive a credit or a partial credit upon successful completion of a course which meets one of the criteria in subrule 12.5(14) – definition of a unit. The board may award credit on a performance basis through the administration of an examination, provided the examination covers the content ordinarily included in the regular course. 281 IAC 12.5(15) (256)

² 120 hours is the minimum for one Carnegie unit. If a course results in more than 120 hours of instruction, the unit value can be adjusted accordingly (e.g., 180 hours of instruction is equivalent to 1.5 units).

Q: What is “coring”?

A: Coring is an instructional design whereby competencies common to two or more CTE service areas are taught as one course offering (called a *core course*), consisting of no more than one (Carnegie) unit. 281 IAC 12.5(5)(i)(12) (256)

Q: What is a “core unit” in regard to three sequential units in four of the six service areas?

A: A core unit is a (Carnegie) unit of instruction which consists of one or more core courses. 281 IAC 12.5(5)(i) (256); PlusCTE Section 2 Reporting Guidance

Q: Who may teach a CTE core course?

A: A core course may be taught by the CTE-licensed instructor for any one of the service areas in which the core course is used. The course must provide content applicable to the service areas in which it is shared.

Q: What are multioccupational courses?

A: Multioccupational courses combine on-the-job training in any of the occupational areas with the related classroom instruction. The instructor provides the related classroom instruction and coordinates the training with the employer at the work site. A multioccupational course (maximum of one unit) may be used toward meeting the minimum program requirements for a CTE service area if the resulting placement/competencies align to those identified for that program.

281 IAC 12.5(5)(j) (256)

Q: Can a multioccupations course and core course be used to complete a single sequence in more than one CTE service area?

A: No. Multioccupations may be used to complete a sequence in more than one CTE service area; however, multioccupations and a core course(s) cannot be used in the same sequence. 281 IAC 12.5(5)(i) (256)

Q: Are there any other requirements for multioccupations courses?

A: Yes. If a district elects to use multioccupations to meet the requirements in more than one service area, documentation must be provided to indicate that a sufficient variety of quality training stations be available to allow students to develop occupational competencies. 281 IAC 12.5(5)(i) (256)

Q: Who may teach a multioccupations course?

A: A teacher-coordinator who holds a valid license (certificate) with a multioccupations endorsement may teach a multioccupations course. However, if an instructor is coordinating work-based learning opportunities only within the service area for which s/he holds licensure, the multioccupations endorsement is not required.

October, 1991 Guidance

Accredited Non-Public Schools

Q: What are the career and technical education accreditation expectations for grades 9-12 for accredited non-public schools?

A: An accredited non-public school which provides an education program that includes grades 9 through 12 shall offer and teach five units of occupational education subjects, which may include, but are not limited to, programs, services, and activities which prepare students for employment in business or office occupations, trade and industrial occupations, consumer and family sciences or home economics occupations, agricultural occupations, marketing occupations, and health occupations. Instruction shall be competency-based, articulated with postsecondary programs of study, and may include field, laboratory, or on-the-job training.

281 IAC 12.5(5)(j) (256)

Q: Must a non-public school serving grades 9-12 offer and teach five units of occupational subjects annually?

A: Yes. 281 IAC 12.5(5)(j) (256)

Instruction

Q: Are there specific requirements regarding CTE instruction?

A: Yes. The instruction shall:

- be competency-based,
- provide a base of knowledge which will prepare students for entry level employment, additional on-the-job training, and postsecondary education within their chosen field,
- be articulated with postsecondary programs of study, including apprenticeship programs,
- reinforce basic academic skills, and
- include the contributions and perspectives of persons with disabilities, both men and women, and persons from diverse racial and ethnic groups.

281 IAC 12.5(5)(i) (256)

Q: What is a competency?

A: A competency is a learned student performance statement which can be accurately repeated and measured. 281 IAC 12.5(5)(i)(9) (256)

Q: As it pertains to CTE, what does competency-based³ instruction mean?

A: Competency-based instruction is grounded in incumbent worker-validated statements of learner results (competencies) which clearly describe what skills the students will be able to demonstrate as a result of the instruction.

281 IAC 12.5(5)(i)(9) (256)

Q: How should teachers evaluate students in a competency-based system?

A: In part, teachers should evaluate students based on the student's ability to perform the competencies. 281 IAC 12.5(5)(i)(9) (256)

³ Competency-based instruction referenced in 281 IAC-12.5(5)(i)(9) pre-dates work of the Competency-Based Education Task Force established as part of SF 2284. For more information on the Task Force activities, see http://www.educateiowa.gov/index.php?option=com_content&id=2650&Itemid=5159.

Q: What processes may be used to identify CTE competencies?

A: There are two paths which may be taken:

Path I⁴

The Department of Education shall develop sets of minimum competencies through a structured group interview process, which involves the use of technical committees of incumbent workers, within an occupational cluster of a service area, who will analyze a researched list of competencies which include new and emerging technologies, job seeking, leadership, entrepreneurial, and occupational competencies. This analysis includes identifying the competencies necessary for the CTE program to offer so that the program participant has access to all instruction which leads to employment and further training. 281 IAC-46.7(1) (258)

Path II

Local school districts may follow the process described in Path I to develop competencies in lieu of the state minimum competencies. Districts are encouraged to work with their CTE advisory council(s)/committee(s), which are comprised of public members, with emphasis on persons representing businesses, industry, agriculture, and labor.

281 IAC 12.5(5)(i)(10) (256); 281 IAC 46.7(2) (258)

Additionally, local school districts are encouraged to identify and develop additional competencies beyond the minimums identified by the Department using the process described in Path I. 281 IAC 12.5(5)(i)(10) (256); 281 IAC 46.7(2) (258)

Q: May components of the Iowa Core⁵ be addressed through CTE programs/courses?

A: Yes. The Iowa Core is not discipline specific.

Iowa Core Curriculum Report to the State Board, February 2009

⁴ The minimum competencies developed through the “Path I” process are posted on the Department website, http://www.educateiowa.gov/index.php?option=com_content&view=article&id=2620:career-a-technical-education-secondary&catid=184:career-technical-education&Itemid=3038. Refer to the information provided within the Service Areas tab.

⁵ Additional information regarding the Iowa Core is posted on the Department website http://www.educateiowa.gov/index.php?option=com_content&view=article&id=2485&Itemid=4602

Articulation⁶

Q: What is articulation?

A: Articulation is the process of mutually agreeing upon competencies and performance levels transferable between institutions and programs for advanced placement or credit in a CTE program. 281 IAC 12.5(5)(i)(13) (256)

Q: What is an articulation agreement?

A: An articulation agreement is a written document which explains the decisions agreed upon and the process used among the participating institutions to grant advanced placement or credit. 281 IAC 12.5(5)(i)(13) (256)

The agreement should be updated at least once every five years; updates should occur more frequently if changes in the secondary or postsecondary program occur.

Q: How should an articulation agreement be created?

A: Teachers and administrators from both secondary and postsecondary instructional levels shall (when applicable) meet to identify competencies required at each level, and to jointly prepare agreements of articulation between secondary and postsecondary levels for specific occupational areas. 281 IAC 46.7(3) (258)

Q: Are secondary schools required to articulate each CTE program with a postsecondary institution?

A: Yes. Articulation agreements shall be in place with at least one postsecondary institution per program offered at the high school level (as appropriate), i.e., community colleges, apprenticeship programs, or private postsecondary institutions. If more than one program is offered in a given service area (e.g., manufacturing and automotive [both industrial technology] or accounting and general business [both business education]), an agreement is needed for each. 281 IAC 46.7(3) (258)

Q: May a school district establish an articulation agreement for a given high school program with more than one community college?

A: Yes.

⁶ A standalone reference document regarding CTE articulation agreements is being developed by the Department and should be available by fall 2013.

Q: Are there multiple ways to meet the articulation requirement?

A: Yes. The articulation requirement may be met the following ways:

- department-designated statewide articulation agreements,
- school district-to-community college agreement,
- concurrent enrollment agreement (specific to the given CTE program), and
- completed CTE Programs of Study (POS)⁷

Q: What are the Department-approved statewide articulation agreements?

A: Statewide articulation agreements are developed for Accounting Fundamentals, Child Growth and Development, Introduction to Early Childhood Education, Nutrition, and Marketing Field Experience.

Q: Are there guidelines for school district-to-community college agreements?

A: The following are the Department guidelines regarding district-to-community college agreements:

- The agreement must be specific enough to know what is being articulated (i.e., course competencies).
 - Note: An agreement that only states the two parties will articulate, but does not provide a description of what will be articulated, does not meet minimum compliance.
- The agreement must specify what program/course(s) from the secondary school is articulated to the community college and the impact for the student. For example, the agreement might state students who complete the course or courses do not have to take a specified course (or part of a course) at the partnering community college.
- The agreement must be signed by the college and the district within the last five years.
- One agreement can include multiple CTE program areas as long as the details described above are included for each.

⁷ The requirements for a complete CTE program of study are outlined in the POS guidance document posted on the Department website, http://www.educateiowa.gov/index.php?option=com_content&view=article&id=2620:career-a-technical-education-secondary&catid=184:career-technical-education&Itemid=3038. Refer to the Programs of Study tab.

Program Review⁸

Q: How often are school and school district CTE programs reviewed by the Department of Education?

A: The Department of Education shall review at least 20 percent of approved CTE programs within the state annually. The review will include a comprehensive desk audit and a comprehensive site visit (i.e., School Improvement Site Visit⁹).

281 IAC 47.7(4) (258); 281 IAC 12.8(4)(a)(2) (256)

Q: What are the goals of the on-going review?

A: Department review focuses on ensuring CTE programs are:

- a. Compatible with educational reform efforts.
- b. Capable of responding to technological change and innovation.
- c. Meeting educational needs of the students and employment community including students with disabilities, both male and female students, from diverse racial and ethnic groups.
- d. Enabling students enrolled to perform the minimum competencies independently.
- e. Articulated/integrated with the total school curriculum.
- f. Enabling students with a secondary vocation background to pursue other educational interests in a postsecondary setting, if desired.
- g. Availing students with support services and eliminating access barriers to education and employment for both traditional and nontraditional students, men and women, persons from diverse racial and ethnic groups, and persons with disabilities. 281 IAC 46.7(4) (258)

Q: What are the consequences for a school district which fails to meet minimum accreditation standards for CTE instruction?

A: The school district is granted a one-year period to bring its CTE programs into compliance. 281 IAC 46.7(10) (256); 281 IAC 46.7(10) (258)

⁸ In addition to the general CTE program review requirement, districts receiving funds through the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (*Perkins IV*), either as a standalone recipient or through participation in a consortium, are subject to additional monitoring. For more information, refer to the Perkins IV Policies and Procedures, August 2013 guidance document.

⁹ Information regarding the School Improvement Site Visit process is available on the Department website, http://www.educateiowa.gov/index.php?option=com_content&view=article&id=1558&Itemid=2726. Review of CTE program information is incorporated in the Document Review Checklist and On-Site Interviews.

Practitioner Licensure

Q: Are there different requirements for CTE teacher licensure at grades 7 and 8 than for grades 9–12?

A: No. 282 IAC 17.1 (272)

Q: Who should be contacted regarding CTE teacher licensure questions?

A: The Iowa Board of Educational Examiners.¹⁰

Q: Are there specific licensure requirements for teaching Project Lead the Way (PLTW) courses?

A: Yes. The instructor must hold a valid industrial technology, mathematics, or science endorsement. Additionally, the instructor must complete required PLTW training.¹¹

Q: May PLTW courses be used to meet the three sequential units for an industrial technology CTE program?¹²

A: Yes, as long as the instructor holds a valid industrial technology endorsement and the course(s) are appropriate to the specified industrial technology program area.

¹⁰ See <http://www.boee.iowa.gov/>.

¹¹ Information regarding PLTW's Summer Core Training Institutes is available on the Iowa PLTW website, <http://www.pltwiowa.org/index.php?Summer-Training-Information-90>.

¹² Additional PLTW guidance documents are available on the Department website, http://educateiowa.gov/index.php?option=com_content&task=view&id=644&Itemid=1430.

Advisory Councils/Committees¹³

Q: Is a CTE advisory council/committee required for school districts?

A: Yes. The board of directors of a school district that maintains a school, department, or class receiving federal or state funds shall appoint a local advisory council for CTE education. Iowa Code §258.9

Q: Are there special requirements regarding the composition of the CTE advisory council/committee?

A: Yes. The CTE advisory council/committee shall be composed of public members with emphasis on persons representing business, agriculture, industry, and labor. Additionally, the membership should fairly represent each gender and minority residing in the school district. 281 IAC 12.5(5)(i) (256)

Q: May the district's School Improvement Advisory Committee (SIAC) serve as the CTE advisory council/committee?

A: Yes, as long as the SIAC meets the membership requirements for CTE advisory council/committees **and** is able to fulfill the responsibilities of a CTE advisory council/committee. Advisory Groups Manual (11.30.2009); Chapter 12 Matrix

Q: What are the responsibilities of a CTE advisory council/committee?

A: The responsibilities of both the advisory council and advisory committees at the local level are to assure continual relevance of career and technical programs. Expert advice developed in dialogue among advisory members representing employers, employees, and the general public can contribute to program relevance and updating when this advice is conveyed to those in the educational system and the community through deliberations focusing on common needs and goals.

¹³ Additional information is available in the Advisory Groups: Advisory Councils and Committees document posted on the Department website, http://educateiowa.gov/index.php?option=com_content&view=article&id=2620:career-a-technical-education-secondary&catid=184:career-technical-education&Itemid=3038. Refer to the Technical Assistance tab.

CTE Data Reporting¹⁴

Q: Should a student be reported as a CTE concentrator if they complete a full year of CTE courses in District A, move into District B, and take an additional full year in District B?

A: The district will make the determination locally depending on its program. The reporting system will only pull what the student has earned in your district; it does not pull what they have earned in previous districts. However, the district can manually adjust the student's previous units.

Example

The district has a program designated as Ag Business and has identified coursework which comprises the program. A student transfers from another district and has completed a year of Horticulture in the previous district. If the Horticulture coursework corresponds to the current district's Ag Business program, the district may manually adjust the student's total units when reporting CTE student data in PlusCTE (Section 3).

Q: How should a district count CTE courses a student completed in a previous district or districts?

A: Refer to the previous response; this is local decision. If the course(s) completed previously align to the current district's program, it is certainly acceptable to adjust the student's previous units for reporting purposes.

Q: How should a district report a CTE student when the student is enrolled in the district, the student is not considered a dropout, and the student is not attending?

A: If the student is considered as enrolled by the district, they should be included for CTE reporting.

If the student is a CTE program concentrator, and is enrolled in one or more courses included in that program during the reporting year, he/she would not be marked as assessed for technical skill unless they were present when the assessment occurred (for the current academic year).

¹⁴ Data regarding CTE programs/students is collected annually through the Winter Student Reporting in Iowa (SRI) submission and the career and technical education reporting site, PlusCTE. Additional information regarding SRI is available on the Department website, http://www.educateiowa.gov/index.php?option=com_content&view=article&id=44&Itemid=2780.

Q: Once a CTE student has reached concentrator status¹⁵ and reported as having attained technical skill proficiency, should the student be included in the district's technical skill proficiency count in subsequent years?

A: Reporting is done on an annual (individual academic year) basis. Districts should only report information for concentrators who were assessed for technical skill proficiency during the reporting year (i.e., those who were enrolled in the given CTE program during the current academic year). For technical skill proficiency, any student for which current units equal zero (0.0) will not be included for federal reporting purposes.

It is possible for a student to be assessed and considered proficient in consecutive years, or proficient one year and not proficient the next. This would depend on the student's performance on the assessment(s) administered during the reporting year.

Q: Is there any way to remove reporting related to non-traditional students?

A: No. Currently, reporting progress of students enrolled in programs considered non-traditional for their gender is a federal requirement. Perkins IV, Sec. 113(b)(2)

Q: Will the Department be in contact with the Office of Vocational and Adult Education (OVAE) concerning Iowa's transition from the Iowa Tests of Education Development (ITED) to the Iowa Assessments?

A: Yes. It is possible the state's performance targets may need to be renegotiated to set new baselines for the two Perkins IV academic achievement indicators (i.e., 1S1 [Academic Achievement in Reading/Language Arts] and 1S2 [Academic Achievement in Mathematics]).

Q: What assessment should be used by a district when reporting technical skill proficiency for students in a program of study (POS)?

A: Districts should use the assessment that has been identified and approved in its POS.

¹⁵ For Perkins IV reporting purposes, a secondary CTE concentrator is a student who has completed at least 1.5 units of identified coursework within a given CTE program area.

Q: As assessments for the POS are developed and/or selected, what is the target for which we are aiming?

A: Since Iowa does not have a state CTE curriculum or assessments; the district must determine the skill sets it expects students to have achieved at designated points within its program. Ideally, these will be based on industry standards. The assessment must be approved by a third party, which includes the district's advisory committee and the community college with which the program is aligned. These groups should also assist in identifying performance levels that must be achieved to be considered proficient.