

281—46.7(258) Definitions and descriptions of procedures. The strategies for implementing the vocational education standards may be clarified by the following definition and descriptions of procedures which shall be utilized:

Vocational education means organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Such programs shall include competency-based applied learning which contributes to an individual's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society. Program content shall include recognition of the contributions of individuals with disabilities, men and women in nontraditional roles and minorities. Such term also includes applied technology education.

46.7(1) *Process for establishing minimum competencies.* The department of education shall develop sets of minimum competencies through a structured group interview process, which involves the use of technical committees of incumbent workers, within an occupational cluster of a service area, who will analyze a researched list of competencies which include new and emerging technologies, job seeking, leadership, entrepreneurial, and occupational competencies. This analysis includes identifying the competencies necessary for the vocational program to offer so that the program participant has access to all instruction which leads to employment and further training.

All competency lists will be analyzed for reinforcement of academic skills. An initial academic skills analysis shall be performed by department staff with verification by committees of academic and vocational instructional staff.

Revalidation for minimum competencies will be completed and authorized for the state board at least every three years, commencing with the 1992-93 school year.

46.7(2) *Competency development by local school districts or community colleges.* Local school districts and community colleges may develop competencies in lieu of the state minimum competencies. The competencies shall be developed by the process described in subrule 46.7(1) and approved by the state department of education.

Local school districts and community colleges are encouraged to develop additional competencies beyond the minimums identified by the department. The process described in subrule 46.7(1) should also be utilized to develop these competencies.

46.7(3) *Articulation.* Teachers and administrators from both secondary and postsecondary instructional levels shall (when applicable) meet to identify competencies required at each level, and to jointly prepare agreements of articulation between secondary and postsecondary levels for specific occupational areas. Such joint articulation efforts will facilitate the secondary-postsecondary transition and help reduce duplication between the two levels. Articulation agreements shall be signed with at least one postsecondary institution per program offered at the high school level (as appropriate), i.e., community colleges, apprenticeship programs, or private postsecondary institutions.

46.7(4) *Statewide vocational education evaluation.* The department of education shall review at least 20 percent of approved vocational education programs within the state annually, to ensure that the programs are:

- a. Compatible with educational reform efforts.
- b. Capable of responding to technological change and innovation.
- c. Meeting educational needs of the students and employment community including students with disabilities, both male and female students, from diverse racial and ethnic groups.
- d. Enabling students enrolled to perform the minimum competencies independently.
- e. Articulated/integrated with the total school curriculum.
- f. Enabling students with a secondary vocational background to pursue other educational interests in a postsecondary setting, if desired.
- g. Availing students with support services and eliminating access barriers to education and employment for both traditional and nontraditional students, men and women, persons from diverse racial and ethnic groups, and persons with disabilities.

Evaluation activities shall include both secondary and postsecondary vocational education instructional programs. A statewide evaluation system utilizing multiple indicators will encompass the requirements of both state and federal vocational education legislation.

46.7(5) *Regional planning process.* A regional planning process shall be implemented by regional planning boards in order to establish a long-range comprehensive plan for vocational education. They shall utilize the services of local school districts, community colleges, and other resources to help local school districts meet vocational education standards, while avoiding unnecessary duplication of services. The regional planning process shall include, but not be limited to, the following components:

a. Needs analysis—labor demand/supply, entrepreneurial opportunities, student needs and interests (including members of special populations), regional geographic data, and student/employer follow-ups for existing programs.

b. Resources identification—vocational programs, staff, equipment, and financial capabilities of the secondary school districts within the region.

c. Establishment of objectives (based on the needs analysis and identification of resources).

d. Development of action steps—activities, responsibilities, and timelines indicated for each objective.

e. Revision of the regional five-year plan.

A model will be developed for the purpose of conducting needs analysis surveys. This model will be developed by the department of education for use by each region to collect minimum, uniform statewide composite data for use in developing the regional five-year plan, and for input into the State Plan for Vocational Education, and various federal and state reports.

46.7(6) *Regional vocational education planning boards.* Regional vocational education planning boards shall be established in each merged area, for the purpose of coordinating the development and implementation of quality vocational education programs. Each regional planning board shall be composed of five members, selected from local school boards of directors, community college boards of directors, area education agency boards of directors, local advisory councils on vocational education, and vocational education instructional personnel. Meetings of the regional planning board shall be held at least once each quarter. By mutual agreement, community colleges, local education agencies, and area education agencies may establish area vocational consortia to assume and exercise the duties and responsibilities established for regional vocational education planning boards, in lieu of regional vocational education planning boards.

46.7(7) *Selection of regional planning board members.*

a. Regional planning board members from the representing groups shall be selected as follows: Community college and area education agency boards of directors shall each appoint one (actively serving) board member to serve on the regional planning board. Currently serving local school board members shall file as candidates for the regional planning board. Elections shall be held and the member elected by one vote from each local board of directors within the region. Members of local advisory councils of vocational education (actively serving) shall file as candidates, and election shall be decided by a vote from each of the local advisory councils on vocational education within the region (one vote per local advisory council per district). Vocational education licensed instructors, (from both secondary and postsecondary institutions) who are actively teaching vocational education courses, shall file as candidates—with election decided by a vote of eligible teachers, listed on the most recent Basic Education Data Systems (BEDS) document obtainable from the department of education. Regional planning board membership shall be limited to five in number, representing the five agencies listed in the legislation, and each member shall have one vote on issues requiring a majority vote.

b. Elections shall be conducted by the regional planning board fiscal agent in each region, in accordance with the guidelines established in paragraph 46.7(7)“*a.*”

c. Each regional planning board member shall be limited to two consecutive three-year terms, and a member must have been off the board for one year before running again for a board position.

d. Interim vacancies shall be filled by appointment by the remaining regional planning board members.

e. Terms of secondary and postsecondary licensed instruction personnel and the terms of secondary and postsecondary local advisory councils on vocational education shall be rotated to ensure a continuing secondary-postsecondary balance on the regional planning board.

f. The regional planning board shall stagger terms of office from among the representatives of the five representing groups.

46.7(8) Duties. Regional planning boards shall perform such duties as:

a. Supporting local school districts and community colleges in the delivery of quality, diversified vocational education programs within the region, including services to special populations.

b. Involving representatives of business, industry, labor, and other government agencies in the planning for and delivery of vocational education.

c. Providing for the gathering and interpretation of data identifying students' occupational needs (labor market, entrepreneurial, and self-employment opportunities) at the region, state, national and international levels.

d. Developing a five-year regional vocational education plan with annual updates, utilizing the uniform regional planning process described in subrule 46.7(5).

e. Implementing planning procedures and contracting (at the request of the state director of education or the local district) for the delivery of vocational services when a local district is otherwise unable to meet the vocational education standards.

f. Identifying the personnel and resources needed in order to carry out their responsibilities.

46.7(9) Auxiliary (working) group. Each regional planning board shall recruit and appoint a regional vocational work group (representing the various constituencies within the region) which may include such groups as educators; representatives from business, industry, and labor; other government agencies (JTPA, private industry councils, job service, etc.); community leaders; and similar groups to perform some of the specific activities necessary to accomplish regional planning activities. Affirmative steps will be taken to include on regional work groups a balance of men and women, persons from diverse racial and ethnic groups and persons with disabilities.

46.7(10) Accreditation standards not met—procedures. For school districts not meeting accreditation standards for vocational education instruction listed in 281—subrule 12.5(5), the following procedures apply:

a. Upon notice to the district that the accreditation standards for vocational education instruction listed in 281—subrule 12.5(5) are not met, the district shall be granted one year to meet the standards for approval.

b. If a district chooses to waive the one-year grace period, or has failed to meet the standards after one year, the state director of education shall delegate the authority to the appropriate regional planning board to direct the district to contract with another school district, or with a community college which has a suitable vocational education program—to provide vocational education for students of that district.

c. Districts waiving the grace period or having failed to meet the approval standards shall pay to the receiving district or community college an amount equal to the percent of the school day in which a pupil is receiving vocational education in the approved program—times the district cost per pupil of the district of residence.

d. The regional planning board shall facilitate the development of a contract with an existing education agency (including community colleges or consortia) with an appropriate vocational education program for the delivery of a vocational education program for requesting districts which have not met the accreditation standards for vocational education.

e. Transportation to and from the instructional site shall be provided by the school district waiving the one-year grace period or failing to meet program approval standards.

f. Vocational education programs delivered through a consortia approach must be offered and taught to enable districts contracting for the service to count the program as an approved vocational education offering.

g. The regional planning board shall report to the director of the department of education any school district failing to contract with another school district or community college to make an approved vocational education program available for students of that district. The report shall be a basis for the

director to recommend to the state board of education as provided by Iowa Code section 256.11(11) that the district not remain accredited. The director is not required to use the provisions of Iowa Code section 256.11(10) prior to making this recommendation.

This rule is intended to implement Iowa Code section 256.11 and chapter 258.