Iowa's
AEA System

PORTFOLIO OF SERVICES

2025-2026

AEA | Iowa's Area Education Agencies

Table of Contents

3 Welcome Message

Welcome to the Iowa Area Education Agencies' (AEAs') Portfolio of Supports & Services. This guide will assist you in designing, implementing and sustaining your district's robust comprehensive improvement plan.

From specialized professional learning to personalized consultation and coaching, our collaborative efforts ensure that your district receives the tailored support it needs to meet its diverse needs.

AEA partners are here for you every step of the way in your learning and school improvement journey. We are uniquely committed to:

- Being your ultimate partner in educational excellence
- Embedding our supports within your district
- Understanding the nuanced context of Iowa as well as each district's educational landscape
- Ensuring tailor-made, evidenced-based solutions that align with your specific needs and challenges
- Providing efficient and effective support

Professional Learning Support

In the learning phase, services focus on equipping educators with the knowledge, skills and strategies necessary to enhance their teaching practices and improve student outcomes. Once districts determine what their priority focus areas will be, the AEA team will collaboratively design a plan that addresses the unique modes of support to best accomplish your district goals.

Implementation Support

In the implementation phase, services focus on putting educational plans and strategies into action. This involves coaching and support around the implementation of evidence-based practices; ongoing professional development; structured time for planning, reflection and collaboration; resource integration and monitoring progress to ensure successful execution and sustainable improvement in student learning outcomes.

Sustainability Support

In the sustainability phase, services aim to maintain and build upon the progress achieved during implementation. This involves ongoing support, evaluation and refinement of initiatives to ensure their continued effectiveness and relevance to student needs. Capacity-building efforts empower educators and stakeholders to sustain positive changes and foster a culture of continuous improvement within the learning community.

Our services are provided based on available AEA staffing resources. As we work toward establishing Centers of Excellence within the statewide AEA system, we remain committed to meeting your district's needs by collaborating across AEAs when necessary. This aligns with **HF2612, Section 17.2, page 21**, which calls for:

"A proposal for the reorganization of services provided by area education agencies to centralize some services provided by the area education agencies, including media services, and to create centers of excellence for other services."

We look forward to continuing to support your district with this vision in mind.

5

Practices Grounded in Implementation Science

Iowa's AEAs support adults' traditional professional learning by providing comprehensive support for districts in implementing and sustaining impactful practices grounded in implementation science. They collaborate closely with schools to build capacity, focusing on the critical elements of implementation, including exploration, installation and sustainability. AEAs offer tailored coaching, technical assistance and data-driven decision-making tools to ensure districts not only adopt new initiatives but also integrate them effectively into their systems. This partnership empowers educators to maintain high-quality practices over time, fostering continuous improvement and long-term success for students and staff.

Exploration	
Exploration Stage Outcomes	**Description of Outcomes**
Formation of a representative implementation team to guide the priorities and goals (team member roles and expectations are identified)	Exploration involves an assessment of assets and needs of the focus population, fit of the program or practice with those needs, and assets and feasibility of implementation. *"Skipping Exploration can be costly. Take time to attend to Exploration activities." (Romney, Israel, & Zlatevski, 2014).*
Demonstrated need for program/practice: (i.e., deemed an appropriate change to support identified needs and assets)	
Assessment of Fit & Feasibility: Determine the current state through a needs assessment or data review process	
Selected evidence-based programs/practices address identified needs	
Demonstrated acceptability and buy-in from leaders, staff, and community partners (e.g., individuals, families, community members)	

Installation	
Initial Installation Stage Outcomes	**Description of Outcomes**
Implementation team is high functioning and able to address barriers and/or challenges	Installation involves building the infrastructure necessary to implement the program or practice, which includes building practitioner and organizational capacity. *"Planning to ensure needed resources and supports are available helps avoid frustration and false starts."*
Majority of practitioners are trained in the programs/practices	
Infrastructure is in place to support coaching to effectively develop competencies	
Fidelity measure and criteria are established	
Infrastructure is in place to collect, analyze, and use data (i.e., fidelity, program/process, outcome) to continuously improve	
Staff have access to data and know how to use it	
Policies and procedures to support use of the program/practice are in place and understood by all	
Two-way communication takes place among all stakeholders	

Initial Implementation Stage

Initial Implementation Stage Outcomes	Description of Outcomes
Provide ongoing coaching and support including opportunities for "just-in-time" learning and/or training	Initial implementation includes the initial efforts of staff to use the program or practice, with attention to using data for continuous improvement.

"Initial Implementation is like the first pancake off the griddle. It is not perfect, because the griddle (infrastructure) is being fine-tuned to be at the right temperature through use of trial and learning." |
Majority of practitioners are using the program/practice and are beginning to achieve fidelity	
Data are used regularly to inform decision-making and improve implementation of the program/practice	
Quality of implementation is improving across practitioners, however, variability in quality exists	
Evidence for feasibility of implementation, such as: 1. Increase in use of the program/practice with fidelity; 2. Increase in staff confidence and skill in using the program/practice; 3. Increase in coaches'/supervisors' confidence in supporting staff; and 4. Meaningful engagement of recipients and families in the program/practice	

Full Implementation and Sustainability Stage

Full Implementation Stage Outcomes	Description of Outcomes
Data are used regularly to inform decision-making and improve implementation of the program/practice including ongoing coaching supports	Full implementation occurs as staff use the program or practice successfully, and population-level outcomes are achieved.

"Keep going! To ensure sustainability of outcomes, data collection (including fidelity), supports for implementers, and continuous improvement cycles are ongoing." |
| Sustained collaboration and use of the program/practice with all practitioners delivering with fidelity and ease | |
| Evidence that identified outcomes are improving through use of the program/practice (student achievement data and adult implementation data) | |

Adapted from National Implementation Research Network (NIRN) Implementation Stages Planning Tool

Computer Science
Supports & Services

District Computer Science Planning

- Administrative support for Computer Science
- Broadening participation in Computer Science
- Career counseling support for Computer Science
- Grant application planning, design and implementation (CSPDIF, Iowa STEM, Iowa Scale-up)
- PK-12 Computer Science pathways including industry-recognized credentials and work-based learning
- PK-12 Computer Science plans and SCRIPT (Strategic CS for ALL Resource & Implementation Planning Tool)

High-Quality Instructional Materials

- Computer Science strategies for instructional coaches
- Integration of Computer Science into core content
- Project-based learning
- Review/adoption of new curricula
- Computer Science + content integration
- Stand-alone courses
- Support for implementation
- CAST UDL framework specific to Computer Science
- Computer Science pedagogy
- Curriculum supplements
- Device selection

Instructional Practices

- Algorithms and programming
- Artificial intelligence and machine learning
- Computing systems
- Cybersecurity
- Data structures and analysis
- Ethics and societal impacts
- Networks and the Internet
- Physical computing

Standards Work

- K-12 Computer Science student standards
- Computer Science teacher standards
- Formative assessment process
- Learning progressions
- Standards-based grading and reporting

Modes of Support

- Consultation and coaching
- Classroom modeling and debrief
- Classroom observation/walkthroughs and debrief
- Coaching for implementation (system or practice)
- Ongoing professional learning
- Resource integration
- Structured time to support planning, reflection and collaboration
  - Leadership teams (district and/or building)
  - Teacher teams (PLCs, CLCs, etc.)

Contracted
Supports & Services

Contracted Services

- Assessment consultant services
- Business Office
- Communications
- Classroom-level supports
  - ° Computer Science teacher of record
  - ° English learner teacher
  - ° Instructional technology coach
  - ° Mentoring and teacher induction
  - ° Teacher librarian
- Human Resources
- Leadership supports
  - ° Leadership search
  - ° Superintendent vacancy coverage
- Special education supports
  - ° Special education director
  - ° Special education facilitator
- Technology/Media
  - ° Cybersecurity
  - ° School technology technicians
  - ° Survey creation, administration and analysis
  - ° Video production

Operational Sharing

- Curriculum director
- Mental health professional
- School counselor
- School social worker
- Special education director
- Work-based learning coordinator
- Human Resources
- School Business Official

Should you have a contracted service need not identified above, please contact your AEA.

Based on available AEA staffing resources, we are open to contracting partial FTEs to support your district's needs.

Please contact us to discuss these opportunities further.

9 Creative Services

Creative Services offers high-quality, cost-effective solutions for all your district/school's creative needs. We specialize in the unique needs of districts/schools and the educators who make them great.

Whether you're looking for graphic design, simple black-and-white or full-color copies, large-format printing or items like posters, banners, vinyl or stickers, we've got you covered. Our system features several pre-designed catalog items for quick and easy customization, and we offer quantity discounts for larger orders. Our online ordering system is quick and user-friendly, and your items will be delivered directly to your district or school through our van delivery service.

Banners, Posters & Vinyl Adhesive

- Canvas prints
- Planners
- Posters including common sizes of 18 x 24 and 24 x 36 inches
- Sensory pathways
- Vinyl adhesive graphics for a variety of surfaces including walls, windows and floors
- Vinyl banners and retractable banners
- Yard signs

Bindery & Finishing

- Folding and stapling
- Padding
- Perforating
- Scoring
- Spiral binding

Graphic Design

- Custom items designed for your district, school or classroom
- District/school branded items

Lamination

- Up to 36 inches wide

Printing & Copying

- Black and white or color
- Brochures
- Carbonless forms
- Cards and postcards
- Certificates
- Event programs
- District identity packages including business cards, letterhead and envelopes
- Memory books and yearbooks
- Sizes up to 13 x 19 inches
- Tickets

Ready-to-Print Items

- Pre-designed materials for classroom instruction

Specialty Items

- Folders
- Labels
- Magnets
- Stickers

Creative Services Online ordering site (aeacreativeservices.org)

504 Plans

- Adaptive equipment for access
- Case consultation
- District delivery plan
- District infrastructure development
- Teacher training

English Learners

- Distinguishing between language acquisition and disability
- English Learner family engagement strategies
- Language assistance program (e.g., SIOP)
- Lau Plan support(s)
- Newcomer support
- Teacher training

Gifted and Talented

- Case consultation
- District infrastructure development
- Gifted and Talented program plan support(s)
- Teacher training

Modes of Support

- Classroom modeling and debrief
- Classroom observation/walkthroughs and debrief
- Coaching for implementation (system or practice)
- Consultation and coaching
- Ongoing professional learning
- Resource integration
- Structured time to support planning, reflection and collaboration
  - ° Leadership teams (district and/or building)
  - ° Teacher teams (PLCs, CLCs, etc.)

Early Childhood
Supports & Services

11

High-Quality Instructional Materials
- Creative Curriculum and GOLD support
- Support for implementation

Instructional Practices
- Accessibility and accommodations
- Family and community involvement training
- Coaching/mentoring

Required Trainings
- Early childhood paraprofessional training
- Head Start training

Standards Work
- Formative assessment process
- Iowa Early Learning Standards
- Learning progressions

System Supports
- Coaching/mentoring for administrators
- Fine motor skills support
- Iowa Quality for Kids (IQ4K®) Early Childhood PBIS
- Preschool MTSS
- Program accreditation

Modes of Support
- Classroom modeling and debrief
- Classroom observation/walkthroughs and debrief
- Coaching for implementation (system or practice)
- Consultation and coaching
- Ongoing professional learning
- Resource integration
- Structured time to support planning, reflection and collaboration
  - Leadership teams (district and/or building)
  - Teacher teams (PLCs, CLCs, etc.)
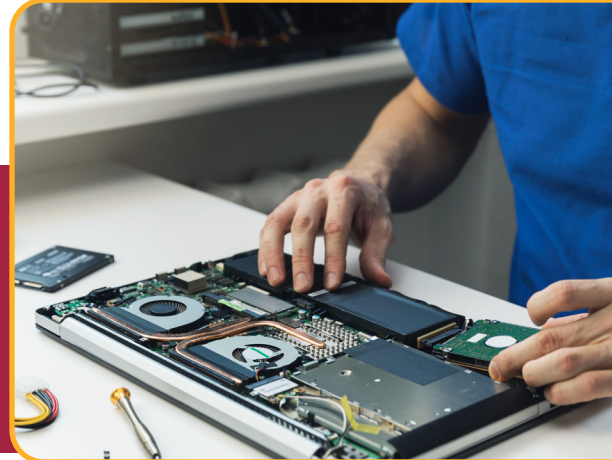
12 Information Technology
Supports & Services

Business Systems
- Business Office and HR report generating, data exporting, workflow optimization, PowerSchool BusinessPlus

Cybersecurity
- Packages of services to build cybersecurity posture and partnership

Equipment Repair Services
- Certified warranty and out-of-warranty repairs on the complete Apple and HP line of products, Windows-based PCs, Chromebooks and HP printers
- Free estimates and warranty assistance

E-Rate Filing
- Manage the E-Rate process
  - Record keeping, bidding, contracts and budget management

Google Workspace Administration & Support
- Management, oversight and facilitation of Google environment

IT Managed Services
- On-site technician
  - Deploy technicians to your school
  - Choose the number of days per week
  - Schedule blocks of time
- Network support
  - Computer network engineering & support

Learning Management System (LMS)
- Canvas purchasing and support
- Schoology purchasing and support

Managed Software Solutions
- Druva - Backup as a service (servers, Google, Microsoft, virtualization)
- GoGuardian - Internet filtering for student devices & classroom management of devices
- Mosyle - Mobile device management (MDM) for staff and student devices
- Zoom (phone service, classroom video technology, Zoom Meeting)
- More solutions are continuously being added to our offerings
- Securely - Internet filtering for student devices, classroom management of devices and hall pass feature

Student Information Systems with Support
- Infinite Campus purchasing and support
- PowerSchool purchasing and support

See Media section for Educational Digital Resources

13 Instructional Technology
Supports & Services

Diverse Learners

- Accessibility and accommodations
- Assistive technology
- At-risk learners
- English learners
- Gifted and Talented learners
- Students with IEPs

High-Quality Instructional Materials

- Review/adoption of new curricula
  ° AEM - Core curriculum evaluation for accessibility
  ° Digital citizenship
  ° Digital communication & instructional tools
- Support for implementation
  ° Accessibility features
  ° Assistive technology
  ° Device selection
  ° Digital communication & instructional tools
  ° Learning management systems

Instruction & Assessment

- Accessibility supports
- Artificial intelligence
- Blended learning
- Digital health, safety and citizenship
- Digital literacy
- Emerging technologies
- Instructional design for digital learners
- Personalized learning
- Physical learning spaces
- Universal Design for Learning (UDL)
- Technology integration framework

Instructional Technology Planning

- Digital resources/technology adoption
- Instructional coaching for technology
- Technology audits and surveys (needs assessments)
- Policy and guideline support
- Technology planning
- Technology walkthroughs

Productivity & Efficiency Support

- Artificial intelligence
- Data collection and data visualization
- Digital communication & instructional tools

Standards Work

- Digital health, safety and citizenship
- ISTE standards: for educators, students, education leaders and coaches
- Learning progressions
- National Ed Tech Plan 2024
- Universal constructs

Modes of Support

- Classroom modeling and debrief
- Classroom observation/walkthroughs and debrief
- Coaching for implementation (system or practice)
- Consultation and coaching
- Ongoing professional learning
- Resource integration
- Structured time to support planning, reflection and collaboration
  ° Leadership teams (district and/or building)
  ° Teacher teams (PLCs, CLCs, etc.)

ESSA

- Action planning
- Data review
- ESSA progress reports and check-ins
- SAMI facilitation

Infrastructure

- Additional classwide hearing screenings
- Co-teaching implementation
- Crisis response
- Early warning system support
- Paraeducator areas of concentration
- Paraeducator training and certification
- Program evaluation
- Substitute authorization

Leadership Support

- Curriculum directors
- Instructional coaches
- Mentoring and induction
- PLC implementation
- Principal leadership
- School counselors
- Superintendent leadership
- Teacher leadership

MTSS Supports

- Action planning
- Data review
- District and building leadership team (creation and development)
- Five components of MTSS
- Resource allocation review
- SAMI facilitation
- Support for schedules

Networks *(*no fee and may vary by AEA)*

- Curriculum directors
- English learners
- Gifted and Talented
- Local superintendents
- Principals
- School counselors
- Special education directors
- Teacher leaders/instructional coaches
- Teacher librarians
- Technology directors

School & Community Planning

- Postsecondary success
  - ° Career and technical education (CTE)
  - ° Perkins
  - ° Regional Planning Partnerships (RPPs)
  - ° Work-based learning
- School safety planning
- Strategic planning
  - ° Community needs assessment
  - ° District Leadership Team (DLT)
  - ° Mission, vision, core values, goals, action plan and measures/metrics
  - ° Portrait of a Graduate
  - ° School Improvement Advisory Committee (SIAC)

Modes of Support

- Classroom modeling and debrief
- Classroom observation/walkthroughs and debrief
- Coaching for implementation (system or practice)
- Consultation and coaching
- Ongoing professional learning
- Resource integration
- Structured time to support planning, reflection and collaboration
  - ° Leadership teams (district and/or building)
  - ° Teacher teams (PLCs, CLCs, etc.)

Diverse Learners

- Accessibility and accommodations
- At-risk learners
- English learners
- Gifted and talented learners
- Students with characteristics of dyslexia
- Students with IEPs

High-Quality Instructional Materials

- Review/adoption of new curricula
  ° Core/Universal, Tier 2, Tier 3
- Support for implementation
  ° Core/Universal, Tier 2, Tier 3

Instructional Practices

- Assessment and data-based decision-making
- Comprehension
- Disciplinary literacy
- Fluency
- Phonemic awareness
- Phonics
- Universal tier guide
- Vocabulary
- Writing

Intervention System

- Healthy indicators
- Panorama Student Success
- Supplemental and intensive tiers guide

Standards Work

- Formative assessment process
- Learning progressions
- Standards-based grading and reporting

Science of Reading

- Structured literacy

Modes of Support

- Classroom modeling and debrief
- Classroom observation/walkthroughs and debrief
- Coaching for implementation (system or practice)
- Consultation and coaching
- Ongoing professional learning
- Resource integration
- Structured time to support planning, reflection and collaboration
  ° Leadership teams (district and/or building)
  ° Teacher teams (PLCs, CLCs, etc.)

Math
Supports & Services

Diverse Learners

- Acceleration
- Accessibility and accommodations
- At-risk learners
- English learners
- Gifted and Talented learners
- Students with IEPs

High-Quality Instructional Materials

- Review/adoption of new curricula
  - Core/Universal, Tier 2, Tier 3
- Support for implementation
  - Core/Universal, Tier 2, Tier 3

Instructional Practices

- 8 Effective Mathematical Practices
- Concrete-representational-abstract
- Math Conversations
- Number Sense
- Problem-based instruction
- Fluency
  - Basic facts
  - Procedural
  - Conceptual

Intervention System

- Panorama Student Success
- Healthy indicators
- Supplemental and intensive tiers guide
- Intervention resources
- FastBridge support/learning
- Assessment and data-based decision-making
  - Universal screener(s), diagnostic assessments, progress monitoring

Standards Work

- Course coherence (unit/course/course sequences)
- Formative assessment process
- Learning progressions
- Standards-based grading and reporting

Modes of Support

- Classroom modeling and debrief
- Classroom observation/walkthroughs and debrief
- Coaching for implementation (system or practice)
- Consultation and coaching
- Ongoing professional learning
- Resource integration
- Structured time to support planning, reflection and collaboration
  - Leadership teams (district and/or building)
  - Teacher teams (PLCs, CLCs, etc.)

Media
Resources & Supports

Diverse Learners

Quality media resources support learner variability with digital resources and flexible media formats that address diverse learning styles and needs.

- Students with IEPs - specialized resources aligned with individualized goals
- English learners - bilingual materials, language development tools and culturally responsive content
- Gifted and talented - find challenge through advanced reading materials, creative projects and problem-solving resources

- At-risk learners - literacy and social-emotional supports designed to close learning gaps and increase engagement
- Accessibility and accommodations - adaptive devices, captioned media and modified texts ensure equitable access to digital resources

Effective District/School Library Program Planning & Development

- Assess and reflect on school library program effectiveness
  - ° Data-focused
  - ° Solutions-oriented
- Build collaborative relationships with staff and school community
- Conduct needs assessment to align with district and school initiatives
- Consult on the development of Iowa professional development plans
- Consult on library collection development and planning
  - ° Asset audit and collection inventory support
  - ° Budget analysis and resource allocation prioritization
  - ° Development of standards and procedures for selection/reconsideration of materials
  - ° Engage with support staff around the implementation of best practices
  - ° Policy review
  - ° Resource recommendations and school library selection tools
- Enhance physical and virtual library spaces
- Promote school library program services and implement student-centered library activities
- Strengthen information and digital literacy programs for increased student engagement

Van Delivery

Iowa's AEA van delivery service ensures schools have ongoing and reliable access to essential resources. This includes the timely delivery of instructional materials, creative services orders, special education equipment and resources and the transportation of technology equipment repair. Designed to support educators, students and specialized programs, this service keeps critical tools for teaching, learning and student success in a cost-efficient manner.

18 Media
Resources & Supports

Instruction & Assessment

- Digital citizenship
- Information literacy and inquiry
- Integration of emerging technologies for varied student expression
- K-12 curriculum development
- Reader engagement strategies

Standards Work

- Iowa School Library Program Standards - audit and action steps

Digital Resources

The AEAs are excited to offer negotiated pricing for digital resources to support teaching and learning in your classrooms. This opportunity allows schools to access trusted resources like PebbleGo, BookFLIX, and more at reduced costs.

New to the 25-26 school year, we are adding even more engaging options that align with standards and curriculum to further enhance the educational experience. These resources are carefully selected to empower educators, inspire students, and create dynamic learning environments.

By joining this initiative, schools can maximize their budgets while ensuring access to high-quality, innovative tools tailored to classroom needs.

Modes of Support

- Classroom modeling and debrief
- Classroom observation/walkthroughs and debrief
- Coaching for implementation (system or practice)
- Consultation and coaching
- Ongoing professional learning
- Resource integration
- Structured time to support planning, reflection and collaboration
  - ° Leadership teams (district and/or building)
  - ° Teacher teams (PLCs, CLCs, etc.)

Science
Supports & Services

Diverse Learners

- Acceleration
- Accessibility and accommodations
- At-risk learners
- English learners
- Gifted and Talented learners
- Students with IEPs

High-Quality Instructional Materials

- Review/adoption of new curricula
- Support for implementation

High-Quality Science Instruction

- Authentic learning experiences (student sensemaking of phenomena)
- Leveraging crosscutting concepts in the classroom
- Leveraging science and engineering practices in the classroom
- Science and literacy
- Science and math
- Student discourse

Instructional Coherence

- Course coherence (unit/course/course sequences)
- Crosscutting concepts progressions
- Disciplinary core ideas progressions
- Science and engineering practices progressions

Standards Work

- Learning progressions
- Standards-based grading and reporting
- Three-dimensional formative assessment process
- Three-dimensional summative assessment process

Modes of Support

- Classroom modeling and debrief
- Classroom observation/walkthroughs and debrief
- Coaching for implementation (system or practice)
- Consultation and coaching
- Ongoing professional learning
- Resource integration
- Structured time to support planning, reflection and collaboration
  - ° Leadership teams (district and/or building)
  - ° Teacher teams (PLCs, CLCs, etc.)

Social, Emotional & Behavioral Health
Supports & Services

Diverse Learners

- Accessibility and accommodations
- At-risk learners
- English learners
- Gifted and talented learners
- Students with IEPs

High-Quality Instructional Materials

- Review/adoption of new curricula
  ° Core/Universal, Tier 2, Tier 3
- Support for implementation
  ° Core/Universal, Tier 2, Tier 3

Instructional Practices

- Addressing chronic absenteeism and attendance
- Assessment and data-based decision-making
- Classroom management
- Crisis Prevention Intervention (CPI)
- Embedding skills for learning in instruction
- Establishing behavior expectations and routines
- Student engagement
- Trauma-informed practices

Intervention System

- Assessment and data-based decision-making
  ° Universal screener(s), diagnostic assessments, progress monitoring
- FastBridge support/learning
- Healthy indicators
- Intervention resources
- Panorama Student Success
- Supplemental and intensive tiers guide
- Supporting challenging student behavior (externalizing and internalizing)

System Support

Creating safe, healthy and welcoming environments

- Administrator support
- Crisis response
- Educator wellness
- MTSS-SEBH (PBIS, early childhood PBIS, etc.)
- Mental health literacy (Youth Mental Health First Aid, etc.)
- School counselor support
- School safety
- Suicide prevention and intervention

Modes of Support

- Classroom modeling and debrief
- Classroom observation/walkthroughs and debrief
- Coaching for implementation (system or practice)
- Consultation and coaching
- Ongoing professional learning
- Resource integration
- Structured time to support planning, reflection and collaboration
  ° Leadership teams (district and/or building)
  ° Teacher teams (PLCs, CLCs, etc.)

We look forward to working with you to create a customized support plan for your district for the 2025-26 school year! We will contact you soon to schedule a district meeting.

You are welcome to invite whomever you prefer. We recommend:

- district/school personnel who have the authority to allocate funding for AEA supports and services,
- district/school personnel who have the authority to determine supports and services for educators and
- the superintendent.

Some questions you may want to consider before the meeting include:

- What specific needs and priorities are presented in your data?
- What AEA services would help you meet your goals?

If you have any questions before the meeting, please contact the chief administrator of your local AEA.

Individual AEAs may provide additional services during the 2025-26 school year. Contact your local AEA to inquire about services not listed in this document.