

CHAPTER 49  
INDIVIDUALIZED CAREER AND EDUCATION PLAN

**281—49.1(279) Definitions.** For purposes of this chapter, the following definitions apply:

“*Approved system*” means a vendor-provided career information and decision-making system that meets the standards of rule 281—49.5(279).

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

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

“*Department*” means the Iowa department of education.

“*Director*” means the director of the Iowa department of education.

“*District plan*” means the career and academic plan developed by each school district that details the delivery of career guidance and development in compliance with this chapter.

“*Educational program*” means the educational program as defined in 281—Chapter 12.

“*Plan*” means the individualized career and academic plan established under this chapter that is created by each student of the school district in eighth grade and which, at a minimum, meets the standards of rule 281—49.2(279).

“*Postsecondary readiness*” means college and career readiness in Iowa as defined by the state board of education.

“*School counseling program*” means the school counseling program established by Iowa Code section 256.11(9A).

“*Student*” means an enrolled student as defined in 281—Chapter 12.

“*Work-based learning*” means planned and supervised connections of classroom, laboratory and industry that prepare students for current and future careers.

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**281—49.2(279) Individualized career and academic plan.** The plan established under this rule is to, at a minimum, comply with the provisions of Iowa Code section 279.61.

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**281—49.3(279) Essential components.** The district is to engage each student in activities that support the following essential components of the individualized career and academic plan:

**49.3(1) Self-understanding.** Students are to engage in developmentally appropriate inventories and assessments that promote self-understanding and the connection to work and engage in meaningful reflective activities about the results.

**49.3(2) Career information.** Students are to research careers based on self-understanding results and engage in meaningful reflection about the findings.

**49.3(3) Career exploration.** Students are to engage in activities that reveal connections among school-based instruction, career clusters, and the world of work and engage in meaningful reflection.

**49.3(4) Postsecondary exploration.** Students are to engage in activities to explore relevant postsecondary education and training options related to career interests and engage in meaningful reflection on the exploration experience.

**49.3(5) Career and postsecondary decision.** Students are to complete relevant activities to meet their postsecondary goals consistent with the plan and stated postsecondary intention.

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**281—49.4(279) District plan.**

**49.4(1) Components of district plan.** The school district shall develop a written career plan. The district plan is to include the following components:

*a.* The district is to, at a minimum, describe the following aspects of the district plan:

(1) The activities to be undertaken in each grade level to achieve the provisions of rule 281—49.2(279).

(2) Integration of the career plan within connected district initiatives and other facets of the school district's comprehensive school counseling program.

(3) At the district's discretion, any additional outcomes to be integrated into the career and academic planning system.

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

(1) Team composition. The team will include a school administrator; a school counselor; teachers, including career and technical education teachers; and individuals responsible for coordinating work-based learning activities.

(2) Duties. The team is responsible for the following:

1. Implementation of the district plan.

2. Annually reviewing and, as necessary, proposing to the school district revisions to the district plan.

3. Coordination of activities which integrate essential components into classroom instruction and other facets of the school district's educational program.

4. Regularly consulting with representatives of employers, state and local workforce systems and centers, higher education institutions, and postsecondary training programs.

**49.4(2) Maintenance of district plan.** The district plan will be regularly reviewed and revised by the team and the board.

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**281—49.5(279) Career information and decision-making systems.** Each district shall use a career information and decision-making system that meets the standards established in subrule 49.5(3).

**49.5(1) Review process.** The department will establish a process for the review of vendor-provided career information and decision-making systems to determine which career information and decision-making systems meet the minimum specifications established in subrule 49.5(3).

**49.5(2) State-designated system.** The department will establish a process for the review and approval of a single state-designated career information and decision-making system from among the systems approved through the process established in subrule 49.5(1), which districts may use in compliance with this chapter.

**49.5(3) Minimum functions of approved systems.** An approved system is to, at a minimum, support implementation of rule 281—49.2(279) and meet the following specifications:

*a.* Allow for the creation of student accounts, which allow a student to store and access the results and information gathered from the inventories, searches, and associated activities outlined in paragraphs 49.5(3) "b" through "d."

*b.* Include developmentally appropriate inventories and assessments that promote self-understanding and the connection to work. Inventories and assessments are to include an interest inventory; a work values assessment; and an abilities, strengths, or skills assessment.

*c.* Include a search platform for career information. The platform is to allow a student to access and review career information related to the results of the inventories listed in paragraph 49.5(3) "b." Career information will include current and accurate state and national wage, earning, and employment outlook data for a given occupation; job descriptions, including such information as essential duties and aptitudes; and training and education requirements. The career information search platform is to, at a minimum, allow a student to sort information by wage and earning, career cluster, and training and education requirements.

*d.* Include a search platform for postsecondary information. Postsecondary information is to include, but not be limited to, a current, accurate, and comprehensive database of accredited professional colleges, technical and community colleges, and public and private baccalaureate colleges and universities; and include or provide links to apprenticeship and military opportunities. The postsecondary information search platform will, at a minimum, allow a student to sort information by program and degree type, institution type, location, size of enrollment, and affiliation and appropriate

institutional characteristics, such as designation as a historically black college and university or Hispanic-serving institution, and religious affiliation.

*e.* Track basic utilization for the functions outlined in paragraphs 49.5(3)“*a*” through “*d.*” Districts are to have the ability to generate and export a report on the utilization statistics.

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

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

*h.* Provide auxiliary services, including:

- (1) A process for districts to submit comments, feedback, and modification requests to the vendor.
- (2) Technical assistance during regular school district operating hours.
- (3) Appropriate training for users.

**49.5(4) *Supplemental systems.*** The department will maintain a list of supplemental systems that districts may use to satisfy the components of rule 281—49.2(279).

*a.* The department is to establish a process for the review of supplemental systems. The review will, at a minimum, identify the components of rule 281—49.2(279) and paragraphs 49.5(3)“*b*” through “*d.*” which are satisfied through the supplemental system. All supplemental systems are to comply with paragraphs 49.5(3)“*f*” and “*g.*”

*b.* A district that chooses to use a supplemental system is to specify which components of rule 281—49.2(279) are satisfied through the use of the supplemental system in the district plan established in rule 281—49.4(279). A district that chooses to utilize a supplemental tool must continue to utilize and make available to students an approved system.

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**281—49.6(279) Compliance.** The director will monitor school districts for compliance with the provisions of this chapter through the accreditation process established for school districts under 281—Chapter 12.

**49.6(1) *Maintenance of student records.*** Each school district is to maintain evidence of student completion of the individualized career and academic plan established in rule 281—49.2(279), pursuant to rule 281—12.3(256).

**49.6(2) *Reporting.*** The board of directors of each school will complete the reports set forth in Iowa Code section 279.61(5). The board is to report to the department at least annually, and in a manner and frequency established by the department, regarding student participation in work-based learning programs established by the board, including registered apprenticeships, quality pre-apprenticeships, internships, on-the-job training, and projects through the Iowa clearinghouse for work-based learning.

**49.6(3) *Department responsibilities.*** Iowa Code section 279.61(6) is incorporated by this reference.

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**281—49.7(256) Program established.** The provisions of this rule implement the future ready Iowa state-recognized work-based learning program as authorized under Iowa Code section 256.7 and chapter 256, subchapter VII, part 4.

**49.7(1) *Definitions.*** As used in this rule:

“*Apprenticeship program*” means an apprenticeship program authorized under federal statute or by the Iowa office of apprenticeship.

“*Eligible program*” means a program eligible under the future ready Iowa skilled workforce last-dollar scholarship program.

**49.7(2) *Alignment with last-dollar scholarship.*** The rules governing eligibility for students, programs, and institutions are the same as the eligibility criteria specified in 283—Chapter 15 for the future ready Iowa skilled workforce last-dollar scholarship program.

**49.7(3) *Eligibility.*** Pursuant to 283—subparagraph 15.3(1)“*j*”(2), a student enrolled in an apprenticeship program aligned to an eligible program may be enrolled in an eligible program on a part-time basis.

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These rules are intended to implement Iowa Code section 279.61.

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