RA 26-385

EDUCATION DEPARTMENT[281]

Regulatory Analysis

Notice of Intended Action to be published: 281—Chapter 46
"Career and Technical Education"

Iowa Code section(s) or chapter(s) authorizing rulemaking: 256.129
State or federal law(s) implemented by the rulemaking: 2026 Iowa Acts, House File 2610

Public Hearing

A public hearing at which persons may present their views orally or in writing will be held as follows:

December 1, 2026 9 to 10 a.m.	Room B50 Grimes State Office Building Des Moines, Iowa Via videoconference: meet.google.com/gow-qvqp-iuy Dial: 1.240.428.8860 PIN: 708 227 584#

Public Comment

Any interested person may submit written or oral comments concerning this Regulatory Analysis, which must be received by the Department of Education no later than 4:30 p.m. on the date of the public hearing. Comments should be directed to:

Thomas A. Mayes
Department of Education
Grimes State Office Building, Second Floor
400 East 14th Street
Des Moines, Iowa 50319-0146
Phone: 515.281.8661
Email: thomas.mayes@iowa.gov

Purpose and Summary

This proposed rulemaking implements several provisions of 2026 Iowa Acts, House File 2610, as further described in the analysis of impact below.

Analysis of Impact

1. **Persons affected by the proposed rulemaking:**

- **Classes of persons that will bear the costs of the proposed rulemaking:**

Regional planning partnerships (RPPs), school districts, community colleges, and other career and technical education (CTE) stakeholders may incur minimal administrative costs associated with reviewing and implementing the amended rules.

- **Classes of persons that will benefit from the proposed rulemaking:**

Students enrolled in CTE programs will benefit from increased consistency in the implementation of work-based learning opportunities, career exploration activities, and career academy programming.

2. **Impact of the proposed rulemaking, economic or otherwise, including the nature and amount of all the different kinds of costs that would be incurred:**

- **Quantitative description of impact:**

The proposed amendments are not anticipated to create significant new costs for RPPs, school districts, community colleges, or employers.

- **Qualitative description of impact:**

The proposed amendments are expected to improve consistency, transparency, and statewide implementation of CTE programming.

3. **Costs to the State:**

- **Implementation and enforcement costs borne by the agency or any other agency:**

Implementation costs are expected to be minimal and absorbed within existing agency resources.

- **Anticipated effect on State revenues:**

The proposed rulemaking is not anticipated to have a direct effect on State revenues.

4. **Comparison of the costs and benefits of the proposed rulemaking to the costs and benefits of inaction:**

The benefits of improved clarity, consistency, statutory compliance, and enhanced accountability outweigh the minimal implementation costs associated with the proposed amendments.

Failure to adopt the proposed amendments would result in administrative rules that are inconsistent with recently enacted legislation and current CTE practices.

5. **Determination whether less costly methods or less intrusive methods exist for achieving the purpose of the proposed rulemaking:**

The Department determined that rulemaking is the least costly and least intrusive method available to implement statutory requirements and provide statewide consistency.

6. **Alternative methods considered by the agency:**

- **Description of any alternative methods that were seriously considered by the agency:**

No other methods were seriously considered by the Department since the method proposed is the most cost-efficient and seamless for all entities involved.

- **Reasons why alternative methods were rejected in favor of the proposed rulemaking:**

Alternative methods were rejected because they would lead to additional burdens on educational entities and the Department.

Small Business Impact

If the rulemaking will have a substantial impact on small business, include a discussion of whether it would be feasible and practicable to do any of the following to reduce the impact of the rulemaking on small business:

- Establish less stringent compliance or reporting requirements in the rulemaking for small business.
- Establish less stringent schedules or deadlines in the rulemaking for compliance or reporting requirements for small business.
- Consolidate or simplify the rulemaking's compliance or reporting requirements for small business.
- Establish performance standards to replace design or operational standards in the rulemaking for small business.
- Exempt small business from any or all requirements of the rulemaking.

If legal and feasible, how does the rulemaking use a method discussed above to reduce the substantial impact on small business?

The proposed rulemaking is not expected to have an impact on small business.

Text of Proposed Rulemaking

ITEM 1. Amend rule 281—46.2(256) as follows:

281—46.2(256) Definitions. As used in this chapter, the definitions in Iowa Code ~~section~~ sections 256.125 and 84D.2 apply. ~~Additionally, "shared program" means a program or portion of a program offered through an agreement pursuant to Iowa Code section 256.13.~~

"Internship" means a structured work-based learning experience that requires interns to complete real work with an employer to reach specific learning goals. The experience may be paid or unpaid. The experience must be connected to a course, and credit must be given based on the number of contact hours. Upon completion of an experience that occurs in the summer months, students must reflect on their experience with a teacher or counselor.

"Pre-apprenticeship" and definitions related to apprenticeships are defined in Iowa Code chapter 84D.

"Shared program" means a program or portion of a program offered through an agreement pursuant to Iowa Code section 256.13.

"Simulated work experiences aligned with industry-recognized credentials" means a work-based learning experience where students immerse themselves in realistic worksite activities throughout the course that are aligned with or have embedded industry-recognized credentials. These experiences include but are not limited to school-based enterprises, supervised agricultural experiences, health science programs with patient simulations, early childhood education programs, and ProStart culinary arts and restaurant management programs. During the school year, the experience must be connected to a course and credit must be given based on the number of contact hours. Upon completion of an experience that occurs in the summer months, students must reflect on their experience with a teacher or counselor.

"Student learner program" means work-based learning that is aligned directly with a state-approved CTE program or career pathway. The experience must be connected to a course, and credit must be given based on the number of contact hours. Upon completion of an experience that occurs in the summer months, students must reflect on their experience with a teacher or counselor.

"Sustained project-based learning in partnership with an employer" means a work-based learning experience where students complete a major project or multiple related projects involving significant engagement with an employer throughout the course. During the school year, the experience must be connected to a course and credit must be given based on the number of contact hours. Upon completion of an experience that occurs in the summer months, students must reflect on their experience with a teacher or counselor.

"Work-based learning program" means an experience that students complete in high school or community college, which only includes sustained project-based learning in partnership with an employer, simulated work experiences aligned with industry-recognized credentials, high-quality pre-apprenticeships aligned to an apprenticeship, student learner programs, internships, and apprenticeships.

ITEM 2. Amend rule 281—46.4(256) as follows:

281—46.4(256) Career and technical education ~~service~~ content areas. Districts shall comply with rule 281—46.5(256) in offering programming pursuant to this rule. Instructors teaching courses pursuant to this rule are to hold and maintain appropriate licensure pursuant to Iowa Code chapter 256, subchapter VII, part 3.

46.4(1) *Grades ~~7~~ 5-8.* Pursuant to ~~281—Chapter 12~~ Iowa Code section 256.11(3) and 256.11(4), districts will offer career exploration and development in grades ~~7 and~~ 5 through 8. Career exploration and development is designed so that students are appropriately prepared to create an individual career and academic plan pursuant to 281—Chapter 49, incorporate foundational career and technical education concepts aligned with the six career and technical education ~~service~~ content areas as defined in subrule 46.4(2), and incorporate relevant twenty-first century skills.

46.4(2) *Grades 9-12.*

a. Pursuant to ~~281—Chapter 12~~ Iowa Code section 256.11(5), districts will offer career and technical education programming in the following ~~service~~ content areas, which are aligned to a national framework representative of all career pathways:

(1) Agriculture, including the career clusters of agriculture and energy and natural resources.

(2) Information systems, including the cross-cutting career cluster of digital technology.

(3) Applied sciences, including the career clusters of advanced manufacturing, construction, and supply chain and transportation.

(4) Health sciences, including the career clusters of healthcare and community services and public service and safety.

(5) Human services, including the career clusters of arts, entertainment, and design; hospitality, events, and tourism; and education.

(6) Business, including the career clusters of financial services, and the cross-cutting career clusters of management and entrepreneurship, and marketing and sales.

~~*a.* Agriculture, food, and natural resources, including the career cluster of agriculture, food, and natural resources.~~

~~*b.* Information solutions, including the career clusters of arts, audio and video technology, and communications; and information technology.~~

~~*c.* Applied sciences, technology, engineering, and manufacturing, including the career clusters of architecture and construction; manufacturing; science, technology, engineering, and mathematics; and transportation, distribution, and logistics.~~

~~*d.* Health sciences, including the career cluster of health science.~~

~~*e.* Human services, including the career clusters of education and training; human services; hospitality and tourism; government and public administration; and law, public safety, corrections, and security.~~

~~*f.* Business, finance, marketing, and management, including the career clusters of business, management, and administration; finance; and marketing.~~

b. Pursuant to Iowa Code section 256.11(5) and 281—subrule 12.5(5), each career and technical education program must include a minimum of three sequential units. One of these units may be a core unit. Core units are limited to coursework in the cross-cutting career clusters of digital technology, management and entrepreneurship, or marketing and sales or career-connected learning coursework. Non-career and technical education coursework may be used in a career and technical education program of study if it aligns with a community college career and technical education program through concurrent enrollment or an articulation agreement.

ITEM 3. Amend rule 281—46.5(256) as follows:

281—46.5(256) Standards for career and technical education. The board will adopt content standards for the career and technical education ~~service~~ content areas. Districts will include, at a minimum, the content standards for career and technical education ~~service~~ content areas adopted pursuant to this rule in career and technical education programs as the standards are adopted by the board.

ITEM 4. Amend rule 281—46.6(256) as follows:

281—46.6(256) Career and technical education program approval and review.

46.6(1) *Secondary program approval.* All career and technical education programs offered by a district are to be approved by the department. As a condition for approval, a district will comply with the following paragraphs:

a. No change.

b. Program report and self-study. A district will create a program report and self-study for each offered program. The program report and self-study includes the following minimum criteria:

(1) Program overview. This section includes an overview of the program's purpose, a summary of data and information as described under paragraph 46.6(1)*"a"* and any conclusions drawn from this data and information, and an analysis of future trends in occupations associated with the program.

(2) Statement of program goals, objectives, and outcomes. This section includes clear statements of the program's goals, objectives, and outcomes, including a justification of the program's goal(s), objective(s), and outcome(s) based on the review conducted under subparagraph 46.6(1)*"b"*(1), and describes methods that will be used to measure the program's stated outcomes.

(3) Competencies. This section describes the established program competencies aligned with state standards pursuant to rule 281—46.5(256) and the program's goals, objectives, and outcomes; includes evidence of advisory committee approval of competencies, technical skill assessment tool(s), and proficiency benchmarks; includes evidence of postsecondary approval of competencies and technical skill assessment tool(s); outlines and describe the coherent sequence of coursework that constitutes the program, including any related foundational and concurrent enrollment coursework, depicted in a plan of study template; describes processes utilized to employ contextualized and effective work-based~~, project-based, and problem-based~~ learning approaches pursuant to rule 281—46.2(256); describes efforts to integrate career and technical education student organization(s) into the program, if applicable; and describes processes utilized to review and update the curriculum, ensuring continued relevancy to the occupational field.

(4) Student assessment. This section describes how the program will assess student outcomes established under subparagraph 46.6(1)*"b"*(2) and program competencies established under subparagraph 46.6(1)*"b"*(3) and the established technical skill assessment tool(s) to measure competencies, utilizing industry-approved technical skill assessments, where available and appropriate.

~~(5) Educational resources. This section describes key equipment and materials currently used in instruction; processes to determine whether the equipment is relevant and up to date; processes to maintain the equipment; and new equipment needs, with a description of how the proposed new equipment would improve the program.~~

~~(6)~~ (5) Advisory council. This section describes how the program engages with the business community to recruit members for the advisory council pursuant to rule 281—46.8(~~258~~ 256) and includes a current member list with titles and company; describes advisory committee meeting logistics including~~,~~ but not limited to~~,~~ meeting frequency, agendas, and minutes; details and describes the advice the advisory council has suggested for the program and any actions or results taken by the program that stem from this advice as well as any advice not acted upon by the program; and includes, as an appendix to the narrative, advisory council minutes from the prior year.

~~(7)~~ (6) Partnerships. This section describes how the program's curriculum is integrated with other curricular offerings required of all students; describes the articulation, contractual agreements for shared courses with community colleges, and other agreements with community colleges and other postsecondary institutions; and describes how the program partners with counselors at various levels to assist all students and stakeholders in the exploration of pathway opportunities within the ~~service~~ content area.

(7) Safety. This section describes how teachers model, demonstrate, observe, and correct proper safety practices in the career and technical education learning environment, including workplace safety at industry sites for work-based learning experiences as defined in rule 281—46.2(256).

(8) Removing barriers. This section describes how the program removes barriers for all students to access education opportunities both while in and beyond high school.

c. and *d.* No change.

46.6(2) No change.

46.6(3) *Secondary program review.* The program review process will ensure that 20 percent of secondary career and technical education programs are reviewed on an annual basis and that career and technical education programs meet standards adopted by the board. The review will include an assessment of the extent to which the competencies in the program are being mastered by the

students enrolled, the costs are proportionate to educational benefits received, the career and technical education curriculum is articulated and integrated with other curricular offerings required of all students, the programs would permit students with career and technical education backgrounds to pursue other educational interests in a postsecondary institutional setting, and the programs remove barriers for all students to access educational and employment opportunities.

a. Secondary program review. As a condition of continuing approval, districts will comply with the following provisions for career and technical education program review. Units of instruction necessary under rule 281—46.4(~~258~~ 256) are to have students from each participating high school enrolled. Each district that sends students to a shared program with another district that is used by the sending district to fulfill rule 281—46.4(~~258~~ 256) is to have students from the sending district enrolled in the shared program.

(1) and (2) No change.

b. and *c.* No change.

46.6(4) *Postsecondary program review.*

a. General. The postsecondary program review process is to ensure career and technical education programs meet standards adopted by the board. The program review will include an assessment of the extent to which:

(1) to (8) No change.

(9) Student outcomes, including, at a minimum, program enrollment rates, retention rates, completion rates, and employment rates and wages, are disaggregated~~, at a minimum,~~ and addressed by the program. A good faith effort should be made to address these student outcomes disaggregated by gender, race and ethnicity, and other special populations defined by the Carl D. Perkins Career and Technical Education Improvement Act of 2006, 20 U.S.C. §2301 et seq.~~, and addressed by the program~~;

(10) and (11) No change.

b. No change.

c. Additional components. The following minimum components will also be addressed through the program review process outlined in paragraph 46.6(4)*"a."*

(1) Industry or professional standards. Community colleges will utilize program standards established and recognized by industry or professional organizations when available and appropriate. In lieu of these standards, community colleges will develop program standards through a structured group interview process, which involves committees of incumbent workers within an occupational cluster analyzing standards that include new and emerging technologies, and job-seeking, leadership, entrepreneurial, and occupational competencies. This analysis includes identifying standards that ensure program participants have access to instruction that leads to employment and further training. All standards will be analyzed for the reinforcement of academic skills.

(2) Advisory council. The community college will document how the program engages with the business community to recruit members for the advisory council under rule 281—46.8(~~258~~ 256). Program review documentation will include a current member list with titles and employer; advisory committee meeting logistics, including but not limited to meeting frequency, agendas, and minutes; advice the advisory council has suggested for the program; and any actions or results taken by the program that stem from this advice.

(3) Pathways with secondary institutions. Teachers and administrators from both secondary and postsecondary instructional levels (when applicable) meet to identify competencies required at each level and to jointly develop pathways between secondary and postsecondary levels for specific occupational areas. Such collaborative efforts will facilitate the secondary-postsecondary transition and help reduce duplication between the two levels.

46.6(5) No change.

ITEM 5. Amend rule 281—46.7(258) as follows:

281—46.7(~~258~~ 256) Accreditation standards not met.

46.7(1) No change.

46.7(2) Any findings under subrule 46.7(1) will be documented and reviewed as part of the comprehensive desk audit established under Iowa Code section 256.11(10)*"a"*(1).

a. A program identified under paragraph 46.7(1)*"a"* will not be used by a district to satisfy the minimum education program for career and technical education specified under 281—paragraph 12.5(5)*"i."* Such a program is ineligible to receive funds distributed under rule 281—46.9(~~258~~ 256).

b. A program identified under paragraph 46.7(1)*"b"* will not be used by a district to satisfy the minimum education program for career and technical education specified under 281—paragraph 12.5(5)*"i."*

ITEM 6. Amend rule 281—46.8(258) as follows:

281—46.8(~~258~~ 256) Advisory council.

46.8(1) and **46.8(2)** No change.

46.8(3) *Regional advisory council.* A regional advisory council established by a regional career and technical education planning partnership approved by the department pursuant to rule 281—46.10(~~258~~ 256) may serve in place of an advisory council under subrule 46.8(1).

46.8(4) No change.

ITEM 7. Amend rule 281—46.9(258) as follows:

281—46.9(~~258~~ 256) Distribution of career and technical education funds.

46.9(1) An approved regional career and technical education planning partnership is eligible to receive state funds for school districts and community colleges participating in the regional career and technical education planning partnership for purposes allowed under subrule 46.10(6).

a. No change.

b. Each partnership will be assigned a portion of the total career and technical education funds based on the following formula:

(1) ~~Half~~ No more than 40 percent of the total career and technical education funds to be disbursed equally between the approved partnerships.

(2) ~~Half~~ No more than 40 percent of the total career and technical education funds to be disbursed based on the number of students enrolled in approved career and technical education programs.

(3) At least 20 percent to be disbursed based on department-determined performance indicators within the Carl D. Perkins Career and Technical Education Improvement Act of 2006, codified at 20 U.S.C. §2301 et seq., 2025-2029 state plan.

46.9(2) No change.

46.9(3) An approved regional career and technical education planning partnership receiving funds under this rule will comply with financial monitoring processes established by the department.

a. No change.

b. Instances of transactions involving state ~~and federal~~ funds issued to an approved regional career and technical education planning partnership that are found to be noncompliant with state ~~and federal~~ regulations governing the use of such funds, including subrule 46.10(6), will be documented by the department.

(1) The fiscal agent of the approved regional career and technical education planning partnership will be notified of any instances of noncompliance, and prepare, in consultation with the regional career and technical education planning partnership and department, a corrective action plan. The plan will, at a minimum, detail the policies and procedures to be implemented by the fiscal agent to ensure that subsequent transactions involving state ~~and federal~~ funds issued to the regional career and technical education planning partnership are compliant with applicable state and federal regulations.

(2) No change.

ITEM 8. Amend rule 281—46.10(258) as follows:

281—46.10(~~258~~ 256) Regional career and technical education planning partnerships. Regional career and technical education planning partnerships are established to assist school districts in providing an effective, efficient, and economical means of delivering high-quality secondary career and technical education programs.

46.10(1) to **46.10(3)** No change.

46.10(4) *Duties.* The partnership will perform the following duties on a continuing basis:

a. No change.

b. Collect and review all relevant plans pursuant to the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006, codified at 20 U.S.C. §2301 et seq., as amended~~;~~, and career and academic plans under 281—Chapter 49~~; and regional labor market, socioeconomic, and demographic information for purposes of facilitating the program review process specified under paragraph 46.10(4)*"f"* and regional activities specified in the state plan developed under the aforementioned federal Act~~.

c. No change.

d. Appropriately expend career and technical education funds in accordance with subrule 46.10(6) assigned to the partnership pursuant to rule 281—46.9(~~258~~ 256).

e. to *h.* No change.

46.10(5) *Multiyear plan.* The multiyear plan developed by the partnership will outline the partnership's goals, objectives, and outcomes; how the partnership will execute the authority and duties assigned to the partnership; how the partnership will secure collaboration with secondary schools, postsecondary educational institutions, and employers to ensure students have access to high-quality career and technical education programming, including career academies, that aligns career guidance, twenty-first century career and technical education and academic curricula, and work-based learning opportunities as described in rule 281—46.2(256) that empower students to be successful learners and practitioners; and how the partnership will ensure compliance with standards established under this rule. In addition, the multiyear state plan will include the following components:

a. Goals, objectives, and outcomes. The plan will detail the partnership's goals, objectives, and outcomes, which will include the following goals:

(1) and (2) No change.

(3) Afford students the opportunity to access a spectrum of high-quality work-based learning experiences ~~through collaboration with a work-based learning intermediary network~~ as described in rule 281—46.2(256).

(4) No change.

b. and *c.* No change.

d. Advisory councils. The plan will outline the process that the partnership will utilize in coordinating and facilitating local advisory councils for career and technical education programs under rule 281—46.8(~~258~~ 256) and establishing regional advisory councils to serve in the same capacity as local advisory councils, as necessary.

e. Use of funds. The plan will detail the partnership's budget including intended use of funds designated to the partnership pursuant to rule 281—46.9(~~258~~ 256). The intended use of funds will comply with subrule 46.10(6) and be clearly connected to the goals, objectives, and outcomes of the partnership established under paragraph 46.10(5)*"a"* and the needs of career and technical education programs and teachers as identified through the program approval and review process under rule 281—46.6(256).

f. Planning for regional centers. The plan will outline the process that the partnership will utilize in planning for regional centers, consistent with rule 281—46.12(~~258~~ 256), with the purpose of achieving equitable access to high-quality career and technical education programming and concurrent enrollment opportunities for all students.

g. to *i.* No change.

46.10(6) *Secondary career and technical education funds.* An approved regional career and technical education partnership may use funds received from state sources on behalf of school districts and community colleges participating in the regional career and technical education planning partnership for the following:

a. No change.

b. To offer regional career and technical education professional development opportunities; coordinate, maintain, and support a career guidance system pursuant to 281—Chapter 49 and related work-based learning opportunities as described in rule 281—46.2(256) for students; and purchase career and technical education equipment and curricular resources to include standard classroom consumable supplies directly related to and necessary for the course curriculum, other than basic consumable supplies that will be made into products to be sold or used personally by students, teachers, and other persons.

c. Pursuant to Iowa Code section 256.136(6), the regional career and technical education partnership shall demonstrate that all expenditures are aligned with high-skill, high-wage, and high-demand occupations as defined in Iowa Code section 256.125.

ITEM 9. Amend rule 281—46.11(258) as follows:

281—46.11(~~258~~ 256) Career academies.

46.11(1) *Establishment and responsibilities.* A career academy may be established under an agreement between a single school district and a community college, or by multiple school districts and a community college organized into a regional career and technical education planning partnership pursuant to rule 281—46.10(~~258~~ 256). A career academy established under this rule will be a career-oriented or occupation-oriented program of study that includes a minimum of two years of secondary education, and a minimum of three units of coursework, which may fulfill the sequential unit accreditation requirement in one of the four ~~service~~ content areas pursuant to 281—subrule 12.5(5)~~,~~; includes at least one unit of secondary career and technical education coursework plus at least one unit of postsecondary career and technical education concurrent enrollment programming aligned with a postsecondary education program that meets the requirements of 281—Chapter 22~~,~~; and is approved by the director. One unit of career and technical education coursework can include the cross-cutting career clusters of digital technology, management and entrepreneurship or marketing and sales or the career-connected learning coursework. A career academy will do all of the following:

a. Utilize regional career and technical education planning partnerships outlined in rule 281—46.10(~~258~~ 256) in an advisory capacity to inform the selection and design of the career academy and establishment of industry standards.

b. Establish a program of study that meets all of the following criteria:

(1) Is designed to meet industry standards and prepare students for success in postsecondary education and the workforce.

(2) Integrates academic coursework; includes both secondary and postsecondary foundational and transitory career and technical education coursework; includes either work-based learning as defined in rule 281—46.2(256) or the potential to earn an industry-recognized credential or a community college credential as defined in 281—subrule 21.2(9); and utilizes the individual career and academic planning process established under 281—Chapter 49.

(3) Integrates as a portion of the career academy a hands-on, contextualized learning component.

(4) Allows students enrolled in the academy an opportunity to continue on to an associate degree and, if applicable, a postsecondary baccalaureate degree program.

Only institutions that comply with the provisions of this rule may use the term "career academy."

46.11(2) to **46.11(5)** No change.

ITEM 10. Amend rule 281—46.12(258) as follows:

281—46.12(~~258~~ 256) Regional centers. The state board will adopt standards pertaining to regional centers. The standards include those which provide for increased and equitable access to high-quality career and technical education programs and require that regional centers incorporate appropriate educational programs, meet appropriate state and federal regulations for safety and access, maintain adequate participation, and are located within an appropriate distance of participating high schools, and that transportation is provided to all students.

46.12(1) and **46.12(2)** No change.

ITEM 11. Amend rule 281—46.13(423F) as follows:

281—46.13(423F) Career academy incentive fund. A career academy incentive fund is a competitive grant program established by the department to expand opportunities for students to access high-quality career and technical education programming through innovative partnerships between school districts and community colleges.

46.13(1) *Allowable expenses.* Funding issued under this rule will be used by the recipient for purposes outlined in the proposal approved by the department to support the development of career academy infrastructure, including regional centers as defined under rule 281—46.12(~~258~~ 256). For purposes of this rule, allowable expenses include the following:

a. to *f.* No change.

46.13(2) No change.

46.13(3) *Application proposals.* Institutions seeking funds under this rule shall submit an application proposal to the department in a format prescribed by the department. An application for funding that includes more than one institution will designate a single institution to receive funds on behalf of all participating institutions. At a minimum, all applications will include one school district and one community college, though applications consisting of multiple school districts and a community college are encouraged.

a. ~~*Service*~~ *Content area and aligned occupation.* Program information will be collected to identify the aligned ~~service~~ content area and in-demand occupation as identified by the state workforce development board pursuant to Iowa Code section 84A.1B(14).

b. Offerings and enrollments. Information will be provided on all career academy offerings made available by the participating institutions. All school districts will provide actual or estimated enrollment by high school in each of the offered career academies over the proceeding five-year period.

c. Program structure. Each proposal will include a response to the following components:

(1) A sequence of coursework, inclusive of all aligned middle school, high school, and postsecondary offerings that constitute the career academy. The sequence of coursework is developed collaboratively between the school district or school districts and community college, and is to be depicted in a template provided by the department.

(2) A description and evidence of integrated ~~project-, problem-, and~~ work-based learning experiences as defined in rule 281—46.2(256).

(3) Identification of the third-party industry certifications either made available to the student through the program or which the program prepares the student to complete.

d. to *f.* No change.

46.13(4) *Criteria for evaluating proposals.*

a. Priority. Application proposals will be ~~ranked and sorted according to the following priorities:~~ given tiered competitive preference as determined by the department.

~~(1) First priority. Proposals for a minimum of four new career academies delivered collaboratively between multiple school districts and a community college through a regional center as defined under rule 281—46.12(258) will receive priority consideration.~~

~~(2) Second priority. Proposals for existing career academies or establishing a new career academy delivered collaboratively between multiple school districts and a community college through~~

~~an existing regional center as defined under rule 281—46.12(258) will receive second-priority consideration.~~

~~(3) Third priority. Proposals for new or existing career academies delivered through partnership arrangements other than a regional center, including but not limited to individual career academy offerings delivered by one school district, will receive third-priority consideration.~~

b. Occupational alignment. Proposals for career academies aligned with high-demand, high-skill, and high-wage occupations as identified by the state workforce development board pursuant to Iowa Code section ~~84A.1B(14)~~ 256.125 will be given preferential consideration.

c. and *d.* No change.

e. Additional criteria. Subject to paragraphs 46.13(4)*"a"* and *"b,"* proposals will be evaluated against additional criteria including the following:

(1) Actual or projected enrollment for each participating high school over a five-year period is of sufficient size to support robust and sustainable offerings and justify the request for funding.

(2) Cumulative offerings provide students with access to a diverse array of coursework in multiple career and technical education ~~service~~ content areas.

(3) If programming is delivered at an off-site location, the sending school district provides transportation to participating students.

f. and *g.* No change.

h. Length of time since last award. Priority will be given to proposals based on how much time has elapsed since the last time an award was received.

46.13(5) *Awarding grants.* The department may fully or partially award funds for proposals submitted pursuant to subrule 46.13(3).

a. The department will award funds for ~~first-priority~~ proposals that meet the criteria established in rank order. ~~The department may award funds for second- and third-priority proposals based on availability of funds.~~

b. A grant award issued under this rule is subject to the limits in Iowa Code section 257.51(3).

46.13(6) No change.