



Iowa's Area
Education
Agencies

SUMMARY: AEA MEDIA AND EDUCATIONAL SERVICES

Jan. 10, 2023

AEA MEDIA SERVICES

Programs and Services	Programs/Service Description	State Code
Assessment Support	AEA media centers serve as hubs for housing, overseeing, and maintaining an extensive array of assessment kits utilized by consultants agency-wide. Consultants have the convenience of placing orders for required kits & materials, which are subsequently delivered directly to their designated buildings. This streamlined procedure for accessing, receiving, and replenishing necessary assessment kits in a centralized location significantly enhances their productivity and efficiency.	273.11(2c)
Copyright Guidance	Students and teachers seek guidance from the media services when they have questions about adhering to copyright law and implementing best practices. This is important considering the advancement of emerging technologies.	273.11(2f) 273.6(1e)
Curriculum Support	Each AEA is equipped with a media center that serves a diverse range of purposes, including homeschooling, special programs, preschool, K-12 education for both public and private students, as well as supporting vetted nonprofit organizations. The materials provided adhere to Iowa Academic Standards, Universal Constructs, and Essential Elements for instruction, aiming to extend, remediate, personalize, and/or assist in supporting student achievement.	273.6(1c)
Delivery Services	Every school building receives a van delivery from its AEA at least once weekly throughout the academic year. This service facilitates the distribution of curriculum materials, media center resources, print, and creative services orders, as well as the delivery of equipment and materials essential for supporting special education students. It also facilitates the movement of materials and items between and among school districts.	273.6
Equipment Management	Iowa Area Education Agencies oversee a repository of physical and occupational therapy equipment. The utilization of each agency's online catalog system facilitates the check-out of the equipment as well. Then, the equipment is delivered directly to the school building. This equipment management guarantees the accessibility of equipment for students and establishes a centralized platform for districts and AEA personnel to explore a diverse range of resources.	273.6(1a-g)
Instructional Support	Instructional media consultants, teacher librarians, and digital learning specialists provide training, support, professional learning, classroom strategies, and technology literacy resources. This includes cybersecurity and emerging technology such as artificial intelligence (AI). Collaborating with curriculum consultants and instructional coaches are some of the best practices used to impact student teaching and learning. Instructional supports go beyond the classroom to the administrative level where decisions are made around curriculum and district needs.	273.6(1a-d,g) IAC 281.72.4(6)

Interlibrary Loans	AEAs offer media services to the nearby school districts and actively promote and support the exchange of materials through interschool loans among school districts.	273.6(1a-d,f,g)
Literacy Support (PK-12)	AEAs support PK-12 classroom teachers by providing materials at specific reading and interest levels. This ensures a wide range of print and digital materials are readily available to support districts.	273.2 and 273.6(1c,g) IAC 281.72.4(6)
Media Services	An extensive collection of high- quality instructional materials in a variety of formats is available for check-out from the AEA media centers. AEAs offer professional resources, media kits, print sources, and equipment. Consultation services are provided for school library media programs, including onsite visits to LEA library media centers, digital citizenship, and classes relevant to media/technology integration.	273.2, 273.6 IAC 281–72.4(6)
Print & Design Services	Educators have access to high-quality print and production services at a greatly-reduced price. Services include color poster printing, graphic design, black and white digital copying, offset printing, color copies, bindery, lamination, and video and audio production. This service supports curriculum needs in the classroom and district needs like envelopes, posters, and other materials.	273.6(1d)
Professional Development	AEA media consultants work with educators in all curricular areas to support various ideas for integration, workshops and/or further professional development utilizing media materials and digital resources.	273.11(2b-c)
Professional Library	AEA media centers include an up-to-date professional library in multiple formats and meet various content areas from leadership to fine arts. These resources support district goals and promote research-based practices.	273.2 and 273.6(1a-b)
Statewide Digital Content	Statewide digital content is available through the AEA system for Iowa educators and students. This allows for more personalized learning with embedded accessibility features to reach a broader audience. These resources are based on district needs and interests, are highly vetted, and touch all curricular areas.	273.2(4) 273.6(1b,g)
Technology	AEAs staff provide technical support for hardware, software, and computer network-related needs, E-Rate consulting, and technology planning. AEAs work with district educators and leaders to identify and improve high-quality instruction, integrating media, information, and technology tools throughout the curriculum to increase student engagement.	273.6(1g) Reg IAC 281–72.4(6)

AEA EDUCATIONAL SERVICES

Programs and Services	Programs/Service Description	State Code
504 Support	Section 504 is a federal civil rights law that protects the rights of students with a physical or mental impairment that substantially limits a major life activity. The individual AEA Section 504 contact assists districts/schools to interpret and comply with this federal law. Districts/schools must make programs, activities, and facilities accessible for all students. 504 district support occurs as needed.	Code 273.5 and 273.11 Section 504 of the Rehabilitation Act of 1973
Assessment	AEA assessment consultants help schools and districts assess that instructional practices and curricula are working for students on the individual, grade, and school levels.	IAC 281–72.4(3)
Career & Technical Education and Regional Planning Partnership (RPP)	Iowa AEA personnel are available to consult with area educators regarding all aspects of vocational education. Staff are available to help districts ensure their career and technical education programs connect to careers post-education. The AEAs also partner with community colleges through Regional Planning Partnerships (RPPs) to assist school districts in providing an effective, efficient, and economical means of delivering high-quality secondary career and technical education programs. As required under Iowa Code chapters 258 and 281.	256.11, 258 and IAC 281–12
Computer Science	<p>Iowa's AEAs are working to support all of our districts with the legislation and requirements of the law by providing workshops to develop a computer science district team to create their K-12 vision plan (SCRIPT), better understand the standards (standards workshop), unwrapping the standards, and developing courses and various classroom approaches to implementing the standards in grades K-12.</p> <p>We work collaboratively with a statewide AEA CS team to ensure equity and access to all supports, resources, training, and understanding of the law to adequately answer questions and stay up to date with needs and updates for our districts.</p>	HF 2629
Crisis Prevention Intervention Training	Iowa Area Education Agencies offers nonviolent crisis intervention training from the Crisis Prevention Institute (CPI) to provide staff with a philosophy of care, welfare, safety, and security in a framework for problem-solving. Participants learn techniques to defuse agitated and belligerent behavior in a manner that maintains the best possible care, welfare, safety, and security of staff and students.	273.2, 273.5 and 284

Crisis Response Team	Iowa Area Education Agencies provide crisis response support that acutely responds to traumatic events. This support mobilizes a crisis response lead from AEA's to aid the LEA crisis response team. This mobilization also includes primarily school social workers and school psychologists, as needed, grief counseling, and support to students and LEA staff in the wake of a crisis situation.	416.16 280.30
Curriculum Network	Iowa's AEAs support a Curriculum and School Improvement Network is to provide a forum so district representatives can work in a collegial environment to share resources and confront challenges that are required for implementing high-impact professional development. The Curriculum Directors meet virtually monthly with other Curriculum Directors from across the state to engage in learning and networking opportunities.	273.11(2b-c) IAC 281–72.4(3)
Develop Professional Development in Districts/ Buildings	The AEA school improvement consultants are trained in evidence-based instructional strategies, collaboration strategies, leadership development, and school-wide development initiatives, with all of the preceding directly tied to the state's MTSS continuous improvement process. We listen and align needs within the district with consultants who can provide learning around the identified priorities.	273.11(2b) 284.1(2) IAC 281–72.4(2)
Dyslexia	Iowa's AEAs, in partnership with the Iowa Department of Education and local school districts, are partnering with families to help all children learn to read and work in alignment with an Iowa law created during the 2014 legislative session that defined dyslexia as an educational diagnosis. 10 IAC 282.18. 9 Requires all superintendents, AEA administrators, PK- 12 principals, and supervisors of special education to have knowledge of students who are struggling with literacy, including those with dyslexia. Each AEA is required to have a dyslexia trained consultant in legislation added in 2020.	273.2.11
Early Childhood Services	<p>Iowa's AEAs's early childhood services focus primarily on early intervention – a system of coordinated services that promotes a child's age-appropriate growth and development and supports families during the critical early years. Beginning a partnership between families and professionals at this early stage helps children, families, and the community as a whole.</p> <p>AEA staff work collaboratively with community partners to determine the needs of children, families, and childcare providers and to develop plans to address those needs in the home and other natural settings.</p> <p>Iowa Area Education Agency staff support preschool programs with training and support with GOLD and Individual Growth and Development Indicators (IGDIs) assessments.</p>	273.11(2(j)) 273.5 IAC 281–72.1(273)

<p>Educational Consultants</p>	<p>Iowa Area Education Agencies educational consultants serve as instructional specialists and facilitate the development of successful strategies and interventions for students (3-21) by collaborating with parents, teachers, administrators, and AEA staff in a collaborative and supportive environment.</p> <p>The AEA educational consultants work with teachers and districts to help develop interventions for students, as well as model strategies while working with general education and special education teachers. These staff work with special education teachers on curriculum, instructional strategies, monitoring student progress, and participating in the Child Find process.</p> <p>The educational consultants also provide staff development to buildings and staff depending upon district and special education needs. The staff serves as a member of a building team facilitating the planning of Individualized Education Programs and ensuring educational growth.</p>	<p>273.5 and 273.11</p>
<p>ESSA Support</p>	<p>The Every Student Succeeds Act (ESSA) is a federal K-12 education law that replaced the No Child Left Behind Act. The law maintains a focus on equity for all students while giving states and local school districts more ownership over systems of school accountability and support. ESSA requires states to develop comprehensive plans for accountability and support, to identify schools for support and improvement (Comprehensive and Targeted), and to publish school report cards reflecting performance. Iowa's system for accountability and support under ESSA was developed with broad public input, fits the state's context, and focuses on helping schools find solutions that work for them.</p>	<p>273.11(2a-b) 273.11(2c) IAC 281–72.4(2-3)</p>
<p>Future Ready</p>	<p>Support leadership, school improvement, and/or counseling teams to effectively use a variety of Future Ready data sources and think-about in their evidence-driven planning and alignment with ESSA and Differentiated Accountability. AEA staff ensure integrated strategies for improving PK-12 to postsecondary transition services are available for all students, with an emphasis on under-represented students, especially those with disabilities.</p> <p>AEAs work with district educators to identify and improve high-quality instruction based on Iowa's Academic Standards (content, 21st-century skills, and Universal Constructs), especially for high-need and underserved students, and on closing opportunity gaps.</p> <p>These teams also expand high-quality, work-based learning experiences in various fields and careers for all students by enhancing partnerships in education, business, and community. Support the implementation of learner-centered, personalized, and/or competency-based education as pathways to future readiness and success.</p>	<p>273.11(2a-c)</p>
<p>Instructional Rounds Network Participation & Facilitation in Districts</p>	<p>Instructional Rounds is a practice of learning about the instructional core(interaction of teachers and students and content). AEA's involvement is in supporting and partnering in this work in districts by joining their Networks. Iowa's AEAs also offer facilitation support in this process.</p>	<p>273.11(2c) IAC 281–72.4(2-3)</p>

<p>Internal and External Data Related Consultation (AEA Data Team)</p>	<p>The Data Solutions Team assists with developing and maintaining data systems for internal and external users. The team collaborates with AEA and school staff to answer questions related to best practices with data collection and interpretation of student-level and summary data. Services extend into providing knowledge and technical assistance on data collection and reporting systems provided by the Department of Education.</p> <p>Systems for internal staff facilitate the management and reporting of data regarding employee information, media services, facility use, and automated communications.</p>	<p>273.2(5b)</p>
<p>Iowa Core Curriculum</p>	<p>AEA professional learning and support are provided to local educators in understanding and implementing Iowa's Academic Learning Standards (formerly known as the Iowa Core Curriculum and the Model Core Curriculum). This support provides educators support as they strive for academic expectations for all of Iowa's K-12 students through collaborative teacher teams and the state's continuous improvement process.</p>	<p>273.2(5a) 273.5 284.6 IAC 281–72.4(2) IAC 281–72.4(3)</p>
<p>LEA Leadership Support</p>	<p>AEA leadership provides support to district leadership in a variety of ways that include superintendent professional learning sessions, leading instructional rounds in other districts; supporting school district administrative meetings, and by offering high-quality professional learning for school leaders that center on the standards for school leaders in the state of Iowa (ISSL) through a Leadership Network.</p>	<p>72.4(8) 273.11(2b)</p>
<p>Literacy</p>	<p>Literacy consultants are available to provide in-service learning, assistance with curriculum development, materials, model teaching, and ongoing consultation in reading, writing, speaking, and listening for K-12 students connected to Iowa's Academic Learning Standards and aligned with Iowa's Differentiated Accountability.</p>	<p>273.2(5a) 273.5 284.6(1) IAC 281–72.4(2-3)</p>
<p>Mentoring and Induction</p>	<p>Iowa Area Education Agencies provide a comprehensive mentoring and induction program specifically designed for area educators and their mentors. Our induction coaches are highly trained and supported in the field and support beginning educators with standards-based planning, reflecting on teaching practices, and analyzing student work.</p>	<p>284.5(1) IAC 281 - 83.3</p>
<p>MTSS</p>	<p>Multi-Tiered System of Supports (MTSS) in Iowa is an every-education decision-making framework of evidence-based practices in instruction and assessment that addresses the needs of all students.</p> <p>AEA staff support schools in the implementation of an MTSS framework across content areas through a variety of services, including providing and/or supporting district personnel to design, deliver, and evaluate professional learning opportunities; consulting with PLCs and teachers in data reviews; supporting the review of universal and targeted/intensive instructional practices; and accessing a variety of curricular and professional learning materials available through the AEA library.</p>	<p>273.11(2b) IAC 281–72.4(2-3)</p>

<p>Multicultural, Gender-Fair Education</p>	<p>Districts must ensure that a multicultural, gender-fair approach is used by all schools. The educational program shall be taught from a multicultural, gender-fair approach. Global perspectives shall be incorporated into all levels of the educational program. When creating professional development content for renewal and/or graduate-level coursework, instructors are required to incorporate equity standards into the content that addresses gender-fair educational practices. The other related equity standards include multicultural issues, socio-economic issues, English language learners, and other diverse learners. The media center offers print and electronic resources that support gender-fair practices. Besides a wide array of multicultural book titles, all educators have access to TeachingBooks, Culturegrams, BookFLIX, MackinVIA digital books, FreedomFLIX, and ScienceFLIX. Each school or school district shall incorporate multicultural and gender-fair goals for the educational program into its comprehensive school improvement plan.</p>	<p>256.11 IAC 281–12.5(8) IAC 281–72.4(5)</p>
<p>Numeracy</p>	<p>Numeracy / Math consultants are available to support educators with curriculum design, evidence-based instructional practices, and technology integration. All support is aligned to Iowa's K-12 Mathematical Practice and Learning Standards. The numeracy team also supports data-based decision-making for a multi-tiered system of support for all learners.</p>	<p>273.2(5a) AND 273.5 284.6 (1) IAC 281–12.5(3c) IAC 281–72.4(3)</p>
<p>Paraeducator Training and Certification</p>	<p>Iowa Area Education Agencies provides resources and support for paraeducators including certification training and information. The areas of concentration grow paraeducators' skill sets, serve as renewal-level credits, and are additional concentrations for licensing.</p>	<p>272.12 and 273.5</p>
<p>Positive Behavioral Interventions and Support (PBIS)</p>	<p>AEA staff are trained to provide Positive Behavioral Interventions and Support services at both building and district levels. PBIS is an evidence-based multi-tiered approach to social, emotional and behavioral supports (MTSS-SEBH). The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools. Training supports building teams in data, systems, practices and classroom management for MTSS-SEBH, such as: 1) District Leadership Planning SEBH in the System Framework, 2) PBIS Team Coaching - Implementation Technical Assistance and Coaching, 3) Culturally Responsive Practices in PBIS, and 4) Universal, Targeted, and Individualized Instruction Supports that are equitably designed and accessed.</p>	<p>273.11(2b)</p>
<p>Postsecondary Readiness Supports</p>	<p>A variety of resources are available to help prepare students for postsecondary readiness, and AEA staff assist districts in accessing and analyzing various postsecondary readiness data and resources to ensure student success.</p> <p>AEA staff support school/district leadership teams, school counseling teams, special education transition teams, and/or school improvement teams to effectively use a variety of college and career readiness data sources in their data-driven planning, including ESSA accountability and School Improvement (SAMI) efforts; Working with schools to include postsecondary readiness and success outcomes in their school improvement action planning and goals and transition services for students with disabilities; Participating on a district's Individual Career and Academic Plan (ICAP) District Team, Helping schools assess and improve their future-ready culture through the completion of a comprehensive needs assessment tool and follow-up supports, Conducting</p>	<p>273.2(5b) 273.5 284 IAC 281–72.4(1-5,8)</p>

	targeted or all-staff professional development training on subjects such as: Postsecondary readiness data, College- and career-readiness, Creating a future-ready culture, Linking K-12 instruction to postsecondary success, Taking ICAP and Career Guidance schoolwide, Comprehensive school counseling programs, Connecting parents, students, and educators to resources to increase education on college and career readiness, Supporting transition services and postsecondary outcomes for students with disabilities.	
Professional Development	Iowa Area Education Agencies offer opportunities for professional learning for educators to enhance their skills and practices to improve student learning. These opportunities include a variety of courses for credit, workshops that offer the latest evidence-based professional learning for educators, and paraeducator and substitute authorization training programs. In addition, license renewal support is provided to educators.	273.11(2b) IAC 281.72.4(2)
Professional Learning Communities	Iowa Area Education Agencies are committed to helping schools at all stages of the Professional Learning Community journey. As schools move along the PLC continuum, Iowa AEA consultants are available to provide coaching, technical assistance, and other support. Professional learning opportunities and online resources are available.	273.11(2b) IAC 281.72.4(2)
School and Community Planning	AEA school improvement consultants provide support for school-community planning, including a means of assessing needs, establishing shared direction and implementing program plans and reporting progress. This can include strategic planning, creating a vision or a portrait of a graduate, as well as facilitating stakeholder meetings.	273.11(2)(a) 280.12
Science	AEA general education consultants who specialize in science are available to provide service, assistance with curriculum development, materials, model teaching, and ongoing consultation in the area of science for K-12 students using Iowa's Academic Learning Standards. Iowa's students are to graduate with the understanding of scientific concepts and practices to make sense of scientific phenomena to critically and creatively respond to local and global issues, make informed, evidence-based decisions, and actively participate in civic and cultural affairs.	273.2(5a) IAC 281.12.5(3d, 4d, 5d) Education program.
Social Studies	AEA consultants are available to provide educators with assistance in designing curriculum, modeling instruction, and using technology for social studies instruction. Problem-solving, higher-order thinking skills, and instruction based on Iowa's Academic Learning Standards are supported through professional development.	256.11 273.2 284.6 (1) IAC 281.12.5(3b, 4b, 5b)

Support for ESSA Designated Schools	Iowa AEA staff who participate in and lead efforts with the statewide Network team to support districts with compliance with state and federal law as well as build capacity that is essential to continuous improvement in education. Members attend monthly statewide meetings partnering with the Department of Education and other AEAs across the state to best support our comprehensive schools. Network members work collaboratively with comprehensive and targeted school leadership teams to support them with the implementation of the school's ESSA Action plan.	273.11(2a-c) Standards for accrediting area education programs
Student Engagement	Student engagement is a common need in buildings and districts, and a variety of AEA staff can help districts depending on district needs. Some AEA digital learning teams focus on empowering every student by creating personalized environments that foster meaningful learning. Other staff help district teachers integrate technology, small group personalization, and hands-on learning through blended learning or project-based learning. Other staff can help districts that are integrating standards-based assessments into the areas of study. The AEA resources reflect the strengths and needs of each district.	273.11(2b)
Superintendent Network	AEAs coordinate monthly superintendent meetings in addition to regional meetings with local superintendents to build common learning opportunities in each AEA.	IAC 281.72.4(8)
Talented & Gifted (TAG)	Iowa Area Education Agencies facilitate opportunities for in-service and network sessions to aid schools in developing and improving programming for their students who participate in talented and gifted programming.	257.42 273.2(4) IAC 281.12.5(12) IAC 281.72.4(4)
Teacher Leadership Compensation (TLC)	Iowa AEAs have supported the rollout and implementation of the Teacher Leadership & Compensation (TLC) system by way of guiding the writing of TLC plans, providing professional learning for various teacher leadership roles, and supporting instructional coaches in the field. We have also supported principals by offering PD for them in the context of TLC. We have worked with the statewide efforts in coordinating PD opportunities and have a role on the statewide TLC team.	284.15
Technology	Iowa AEAs provide support to districts and schools in the area of technology infrastructure and provide networking opportunities and support to technology coordinators/directors. Support is also provided for interconnectivity and cost efficiencies.	273.11(2g) IAC 281.12.5(10) IAC 281.72.4(7)

The Center	<p>AEAs have combined resources to support administrators, teacher leaders, and teachers through consultation, training, and/or action planning in school improvement through the lens of learner-centered, personalized learning for all students in keeping with the State Board of Education goal.</p> <p>The Center supports school structures; environmental conditions; systems and teacher-level assessment of proficiency-based practices; instructional practices and frameworks for competencies, standards, Universal Constructs, 21st-century skills, and skills for learning; assessment practices, data literacy, and decision-making; and community/business partnerships including the IDoE Clearinghouse for Work-based Learning.</p>	<p>273.11(2a) IAC 281.72.4(1,2,3)</p>
Title III English Language Learners (ELLs)	<p>Support for English Language Learners (ELLs) is provided by consultants through onsite and consortium meetings. EL/Title III consultants support Title III programming, EL educators, and district coordinators to provide professional learning around best practices. Consultants facilitate an annual process to meet requirements of Timely and Meaningful Consultation between school districts and the nonpublic accredited schools within their district for agreement on equitable services.</p>	<p>16.9 280.4</p>
Training on Supplemental & Intensive Tiers	<p>During training on the Supplemental & Intensive Tiers Guide participants learn how to use the Supplemental & Intensive Tiers tools, Systems Steps, and learner steps including subgroup additions. Teams spend time learning the logic and flow of the steps and actions as they analyze and refine the way intensified interventions are designed and delivered.</p> <p>Previously offered as regional training, this work is now done primarily in districts. Attendees are provided with a decision-making framework and tools to help accomplish the workaround intervention delivery in all tiers of instruction. Ample time is provided on-site to engage with the guide and for local teams to make decisions.</p>	<p>273.11(2b) 279.70 IAC 281.14.4 IAC 281.14.15</p>
Training on Self Assessment of MTSS Implementation (SAMI)	<p>AEAs support district continuous improvement efforts through many tools including training for ESSA-designated schools or schools interested in engaging in self-assessment of their system.</p> <p>Participants engage in the SAMI Discussion and complete the SAMI in the Consolidated Accountability and Support Application (CASA). This is to be completed after the Data Review and is used as part of the Action Planning process. Outcomes include: Understanding the purpose of the SAMI; Making connections to MTSS, DA, and ESSA; Engaging in team discussions and consensus on current practices in the following areas: literacy, mathematics, Social-emotional behavioral health [SEBH]; Accessing and entering scores into CASA; Complete the SAMI; and Engage in team action planning based on SAMI results.</p>	<p>Standards for accrediting area education programs 273.11(2b,c)</p>
Well-being	<p>The AEA Statewide Well-being Team was established to promote consistency across the Iowa AEA system to equitably provide evidence-based social, emotional, behavioral health (SEBH) related support and services for all students and educators. The AEA Statewide Well-being Team includes representation from each of the AEAs across the state of Iowa, including representation from the AEA Directors groups, and the University of Iowa Scanlan Center for School Mental Health. The team works collectively to align its efforts to key priorities, guidance, and practices including the Iowa Board of</p>	<p>IAC 281.14.4 273.2(5a,e) 273.11(2b)</p>

	<p>Education Goals and Priorities related to Creating a Safe, Healthy, and Welcoming Learning Environment, the AEA Playbook's well-being goal, and the Iowa Department of Education's Skills for Learning.</p>	
<p>Youth Mental Health First Aid</p>	<p>AEAs offer Youth Mental Health First Aid (YMHFA), a course designed to teach educators and caregivers how to help an adolescent who is experiencing a mental health or addiction challenge or is in crisis. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations.</p>	<p>IAC 281.14.4 273.2(5a,e) 273.11(2b)</p>