

DRAFT -- COMMUNITY COLLEGE COUNCIL (CCC) MEETING NOTES
Wednesday, August 3, 2016 -- 3:30 – 4:30 p.m. -- DE – ICN Room

Those in attendance included:

- ❑ Linda Allen, President, Hawkeye Community College, and CCC Member (via conference call)
- ❑ Vlad Bassis, Consultant, Bureau of Community Colleges
- ❑ Michael Bearden, CCC and State Board of Education Member
- ❑ Bettie Bolar, CCC and State Board of Education Member
- ❑ Barbara Burrows, Chief, Bureau of Community Colleges
- ❑ Michael Knedler, CCC and State Board of Education Member
- ❑ Pradeep Kotamraju, Chief, Bureau of Career and Technical Education
- ❑ Zoe Thornton, Consultant, Bureau of Career and Technical Education
- ❑ Jeremy Varner, Administrator, Division of Community Colleges and Workforce Preparation
- ❑ Stephanie Weeks, Assistant to Jeremy Varner, Division of Community Colleges and Workforce Preparation

I. Welcome and Introductions—Mike Knedler, Chair

Chair Knedler called the meeting to order at 3:30 PM. Members and presenters introduced themselves. Chair Knedler and CCC members welcomed Board of Education member, Michael Bearden, to the CCC, replacing Brooke Axiotis. Bearden joined the State Board in 2014. He is a professional engineer and the executive vice president of Clapsaddle-Garber Associates, Inc.

The Governor's Office also announced the reappointment of Mike Knedler to the board and also chair of the CCC for another term. Mike joined the State Board in 2010. He taught in the areas of history, government, and economics for 32 years at Iowa Western Community College before retiring in 2002. Since his retirement, he has served on many other boards and has been involved in numerous community activities.

II. Approval of Meeting Notes—Michael Knedler

Chair Knedler asked for approval of the notes from the May 11, 2016, meeting of the CCC.

Action: Bettie Bolar moved and Linda Allen seconded to move to approve the meeting notes. The notes were passed unanimously by the CCC.

III. Division Updates—Jeremy Varner

A. Division Staffing

Dr. Christopher Russell was introduced at the Council meeting. Chris comes to the division from Marshalltown Community College (MCC) where he served as Dean of Students and Academic Affairs. He has 14 years of experience in academic administration, including 10 years as Chief Academic Officer (CAO), for Iowa Valley Community College District. In addition to a passion for serving students, he has a wealth of experience with statewide academic issues, having served on the A&S and CTE deans groups, the CAOs group, and on numerous statewide committees. Prior to moving into administration, Chris taught mathematics, chaired the mathematics department, and had terms as chair of the faculty senate and the college's education association. He has a Ph.D. from Iowa State University in Higher Education and degrees in mathematics. With the division, he

will provide leadership on academic affairs and serve as the program quality consultant responsible for community college program approval, including the community college program and common course numbering management system.

B. New Equity Review Process Update

To gain efficiencies and provide a structured schedule for community colleges, the Accreditation Advisory Committee approved a plan in August 2015 to overhaul the community college equity review process and align it with the state accreditation process. With the change, management of the equity process was shifted to the division.

Throughout the fall of 2015, the division's equity team thoroughly reviewed and incorporated federal and state regulations into the established accreditation review process, created guidance and reporting documentation, and laid the groundwork to pilot the newly combined review process.

The pilot was conducted during the comprehensive accreditation review at North Iowa Area Community College in April 2016. Barbara Burrows, chief of the Bureau of Community Colleges, led the pilot with the assistance of the Department of Education's Margaret Jensen-Connet, equity coordinator, and Eric St Clair, program consultant.

The pilot enabled the team to identify ways to improve the efficiency and effectiveness of the review process as follows:

- Conducting desk review components simultaneously, rather than consecutively, thus shortening the process by addressing multiple sets of regulations with one review of items. (e.g., student and faculty handbooks, and strategic and facility plans).
- Scheduling more time between interviews and for team discussion and report preparation.
- The team will work this summer to refine the new process, revise the targeting plan required by the Office for Civil Rights, and finalize the guidance and desk review documentation. The completed process will be presented to the Accreditation Advisory Committee in early fall.

C. Redesigned CTE Aligns Education to Employer Demands

Implementation of House File 2392, the 2016 legislation to redesign secondary career and technical education (CTE) programs statewide, is underway in Iowa. The legislation builds upon the recommendations released this past fall by the Secondary CTE Task Force, and marks the first major revision to CTE policy in Iowa since 1989. The CTE redesign initiative, which focuses on middle and high school students, is in line with the Future Ready Iowa initiative launched by Governor Branstad and Lt. Gov. Reynolds last fall. The initiative focuses on ways to continue building Iowa's talent pipeline and to close the skills gap so that more Iowans have quality career opportunities and employers have the skilled workforce they need. This legislation will help achieve the Future Ready Iowa goal of 70 percent of Iowans in the workforce having education or training beyond high school by 2025.

The bill contains two divisions: division I focuses on career and academic plans and division II on career and technical education and work-based learning programs. Division I included changes to Iowa Code chapter 271, section 61, which shifts to a more holistic approach to career guidance and help students identify college and career goals and the coursework and activities that will assist them in achieving those goals. Standards for career guidance, including those for vendor-provided

career information and decision-making systems, were adopted by the Iowa State Board of Education (board) on June 11, 2016, and work began immediately on the development of a vendor application process. The department is currently reviewing applications submitted by vendors of career information and decision-making systems for inclusion on an approved list from which school districts may choose. Guidance can be found on the department's website.

Division II revises several sections of Iowa Code, including an overhaul of Chapter 258. The changes align with the Secondary CTE Task Force recommendations, including the repurposing of a long-dormant concept of regional partnerships, which going forward will be referred to as Regional Career and Technical Education Planning Partnerships. These partnerships will consist of districts, community colleges, business, industry, and other stakeholders and will assist in providing for the effective, efficient, and economical delivery of high-quality secondary CTE programming. State vocational education reimbursement funds will be reassigned to regional planning partnerships for use in support of enhancing secondary CTE.

The department hosted regional listening sessions last month with educators, administrators, and other key stakeholders to gather input to aid in the development of administrative rules for division II and identify implementation questions and needs. The meaningful discussions that occurred around the formation of regional partnerships, key components of career academies, and the reconfiguration of CTE service areas, and other changes serve as a starting point as the department develops rules that will be presented to the board in November.

D. Sector Partnership Leadership Council (SPLC)

The Sector Partnership Leadership Council (SPLC) will meet on September 2nd. This business-driven council is intended to set the strategic direction for sector partnership implementation. In partnership with Iowa Central Community College and Iowa Workforce Development, the division has contracted with the Council of Adult and Experiential Learning to work with information technology sector partnerships and career pathway development, training a cadre of partnership facilitators, and helping launch the SPLC. Following the maturation of the work in the information technology space over the next four months, the division expects to work with the energy sector.

E. Passage of WIOA

Iowa's Unified State Plan for implementation of the Workforce Innovation and Opportunity Act (WIOA) was approved by the State Workforce Development Board and submitted to the United States' Departments of Education (ED) and Labor (DOL) in March. The plan represents the end product of months of collaboration between Iowa's WIOA Core Partner agencies, which includes Adult Education and Literacy.

The model advanced by Iowa's Unified State Plan incorporates and aligns programs from each core partner as well as from those under the purview of the Iowa Departments of Human Services, Aging, and Corrections. The plan lays the foundation for an integrated workforce development system in Iowa where each agency and partner works collaboratively to remove and reduce barriers for all Iowans, with a specific focus on intensive services for those individuals facing the biggest obstacles in securing and maintaining

Regional plans aligning with Iowa's Unified State Plan were submitted May 13, 2016, for final approval and work is underway to ensure all Iowans have access to high-quality education, training, and work-readiness resources through an integrated and efficient workforce system.

Core partners continue to meet on a regular basis to ensure that planning efforts are truly partner-centric and reflective of the requirements for those with the highest levels of need within the workforce delivery system in Iowa. Work is centered on four themes: achieving accessibility, supporting sector partnerships, building career pathways, and aligning integrated education and training opportunities.

Accordingly, plans are underway to reconstitute an existing Iowa Department of Education advisory committee into a statewide Sector Partnership Leadership Council (SPLC). The council will be tasked with overseeing a consistent roll-out of a sector partnership model based on common definitions and practices, ensuring sector partnerships are both demand-driven and meet employers' needs.

The council itself will consist of representatives from business and industry, economic development organizations, nonprofit organizations, and other stakeholder groups and will serve as an advisory council to the Iowa State Workforce Development Board. Unified State Plans were recently approved by the U.S. Department of Labor. In addition, final employer engagement measures, which went into effect on July 1, 2016, have been published. A resource page specifically related to the adult education and literacy programs under Title II of WIOA is available through the U.S. Department of Education's Office of Career, Technical, and Adult Education website.

F. High School Equivalency Diploma (HSED) Task Force

The High School Equivalency Diploma (HSED) Task Force has been formed to assist the Iowa Department of Education in exploring new ways to help adults pursue and complete their HSED. A meeting has been scheduled from 1:00 - 3:00 PM on July 11, 2016, at Des Moines Area Community College. The task force will include, but is not limited to, secondary and postsecondary education stakeholders, including representatives from adult education, community-based organizations, business, and labor.

- 1) The task force will review current HSED requirements and make recommendations for additional methods for out-of-school youth and adults to achieve a state-issued HSED beyond the state assessment to increase access, improve transitions to employment, and reduce the skills gap.
- 2) The task force will review appropriate provisions of the Iowa Code chapter 259A, relating to HSED, and section 260C, relating to programs for high school completion for students of post-high-school age, and related provisions of the Iowa administrative code. The task force will consider measures to ensure any alternative pathways are rigorous, have consistency statewide, are responsive to labor market needs, and efficiently delivered.
- 3) The task force will make recommendations including, but not limited to, specific changes in policy or statute to ensure that all eligible out-of-school youth and adults statewide have access to multiple pathways to achieve a high school equivalency diploma. The task force will submit a final report with its findings and recommendations to the Department.

The next scheduled meeting of the task force is set for September 29, 2016, 1:30 – 3:30 PM.

IV. Iowa Association of Community College Trustees (IACCT) Update—Jeremy Varner (presented update on MJ Dolan’s behalf)

- On July 28, 2016, an IACCT Membership Meeting was held to review and approve the proposed 2017 legislative priorities.
- The State Higher Education Executive Officers (SHEEO) is proposing to support a FERPA law change to allow for automatic notice to a community college of a transfer student meeting the requirements for and Associates Degree. Regents Director Donley chairs this group this year.
- Director Wise has been invited to the November 4 IACCT Trustee Leadership Conference at IACCT.
- IACCT staff and representatives have been attending the CTE listening sessions.
- Work continues on the Interim Advocacy Program and the community colleges are concerned about ongoing low funding.

V. Northwest Iowa Community College (NCC) Interim Accreditation Report—Barbara Burrows

This is a report of the evaluation of NCC for continued state accreditation as an associate degree-granting institution. The department conducted the on-site portion of the evaluation on March 22-24, 2016, in Sheldon, Iowa. The findings reflect the work of the accreditation team in the comprehensive review of NCC.

NCC is accredited by the Higher Learning Commission (HLC) that conducts reviews every five years. In an effort not to duplicate the HLC accreditation process, the state process reviews the most recent HLC report to see if any follow-up is needed and then focuses on the college’s compliance with state criteria/standards. State standards are reviewed through a structured process by department staff and community college peer reviewers.

Bureau of Community College chief, Barbara Burrows, reviewed NCC’s Comprehensive Accreditation Report, highlighting the many positive programs and services offered by the college. After responding to the council’s comments and questions regarding the college’s review, she concluded her report by stating that the Department of Education recommends continued accreditation for NCC. A state interim accreditation evaluation will be conducted in FY 2021.

Motion: Bettie Bolar moved and Michael Bearden seconded that the CCC recommends the State Board approve continued accreditation for NCC. A state interim accreditation evaluation will be conducted in FY 2021.

Vote: The motion carried unanimously.

VI. Update and Progress on Career and Technical Education (CTE) Redesign—Pradeep Kotamraju

House File 2392, signed into law May 26, will raise the quality of secondary career and technical education programs statewide, better prepare students for success beyond high school, help Iowa meet the needs of employers, and set a new vision for students in Iowa to graduate ready for college or career training and jobs. The legislation builds upon the recommendations released this

past fall by the Secondary Career and Technical Education (CTE) Task Force, and marks the first major revision to secondary CTE policy in Iowa since 1989.

What is in the CTE Redesign Legislation? The bill contains two divisions; division I focuses on career and academic plans and division II on career and technical education and work-based learning programs. Division I proposes changes to Iowa Code chapter 279, section 61 which aims to help students identify college and career goals and the coursework and activities which will assist students in achieving those goals. School districts:

- Shall develop a career and academic plan for all eight graders based on career guidance and development standards.
- Will choose career information system from a list of vendors who meet career guidance and development standards.
- Will establish a team of personnel (principals, teachers, counselors) to help every student develop a career and academic plan.

The State Board of Education adopted standards for division 1 through emergency administrative rule, which were approved at the June 11, 2016 board meeting. The department has also developed a list of career information system providers, from which school districts will choose.

Division II has three major components to it:

- Service area reconfiguration to align with national Career Clusters[®] framework.
- Program structure that connects grade level, content trajectory (exploratory, transitory, and specialized); career academy as a model structure that connects secondary CTE programs to postsecondary CTE programs, including concurrent enrollment.
- Regional Partnerships Development (12-15) including convening authority, designing a multi-year plan, district implementation. Included within this bucket is program approval and uses of funds as well as the establishment statewide a network of regional centers. Through the month of July and August 2016, the Department will conduct a webinar and several listening sessions across the state to describing the different parts of division II: the CTE redesign legislation and the ensuing next steps in the rule writing and guidance development process.

Organizing CTE Redesign Legislation for District-level Implementation—Rules are necessary because they organize the many moving parts within a particular legislation to give some structure to how implementation will occur at the local level. Key questions/comments received from the webinar and listening sessions around: service area reconfiguration; licensure/endorsements; program approval/standards; career academies; regional partnerships; state vocational education reimbursement fund; and, regional centers. Based on these questions and comments, staff within the Division of Community Colleges & Workforce Preparation focused on developing framework for developing rules that included program approval; offer and teach; regional planning partnerships; and approval uses and allocation of state vocational funds. In the coming weeks, the Division staff will be engaged in the formal rule writing and guidance development process. To better frame up the CTE redesign legislation, and the concomitant rule writing and guidance development process, the focus will be in two major areas:

Regional Partnership Development

- Formation and Management
 - Convened by AEA Chief and Community College President.

- Planning by primarily Secondary CTE personnel with assistance from Community Colleges, Workforce, and Economic development.
 - Implementation of High Quality CTE by districts.
- Development of a Multi-year Regional Secondary CTE Plan
- Initial Review of all CTE Programs based on a state-developed program approval process.
 - Plan for uses of funds as set out in the law.
 - Establish process for a network of regional centers.

Program Structure and Quality

- Service Area Reconfiguration Aligned to 16 Career Clusters
- Combining Business and Marketing.
 - Rebranding Family & Consumer Sciences
 - Creating a new Information Systems service area
- Tiered Program Approval Process
- Initial Review of all CTE Programs by Regional Planning Partnerships based on a state-established program approval process.
 - State established process for CTE program approval.
- Career Academies
- A voluntary, model program structure for delivering high-quality CTE, consisting of:
 - At least two years of secondary exploratory and transitory career and technical education
 - Concurrent enrollment coursework
 - Integrated academic coursework, 21st Century employability skills, and work-based learning.
 - May be used to meet offer-and-teach requirement.
 - Utilize Regional CTE Planning Partnerships to inform the selection and design of the career academy.

A key point to note is that: (a) offer-and-teach requirements for CTE stays the same; and (b) management and operations of Perkins at the school district/consortia, and community college levels remains status quo.

Establishing the Rules and Timelines—The department has up to 180 days from the date the legislation was signed into law to draft rules for the career and technical education and work-based learning programs outlined in division II. Authority is granted to the State Board of Education and director of the Department of Education to establish standards for CTE service areas, regional CTE Planning Partnerships, career academies and regional centers, and authorizes the director to facilitate the process established by state board for establishing regional planning partnerships.

To help in this process, key informants from different stakeholder groups will be added to assist department workgroups draft the rules. The first set of draft rules will be completed in mid-September 2016 and be made available for comment. Based on the public comments received, a second set of draft rules will be completed and presented to senior department staff. The rules for division II are anticipated to be final at the end of October 2016. They will be presented to the State Board of Education in November 2016.

VII. Voluntary Framework of Accountability (VFA) Presentation—Vlad Bassis and Zoe Thornton

Overview: The Voluntary Framework for Accountability (VFA) was designed by the American Association of Community Colleges (AACC) to serve as an accountability framework for community colleges with success measures tailored for the sector. Designed specifically with community colleges in mind, the VFA contains measures which encompass and reflect the full breadth of the community college mission and the diversity of students' goals and educational experiences. VFA allows internal, inter-college, and state-wide comparisons and benchmarking, both in pre-set or customized groups of colleges or states. Partnering with the community college presidents, the division funds the VFA membership costs for the community colleges and supports the statewide initiative as a data clearinghouse to ensure consistency in data reporting.

After a pilot year resulting in nine community colleges publishing credit data, the VFA project advanced to full participation this year with all 15 colleges submitting data. Partnering with the community college presidents, the division funds the VFA membership costs for the colleges and supports the statewide initiative as a data clearinghouse to ensure consistency in data reporting. During the past year, the VFA Credit Workgroup examined the two-year cohort data definitions and discussed institutional nuances as they relate to the need for consistency in VFA and MIS reporting. After detailed discussion on several metrics, and with the guidance of AACC's VFA office, the Credit Workgroup published a Data Exchange Manual to provide Iowa's definitions for the VFA metrics. Both the Data Exchange Manual and the VFA Metrics Manual were used by the colleges and the division for compiling and reviewing the data submission.

The credit two-year cohort (FY14) progress and outcomes data has been submitted and "locked" with the VFA by all 15 community colleges. The colleges had until June 10 to review and finalize their VFA reports. These VFA reports will be utilized as benchmarks in relation to other similar community colleges across the nation. As sequential years are submitted, these data snapshots can serve as additional benchmarks against which community colleges' performance can be measured.

The VFA Credit Workgroup will continue the VFA initiative this summer by next examining and defining the six-year cohort data metrics. These will be included in next year's VFA submission (spring 2017), making for a more robust report and enhanced benchmarking.

In addition to credit student progress and outcomes, the VFA also includes measures of workforce, economic, and community development; these are measured through credit and noncredit career and technical education (CTE) data. The VFA CTE/Noncredit Workgroup diligently worked during the past year to examine these focused metrics and provide definitions for Iowa. These will be added to the Data Exchange Manual for guidance during the initial submission of CTE credit and noncredit data next spring (2017). The final step to full implementation of the project will be to incorporate the adult education metrics, anticipated for spring 2018 reporting.

VIII. For the Good of the Order

The meeting was adjourned at 5:15 p.m. The next face-to-face meeting will be held on Wednesday, September 14, 2016, 3:30 – 5:00 p.m., at the Kirkwood Jones County Regional Center in Monticello.