

## **EDUCATION DEPARTMENT [281]**

### **Adopted and Filed**

Pursuant to the authority of Iowa Code section 256.7(5) and 2011 Iowa Code Supplement sections 260H.8 and 260I.11, the State Board of Education hereby adopts new Chapter 25, “Pathways for Academic Career and Employment Program; Gap Tuition Assistance Program,” Iowa Administrative Code.

This chapter provides for the implementation of the pathways for academic career and employment program. This is a program for the development of projects that will lead to gainful, quality, in-state employment for members of target populations by providing them with both effective academic and employment training to secure such employment and customized support services to maintain such employment. This chapter also provides for the implementation of a need-based tuition assistance program to enable applicants to complete continuing education certificate training programs for in-demand occupations.

An agencywide waiver provision is provided in 281—Chapter 4.

Notice of Intended Action was published in the February 22, 2012, Iowa Administrative Bulletin as ARC 0020C. Public comments were allowed until 4:30 p.m. on March 13, 2012. On that date, a public hearing was held and no persons attended. No written or oral comments were received. This amendment is identical to that published under Notice.

These amendments shall become effective May 23, 2012.

There will be an impact on jobs in the private sector. The Pathways for Academic Career and Employment (PACE) Program is targeted to match underemployed and

unemployed workers with in-demand occupations in Iowa. PACE will assist private businesses and industry by providing skilled workers for a variety of positions. PACE will allow low-skilled/low-income unemployed and underemployed adult and dislocated workers to rapidly and efficiently acquire and demonstrate competency in a specified technical field. These occupations will be determined regionally and will include, but not be limited to: information technology, health care, advanced manufacturing and transportation. Certificate programs are aligned with credit certificates, diplomas and degrees. PACE does not replace existing training but will target a currently underserved population in the state.

These rules are intended to implement 2011 Iowa Code Supplement chapters 260H and 260I.

The following amendment is adopted.

Adopt the following **new 281—Chapter 25**:

## **CHAPTER 25**

### **PATHWAYS FOR ACADEMIC CAREER AND EMPLOYMENT PROGRAM; GAP TUITION ASSISTANCE PROGRAM**

#### **DIVISION I**

#### **GENERAL PROVISIONS**

**281—25.1(260H,260I) Scope.** The rules in this chapter implement the pathways for academic career and employment (PACE) program under 2011 Iowa Code Supplement chapter 260H and the gap tuition assistance program under 2011 Iowa Code Supplement chapter 260I.

**281—25.2(260H,260I) Definitions.**

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

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

*“Dislocated worker”* means an individual eligible for services and benefits under the federal Trade Adjustment Act of 2002, P.L. 107-210. An individual must meet both criteria 1 and 2, plus any one of criteria 3 through 8:

1. The individual is registered for the selective service, if applicable;
2. The individual is a citizen or national of the United States, a lawfully admitted permanent resident alien, a lawfully admitted refugee or parolee or an individual authorized by the Attorney General to work in the United States.
3. The individual:
  - Has been laid off or terminated, and
  - Is eligible for or has exhausted entitlement to unemployment compensation, and
  - Is unlikely to return to the individual’s previous industry or occupation; or
4. The individual:
  - Is in receipt of a notice of layoff or termination from employment, and
  - Will be entitled to unemployment compensation at the time of layoff or termination, and
  - Is unlikely to return to the individual’s previous industry or occupation; or
5. The individual:
  - Has been laid off or terminated, or has received a termination notice, and
  - Has been employed for a duration of time to sufficiently demonstrate attachment to the workforce, and

- Is not eligible for unemployment compensation due to insufficient earnings, or has performed services for an employer not covered under the unemployment compensation law, and
  - Is unlikely to return to the individual's previous industry or occupation; or
- 6) The individual has been laid off or terminated, or has received notice of layoff or termination, as a result of a permanent closure of or any substantial layoff at a plant, facility or enterprise; or
- 7) The individual was formerly self-employed and is unemployed from the individual's business; or
- 8) The individual:
- Is a displaced homemaker who has been providing unpaid services to family members in the home, and
  - Has been dependent on the income of another family member, and is no longer supported by that income, and
  - Is unemployed or underemployed, and
  - Is experiencing difficulty in obtaining or upgrading employment.

*"Federal poverty level"* means the most recently revised poverty income guidelines published by the federal Department of Health and Human Services.

*"IWD"* means the Iowa workforce development department.

*"Low skilled"* means an adult individual who is basic skills deficient, has lower level digital literacy skills, has an education below a high school diploma, or has a low level of educational attainment that inhibits the individual's ability to compete for skilled occupations that provide opportunity for a self-sufficient wage.

*“State board”* means the Iowa state board of education.

*“Underemployed”* means an adult individual who is working less than 30 hours per week, or who is employed any number of hours per week in a job that is substantially below the individual’s skill level and that does not lead to self-sufficiency.

*“Unemployed”* means an adult individual who is involuntarily unemployed and is actively engaged in seeking employment.

**281—25.3 to 25.10** Reserved.

## **DIVISION II**

### **PATHWAYS FOR ACADEMIC CAREER AND EMPLOYMENT PROGRAM**

**281—25.11(260H) Purpose.** The pathways for academic career and employment program is established to provide funding to community colleges for the development of projects that will lead to gainful, quality, in-state employment for members of target populations by providing members of target populations with both effective academic and employment training to ensure such gainful employment and customized support services.

**281—25.12(260H) Target populations.** Individuals included in target populations are those individuals who meet one of more of the following:

1. Are deemed by definition to be low skilled;
2. Earn incomes at or below 200 percent of the federal poverty level;
3. Are unemployed;
4. Are underemployed;
5. Are dislocated workers.

**281—25.13(260H) Eligibility criteria for projects.** Projects eligible for funding for PACE shall be projects that further the ability of members of target populations to secure

gainful, quality employment; that further partnerships linking the community colleges to industry and nonprofit organizations; and that further the following program outcomes:

**25.13(1)** Enabling members of the target populations to:

- a.* Acquire and demonstrate competency in basic skills.
- b.* Acquire and demonstrate competency in a specified technical field.
- c.* Complete a specified level of postsecondary education.
- d.* Earn a national career readiness certificate.
- e.* Obtain employer-validated credentials.
- f.* Secure gainful employment in high-quality, local jobs.

**25.13(2)** Meeting economic and employment goals including but not limited to:

*a.* Economic and workforce development requirements in each region served by the community colleges as defined by regional advisory boards established pursuant to Iowa Code section 84A.4.

*b.* Needs of industry partners in areas including but not limited to the fields of information technology, health care, advanced manufacturing, transportation and logistics, and any other industry designated as in-demand by a regional advisory board established pursuant to Iowa Code section 84A.4.

**281—25.14(260H) Program component requirements.** Program components for a PACE project implemented at a community college shall:

**25.14(1)** Include measurable and effective recruitment, assessment, and referral activities designed for the target populations.

**25.14(2)** Integrate basics skills and work-readiness training with occupational skills training.

**25.14(3)** Combine customized supportive and case management services with training services to help participants overcome barriers to employment.

**25.14(4)** Provide training services at times, locations, and through multiple, flexible modalities that are easily understood and readily accessible to the target populations. Such modalities shall support open entry, individualized learning, and flexible scheduling, and may include online remediation, learning lab and cohort learning communities, tutoring, and modularization.

**281—25.15(260H) Pipeline program.** Each community college receiving funding for PACE shall develop a pipeline program in order to better serve the academic, training, and employment needs of the target populations. A pipeline program shall have the following goals:

**25.15(1)** To strengthen partnerships with community-based organizations and industry representatives.

**25.15(2)** To improve and simplify the identification, recruitment, and assessment of qualified participants.

**25.15(3)** To conduct and manage an outreach, recruitment, and intake process, along with accompanying support services, reflecting sensitivity to the time and financial constraints and remediation needs of the target populations.

**25.15(4)** To conduct orientations for qualified participants to describe regional labor market opportunities, employer partners, and program requirements and expectations.

**25.15(5)** To describe the concepts of the project implemented with funds from PACE and the embedded educational and support resources available through such project.

**25.15(6)** To outline the basic skills participants will learn and describe the credentials participants will earn.

**25.15(7)** To describe success milestones and ways in which temporal and instructional barriers have been minimized or eliminated.

**25.15(8)** To review how individualized and customized service strategies for participants will be developed and provided.

**281—25.16(260H) Career pathways and bridge curriculum development program.**

Each community college receiving funding for PACE shall develop a career pathway and bridge curriculum development program in order to better serve the academic, training, and employment needs of the target populations. A career pathways and bridge curriculum development program shall have the following goals:

**25.16(1)** The articulation of courses and modules, the mapping of programs within career pathways, and establishment of bridges between credit and noncredit programs.

**25.16(2)** The integration and contextualization of basic skills education and skills training. This process shall provide for seamless progressions between adult basic education and general education development programs and continuing education and credit certificate, diploma, and degree programs.

**25.16(3)** The development of career pathways that support the attainment of industry-recognized credentials, diplomas, and degrees through stackable, modularized program delivery.

**281—25.17 to 25.19** Reserved.

### **DIVISION III**

#### **GAP TUITION ASSISTANCE PROGRAM**

**281—25.20(260I) Purpose.** A gap tuition assistance program is established to provide funding to community colleges for need-based tuition assistance to enable applicants to complete continuing education certificate training programs for in-demand occupations.

**281—25.21(260I) Applicants for tuition assistance — eligibility criteria.**

**25.21(1)** Eligibility for tuition assistance shall be based on financial need.

Applicants may be found eligible for partial or total tuition assistance. Tuition assistance shall not be approved when the community college receiving the application determines that funding for an applicant's participation in an eligible certificate program is available from any other public or private funding source. Criteria to determine financial need shall include but not be limited to:

*a.* The applicant's family income for the 12 months prior to the date of application.

*b.* The applicant's family size.

*c.* The applicant's county of residence.

**25.21(2)** An applicant for tuition assistance under this chapter must have a demonstrated capacity to achieve the following outcomes:

*a.* The ability to complete an eligible certificate program.

b. The ability to enter a postsecondary certificate, diploma, or degree program for credit.

c. The ability to gain full-time employment.

d. The ability to maintain full-time employment over a period of time.

**25.21(3)** The community college receiving the application shall only approve an applicant for tuition assistance under this chapter if the community college determines the applicant is likely to succeed in achieving the outcomes described in subrule 25.16(2) after considering factors including but not limited to:

a. Barriers that may prevent an applicant from completing the certificate program.

b. Barriers that may prevent an applicant from gaining employment in an in-demand occupation.

**281—25.22(260I) Applicants for tuition assistance — additional provisions.**

**25.22(1)** An applicant for tuition assistance under this chapter shall provide to the gap tuition assistance coordinator at the community college receiving the application documentation of all sources of income.

**25.22(2)** Only an applicant eligible to work in the United States shall be approved for tuition assistance under this chapter.

**25.22(3)** An application shall be valid for six months from the date of signature on the application.

**25.22(4)** An applicant shall not be approved for tuition assistance under this chapter for more than one eligible certificate program.

**25.22(5)** Eligibility for tuition assistance under this chapter shall not be construed to guarantee enrollment in any community college certificate program.

**25.22(6)** Eligibility for tuition assistance under this chapter shall be limited to individuals earning incomes at or below 200 percent of the federal poverty level as defined by the most recently revised poverty income guidelines published by the United States Department of Health and Human Services.

**281—25.23(260I) Eligible costs.** Costs of a certificate program eligible for coverage by gap tuition assistance shall include but are not limited to the following:

1. Tuition.
2. Direct training costs.
3. Required books and equipment.
4. Fees including but not limited to fees for industry testing services and background check testing services.

**281—25.24(260I) Eligible certificate programs.** For the purposes of this chapter, “eligible certificate program” means a program meeting all of the following criteria:

**25.24(1)** The program is not offered for credit, but is aligned with a certificate, diploma, or degree for credit, and does at least one of the following:

- a.* Offers a nationally, locally, or state-recognized certificate.
- b.* Offers preparation for a professional examination or licensure.
- c.* Provides endorsement for an existing credential or license.
- d.* Represents recognized skill standards defined by an industrial sector.
- e.* Offers a similar PACE credential or training.

**25.24(2)** The program offers training or a credential in an in-demand occupation.

For the purposes of this chapter, “in-demand occupation” includes occupations in information technology, health care, advanced manufacturing, transportation and

logistics, and any other industry designated as in-demand by a regional advisory board established pursuant to Iowa Code section 84A.4.

**281—25.25(260I) Initial assessment.** An eligible applicant for tuition assistance under this chapter shall complete an initial assessment administered by the community college receiving the application to determine the applicant’s readiness to complete an eligible certificate program. The assessment shall include assessments for completion of a national career readiness certificate, including the areas of reading for information, applied mathematics, and locating information. An applicant must achieve at least a national bronze-level certificate, defined as a minimum level 3 for reading, math, and locating information, in order to be approved for tuition assistance. An applicant shall complete any additional assessments and occupational research required by the PACE program or an eligible certificate program, or both.

**281—25.26(260I) Program interview.** An eligible applicant for tuition assistance under this chapter shall meet with the gap tuition assistance coordinator for an eligible certificate program offered by the community college receiving the application. The gap tuition assistance coordinator shall discuss the relevant industry, any applicable occupational research, and any applicable training relating to the eligible certificate program. The discussion shall include an evaluation of the applicant’s capabilities, needs, family situation, work history, educational background, attitude and motivation, employment skills, vocational potential, and employment barriers. The discussion shall also include potential start dates, support needs, and other requirements for an eligible certificate program.

**281—25.27(260I) Participation requirements.**

**25.27(1)** A participant in an eligible certificate program who receives tuition assistance pursuant to this chapter shall do all of the following:

*a.* Maintain regular contact with staff members for the certificate program to document the applicant's progress in the program.

*b.* Sign a release form to provide relevant information to community college faculty or case managers.

*c.* Discuss with staff members for the certificate program any issues that may impact the participant's ability to complete the certificate program, obtain employment, and maintain employment over a period of time.

*d.* Attend all required courses regularly.

*e.* Meet with staff members for the certificate program to develop a job search plan.

**25.27(2)** A community college may terminate tuition assistance for a participant who fails to meet the requirements of this rule. The process to appeal a termination will be provided to a participant through the gap tuition assistance coordinator.

**281—25.28(260I) Oversight.** Statewide oversight, evaluation, and reporting efforts for the gap tuition assistance program is coordinated by the department.

**25.28(1)** A steering committee, consisting of the Iowa department of education, the Iowa workforce development department, and community college continuing education deans and directors, is established to determine if the performance measures of the gap tuition assistance program are being met and to correct any deficiencies. The steering committee shall meet at least quarterly to evaluate and monitor the performance of the gap tuition assistance program.

**25.28(2)** A common intake tracking system is established to be implemented consistently by each participating community college. The community colleges will work cooperatively in establishing the system and the Iowa department of education will assist in gathering required reporting data elements through the community college Management Information System (MIS).

**25.28(3)** The steering committee will develop the required program criteria for PACE- and gap tuition assistance-certified programs to be eligible for tuition assistance and program funding. These criteria will be developed based on best practices in the development and delivery of career pathway programs that provide a clear sequence of education coursework and credentials aligned with regional workforce skill needs; clearly articulate from one level of instruction to the next; combine occupational skills and remedial adult education; lead to the attainment of a credential or degree; assist with job placement; and provide wrap-around social and socioeconomic support services with the goal of increasing the individual's skills attainment and employment potential.

These rules are intended to implement 2011 Iowa Code Supplement chapters 260H and 260I.