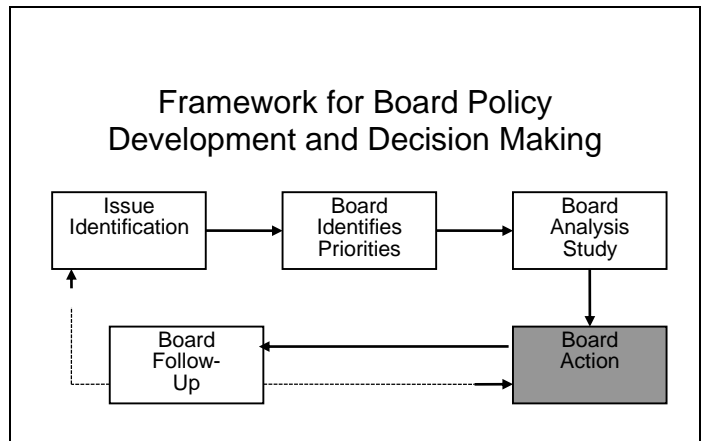


Iowa State Board of Education

Executive Summary

June 9-10, 2016



- Agenda Item:** Rules: 281 IAC Chapter 49 – Individual Career and Academic Plan (Adopted and Filed Emergency)
- Iowa Goal:** All PK-12 students will achieve at a high level.
- State Board Role/Authority:** Iowa Code section 256.7(5) gives the State Board of Education the statutory authority to adopt rules under Chapter 17A.
- House File (HF) 2392, section 8, gives the State Board of Education the authority to adopt emergency rules under Iowa Code section 17A.4, subsection 3, and Iowa Code section 17A.5, subsection 2, paragraph “b” to implement division 1 of that Act.
- Presenters:** Phil Wise, Administrative Rules Co-Coordinator
- Jeremy Varner, Division Administrator
Division of Community Colleges
- Attachments:** 1
- Recommendation:** It is recommended that the State Board adopt emergency a new Chapter 49, Individual Career and Academic Plan.
- Background:** The General Assembly, in 2392, amended Iowa Code section 279.61. That amended section requires that all school districts develop for each student enrolled in grade eight an individualized career and academic plan, and that such a plan be reviewed and revised each succeeding year until the graduation of that student.
- HF 2392, sections 8 and 9, also provided for the immediate enactment of that amendment and granted to the State Board of Education the authority to implement the amendment to Iowa Code section 279.61 through the emergency rulemaking provisions of Chapter 17A.
- Emergency rulemaking is necessary in order that the rule can go into effect immediately upon adoption by the State Board of Education. It is only through that emergency rulemaking that the new system for the individualized career and academic plan can be available for implementation by school districts at the beginning of the 2016-17 school year.

EDUCATION DEPARTMENT[281]
Adopted and Filed Emergency

Pursuant to the authority of Iowa Code section 256.7(5), Iowa Code section 17A.4(3), Iowa Code section 17A.5(2) and section 8 of House File 2392 (2016), the State Board of Education hereby proposes to adopt new Chapter 49, “Individual Career and Academic Plan,” Iowa Administrative Code.

These rules establish that each student enrolled in grade eight shall have developed by the school district an individualized career and academic plan, and that such a plan shall be reviewed and revised each succeeding year until the graduation of that student.

An agencywide waiver provision is provided in 281—Chapter 4.

Interested individuals may make written comments on the proposed rules until 4:30 p.m. on July 26, 2016. Comments on the proposed rules should be directed to Phil Wise, Iowa Department of Education, Second Floor, Grimes State Office Building, Des Moines, Iowa 50319-0146; telephone (515)281-4835; e-mail phil.wise@iowa.gov; or fax (515)242-5988.

A public hearing will be held on July 26, 2016, from 10 to 11 a.m. in the State Board Room, Second Floor, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa, at which time persons may present their views either orally or in writing. Any persons who intend to attend the public hearing and have special requirements, such as those related to hearing or mobility impairments, should advise the Department of Education of their specific needs by calling (515)281-5295.

These rules are intended to implement Iowa Code section 279.61, as amended by House File 2392 (2016).

Pursuant to Iowa Code section 17A.4(3), the State Board of Education finds that notice and public participation are unnecessary because this new chapter implements immediately the requirements of House File 2392, Division I, which was effective upon enactment, and the school districts need to have implemented by the school year beginning July 1, 2016.

In addition, House File 2392, section 8, permits the State Board of Education to adopt emergency rules for this purpose.

Pursuant to Iowa Code section 17A.5, subsection 2, paragraph “b” (1) and (2), and to House File 2392, section 8, the State Board of Education further finds that the normal effective date of the amendment creating this new chapter, 35 days after publication, should be waived and that Chapter 49 should be made effective June 10, 2016.

These rules are also published herein under Notice of Intended Action as **ARC _____ C** to allow for public comment.

After analysis and review of this rule making, no impact on jobs has been found.

The following rules are proposed.

Adopt the following **new** 281—Chapter 49:

CHAPTER 49
Individual Career and Academic Plan

281—49.1(279) Purpose. For the school year beginning July 1, 2016, and each succeeding school year, the board of directors of each school district shall ensure each student in grade eight develops and, in each succeeding year until graduation, reviews and revises an individualized career and academic plan.

281—49.2(279) Definitions. For purposes of this chapter, the following definitions shall apply:

“*Approved system*” means a vendor-provided career information and decision-making system which meets the requirements of section 49.6 of this chapter.

“*Board*” means the board of directors of a public school district.

“*Career cluster*” means a nationally recognized framework for organizing and classifying career and technical education programs.

“*Comprehensive school improvement plan*” means the plan required of a school or school district per Iowa Code chapter 256, section 7, paragraph 21, subparagraph “a”.

“*Department*” means the Iowa Department of Education.

“*Director*” means the director of the Iowa Department of Education.

“*District plan*” means the career guidance plan developed by each school district detailing the delivery of career guidance in compliance with this chapter.

“*Educational program*” means the educational program as defined in 281 – section 12.2.

“*Plan*” means the individualized career and academic plan established under this chapter which is created by each student of the school district in eighth grade and which, at a minimum, meets the requirements of section 49.3 of this chapter.

“*Postsecondary education and training options*” means postsecondary programs and pathways related to career interests, including apprenticeships and on-the-job training; military training; and industry-based certification, licensure, and diploma and degree programs offered by accredited professional colleges, technical and community colleges, and public and private bachelorette colleges and universities.

“*School counseling program*” means the school counseling program established by Iowa Code chapter 256, section 11, paragraph 9A.

“*Student*” means an enrolled student as defined in 281 – section 12.2.

281—49.3(279) Individualized career and academic plan.

49.3(1) Requirements. The plan shall, at a minimum, achieve all of the following.

a. Prepare the student for successful completion of the core curriculum developed by the state board of education pursuant to 281 – chapter 12 by the time the student graduates from high school.

b. Identify the student’s postsecondary education and career options and goals.

c. Identify the coursework needed in grades nine through twelve to support the student’s postsecondary education and career options and goals.

d. Prepare the student to successfully complete, prior to graduation and following a timeline included in the plan, the essential components prescribed in section 49.4 of this chapter.

49.3(2) Progress report. The school district shall report annually to each student enrolled in grades nine through twelve, and, if the student is under the age of eighteen, to each student’s parent or guardian, the student’s progress toward meeting the goal of successfully completing the core curriculum and high school graduation requirements adopted by the state board of education pursuant to 281 – chapter 12, and toward achieving the goals of the student’s career and academic plan.

281—49.4(279) Essential components. The district shall engage each student in activities which support the following essential components of the plan.

a. Self-understanding. Students shall engage in developmentally appropriate inventories and assessments that promote self-understanding, the connection to work, and engage in meaningful reflective activities about the results. Inventories and assessments may include, but are not limited to, interest inventories; work values assessments; personal values inventories; abilities, strengths, and skills assessments; career cluster assessments; learning styles inventories; and non-cognitive skills assessments.

b. Career information. Students shall research careers based on self-understanding results and engage in meaningful reflection about the findings. Career information shall include, but is not limited to, state and national wage, earning, and employment outlook data for a given occupation; job descriptions, including such information as essential duties, aptitudes, work conditions, and physical demands; and training and education requirements.

c. Career exploration. Students shall engage in activities that reveal connections among school-based instruction, career clusters, and the world of work and engage in meaningful reflection. Career exploration experiences may be face-to-face or virtual, and may include, but are not limited to, job tours, career days or career fairs, and other work-based learning activities.

d. Postsecondary exploration. Students shall engage in activities to explore relevant postsecondary education and training options related to career interests and engage in meaningful reflection on the exploration experience. Postsecondary exploration activities may be face-to-face or virtual, and may include, but is not limited to, site or campus visits;

career, employment, or college fairs; and visits with recruiters and representatives of postsecondary education and training options.

e. Career and postsecondary decision. Students shall complete relevant activities to meet their postsecondary goals consistent with the plan and stated postsecondary intention. Relevant career and postsecondary decision activities may include, but are not limited to, completion of required college or university admission or placement examinations; completion of relevant entrance applications and documents or job application, resume, and cover letter; completion of financial aid and scholarship applications; and review and comparison of award letters and completion requirements for different postsecondary options such as annual financial aid requirements, role of remedial courses, course of study requirements, and the role of the academic advisory.

281 – 49.5(279) District plan.

49.5(1) *Components of district plan.* The school district shall develop a written career guidance plan. The district plan shall include the following components.

a. The district shall, at a minimum, describe the following aspects of the district plan.

(1) The activities to be undertaken in each grade-level to achieve the requirements of section 3 of this chapter.

(2) Integration of the career guidance plan with the district’s comprehensive school improvement plan and school guidance counseling program.

(3) At the districts discretion, any additional outcomes to be integrated into career guidance system.

b. Designation of team. The superintendent of each school district shall designate a team of education practitioners to carry out the duties assigned to the school district under this section. The district plan shall include a list, by job position, of the designated district team.

(1) *Team composition.* The team shall include, but not be limited to, a school administrator, a school counselor, teachers, including career and technical education teachers, and individuals responsible for coordinating work-based learning activities.

(2) *Duties.* The team shall be responsible for the following.

(a) Implementation of the district plan.

(b) Annually reviewing and, as necessary, proposing to the board of directors of the school district revisions to the district plan.

(c) Coordination of activities which integrate essential components into classroom instruction and other facets of the school district’s educational program.

(d) Regularly consulting with representatives of employers, state and local workforce systems and centers, higher education institutions, and postsecondary training programs to ensure activities are relevant and align with the labor and workforce needs of the region and state.

49.5(2) Maintenance of district plan. The district plan shall regularly be reviewed and revised by the team and the board.

281 – 49.6(279) Career information and decision-making systems. Each district shall use a career information and decision-making system approved by the department.

49.6(1) Approval process. The department shall establish a process for the review and approval of vendor-provided career information and decision-making systems from which districts shall choose in compliance with this chapter.

49.6(2) State designated system. The department shall establish a process for the review and approval of a single state-designated career information and decision-making system from among the systems approved through the process established in subsection 1 of this section which districts may use in compliance with this chapter.

49.6(3) Minimum functions of approved systems. An approved system shall, at a minimum, support the requirements of section 49.3 of this chapter and meet the following minimum requirements.

a. Allow for the creation of student accounts, which allow a student to store and access the results and information gathered from the inventories, searches, and associated activities outlined in paragraphs “b” through “d” of this subsection.

b. Include developmentally appropriate inventories and assessments that promote self-understanding and the connection to work. Inventories and assessments shall include, but is not limited to, an interest inventory; a work values assessment; and an abilities, strengths, or skills assessment.

c. Include a search platform for career information. The platform shall allow a student to access and review career information related to the results of the inventories listed in paragraph “b” of this subsection. Career information shall include, but is not limited to, current and accurate state and national wage, earning, and employment outlook data for a given occupation; job descriptions, including such information as essential duties and aptitudes; and training and education requirements. The career information search platform shall, at a minimum, allow a student to sort information by wage and earning, career cluster, and training and education requirements.

d. Include a search platform for postsecondary information. Postsecondary information shall include, but is not limited to, a current, accurate, and comprehensive database of accredited professional colleges, technical and community colleges, and public and private baccalaureate colleges and universities; and include or provide links to apprenticeship and military opportunities. The postsecondary information search platform shall, at a minimum, allow a student to sort information by program and degree type, institution type, location, size of enrollment, and affiliation and appropriate institutional characteristics such as designation as an historically black college and university or Hispanic-serving institution, and religious affiliation.

e. Track basic utilization for the functions outlined in paragraphs “a” through “d” of this subsection. Districts shall have the ability to generate and export a report on the utilization statistics.

f. Ensure compliance with applicable federal and state civil rights laws.

g. Disclose the source and age of, as well as frequency of updates to, all information and data.

h. Provide auxiliary services including, but not limited to:

(1) A process for districts to submit comments, feedback, and modification requests to the vendor.

(2) Technical assistance during regular school district operating hours.

(3) Appropriate training for users.

281 – 49.7(279) Compliance. The director shall monitor school districts for compliance with the provisions of this chapter through the accreditation process established for school districts under 281 – chapter 12.

49.7(1) Maintenance of student records. Each school district shall maintain evidence of student completion of the requirements of the plan established in section 49.3 of this chapter in the student’s cumulative record as required by 281 – subrule 12.3(4). Evidence shall consist of a copy of the student’s plan developed in eighth grade which is signed by the student’s parent or guardian.

49.7(2) Reporting. For the school year beginning July 1, 2016, and each succeeding school year, the board of directors of each school district shall submit to the local community, and to the department as a component of the school district’s comprehensive school improvement plan required by 281 – chapter 12, an annual report on student utilization of the district’s career information and decision-making system.

49.7(3) Department report. The department shall include in its annual condition of education report a review of school district and student performance required under this chapter.

49.7(4) Corrective action. If a school district is not in substantial compliance with the provisions of this chapter, the school district shall submit an action plan to the director for approval. The plan must outline the steps to be taken to ensure substantial compliance with the provisions of this chapter.