Senior Year Plus

Guide for Educators and Educational Administrators

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Forward

Dear Educator or Educational Administrator,

Senior Year Plus is an important part of high school reform efforts in Iowa. Through these programs, high school students are provided with rigorous opportunities for advanced learning.

Research shows that when students are challenged, they achieve at a higher level. Expanding access to rigorous college courses reduces the time it takes for students to earn a degree and it increases the likelihood they will graduate.

To prepare students for a competitive, knowledge-driven global economy, schools must prepare students for the demands of college and work. Senior Year Plus programs are a vehicle for students to learn essential 21st century skills and stay on track to earn a postsecondary credential.

This guide provides the requirements of Senior Year Plus in Iowa Code and administrative rule along with guidelines, frequently asked questions, timelines, and other information related to the implementation of these programs.

Judy Jeffrey

Director
Iowa Department of Education

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assume all responsibilities for costs directly related to the incomplete and non-credit course work. The only exception is if a waiver is obtained per 22.22.

Career Academies (Division VI)

22.24

Q. If a contracted college credit CTE course is used to meet school district "offer and teach" accreditation standards and the course is a part of a career academy, are students required to meet eligibility criteria?

A. If the course generates supplementary weighting, Senior Year Plus requirements apply. This includes student eligibility criteria.

Senior Year Plus and Project Lead the Way®

For department responses to frequently asked questions related to Senior Year Plus programs and Project Lead the Way®, please visit the Department website.

See Page 25 for information about Project Lead the Way® and school accreditation requirements.

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Appendix B: Example PSEO Notice of Student Registration Form

22.19(3)

Q. Can a district assign a "pass" grade on a students' high school transcript for a course taken under this program in lieu of a letter grade?

A. Yes. As long as the district honors a failing grade (i.e., does not change it to a "pass" or to a letter other than F) the district may assign a "pass" or other appropriate grade.

22.20

Q. Who furnishes the transportation for a student who is attending a course under this program in an eligible postsecondary education institution?

A. The parent or guardian of the student is responsible for furnishing transportation to and from the eligible postsecondary education institution under the program.

22.21

Q. When must an eligible postsecondary education institution claim payment for students attending under this Act?

A. It is recommended that by May 1 of each year, eligible postsecondary education institutions send to the local school district a request for payment. This request shall identify the students, courses, credits, and charges.

Q. When must a local school district pay an eligible postsecondary education institution for students enrolling under this program?

A. A school district shall pay the eligible postsecondary education institution no later than June 30 of each year.

Q. Which district does the postsecondary institution bill for whole grade sharing students?

A. The resident district.

Q. Which district does the postsecondary institution bill for open enrolled students?

A. The serving district.

Q. What is the maximum tuition reimbursement authorized to be paid by local school districts to eligible postsecondary education institutions for students enrolling under this program?

A. The maximum tuition reimbursement for each separate course is set by statute at two hundred and fifty dollars ($250).

Q. May school districts claim supplementary weighting for students enrolled under this program?

A. No. Courses delivered through PSEO are not eligible for supplementary weighting.

Q. Is a local school district financially responsible for payment under this program if a student enrolls in an eligible postsecondary institution but does not notify the local school district?

A. No. The local school district is not financially responsible under the program if a student enrolls in a college credit course without the district's knowledge. The administrative rules for the program (22.2) require the student attain the approval of the school board or its designee prior to registering for the postsecondary course under PSEO. Additionally, students must meet other program eligibility criteria to enroll in courses offered through PSEO.

22.21(2)

Q. Do all sources of enrollment count toward a student's "full-time" status at an eligible institution?

A. No. See FAQ for 22.4(1)(g) and Page 9.

22.21(3)

Q. 281—IAC 22.21(3) states a postsecondary institution enrolling an eligible student under the PSEO program can not charge the student for textbooks directly related to the course(s) in which the student is enrolled. This being the case, who retains the textbook once the student's enrollment in the course(s) ends?

A. Whether the textbook is retained by the district or the postsecondary institution is not specified in Code or Rule. This should be discussed upon acceptance of the student's enrollment in the eligible course(s). The textbook does not become the property of the student.

22.21(3), 22.22

Q. What is the cost to a student for enrolling in a course under this program in an eligible postsecondary education institution?

A. There will be no charge to the student for tuition, textbooks, materials or fees, provided the student successfully completes the course. However, a student may be required to purchase equipment that becomes the property of the student. For the purposes of this program, equipment does not include textbooks. If the student fails to complete or otherwise receive credit for the course and waiver criteria are not met, the student or parent will be required to assume responsibility for the cost of the course to the school district (see 22.22).

22.22

Q. Are school districts required to make tuition payments to a postsecondary educational institution if a student enrolled in a course under this program withdraws from the course?

A. Yes, however the failure of a pupil to complete the enrolled course or otherwise receive credit requires the pupil, if over eighteen years of age, to reimburse the school district for the cost of the enrolled course per 22.21. The pupil's parent, guardian, or custodian shall sign the student registration form, if the pupil is under eighteen years of age, indicating that they

Districts should verify this aspect with the eligible postsecondary institution prior to approving a student's enrollment.

22.18

Q. May a student enroll in an eligible postsecondary education institution under this program if the high school in which the student is enrolled offers a comparable course?

A. No, students may not enroll in a course in an eligible postsecondary education institution if a comparable course is available in the local school district or accredited nonpublic school (for a nonpublic school student). 22.18 states "Comparable is not synonymous with identical, but means that the content of the course … shall not consist of substantially the same concepts and skills…"

Q. What must a student do to enroll in a course under this program in an eligible postsecondary education institution?

A. In addition to meeting eligibility requirements (22.2, 22.16), a student must inform the school district of his or her intent to participate in the program.

Q. What must the local school district do before the student is eligible to enroll in a course under this program in an eligible postsecondary education institution?

A. The school district must certify to the postsecondary institution the eligibility of the student to participate under the program. If eligible, the student may then apply to the eligible postsecondary institution to allow the student to enroll for college credit in an eligible course.

22.19

Q. What credit will a student receive from the local school district for enrolling in a course under this program in an eligible postsecondary education institution?

A. The local school district will determine the number of high school credits to be granted for the course. Credit granted shall count toward applicable graduation requirements and subject area requirements of the local school district.

Q. Are courses taken under this program at an eligible postsecondary education institute included on the student's high school transcript?

A. Yes. Evidence of successful completion of each course and high school credits and college credits received shall be included in the student's high school transcript.

Q. May a district refuse to count an eligible course completed under this program to count toward local graduation or subject area requirements?

A. No. Courses completed under this Act must count toward the graduation requirements and subject area requirements of the school district of residence or accredited nonpublic school of the eligible student.

Q. Will the student receive postsecondary credit for a course successfully completed under this program in an eligible postsecondary education institution?

A. Yes. If the student successfully completes the course (as determined by the postsecondary institution), he or she will have earned postsecondary credit at the eligible postsecondary education institution (22.16(3)). Other postsecondary institutions may, consistent with credit transfer policies, accept postsecondary credit for any courses taken under this program.

Q. May a local school district request a copy of the grades earned by a student enrolled under this Act?

A. Yes, a school district shall request that a student enrolled under this program provide a copy of the grades earned. To facilitate the release of grade reports, the school district may wish to include a statement authorizing the release of grade reports at the time the school district certifies the eligibility of the student to participate under this program. The release of student grades requires authorization by the parent, guardian, or custodian if the student is under the age of 18, or by the student if the student is 18 or over.

Q. Must a course taken under the program be included on the student's high school transcript?

A. Yes.

Q. Do PSEO courses "count" for purposes of eligibility for interscholastic activities [rule 281—IAC 36.15]?

A. Yes. The rule has always provided that PSEO coursework shall be used to determine eligibility for district interscholastic activities.

Q. May a postsecondary institution delay receipt of credit until the student pays a fee, passes an additional test, or enrolls full-time in the postsecondary institution.

A. No.

22.19(2)

Q. May a student enroll in a summer session under this program?

A. Yes. Districts may, but are not required to, allow PSEO enrollment on a year-round basis. Students eligible for summer enrollment may enroll in up to seven credit hours if they have not yet completed the requirements for graduation. The student pays the cost of attendance for the summer credit hours.

Q. Are summer courses taken under the program subject to the $250 limitation?

A. No. Iowa Code § 261E states the pupil pays the cost of attendance of summer credit hours. The $250 per course limitation contained in Iowa Code § 261E applies only to tuition *reimbursements* made by the school district.

An Overview of Senior Year Plus

Each year, tens of thousands of Iowa high school students get a jump start on college by earning credit toward a degree. These jointly enrolled students are afforded the opportunity to save money by shortening their time to a postsecondary credential while acclimating to higher education coursework.

Through Senior Year Plus, school districts are provided with a variety of options to enhance students' high school experience. Enacted by the legislature in 2008, Senior Year Plus was created to provide increased and more equal access to college credit and advancement placement courses. Courses delivered through Senior Year Plus provide students the opportunity to take a rigorous college curriculum and receive, in many cases, both high school and college credit concurrently.

Iowa high school students enroll in college coursework through a variety of mechanisms including Postsecondary Enrollment Option (PSEO), courses delivered through sharing agreements between community colleges and local school districts, and enrollment in college courses independently as a tuition paying student. Additionally, students enroll in high school courses that postsecondary institutions recognize for college credit or advanced standing.

College credit opportunities help to bridge the gap between completing high school and starting college. Through joint enrollment, students are provided with the opportunity to supplement their high school curriculum with challenging college courses that would not otherwise be available. By taking these courses, students may be able to expedite their progress toward a degree and graduate from college earlier which may save them and their families money. Additionally, most college credit opportunities available are offered at little or no cost to students.

Research shows joint enrollment opportunities ease the transition of students from secondary to postsecondary education. Students enroll and persist in postsecondary education in greater numbers because they enter college with a realistic understanding of the skills needed for success in higher education.

Iowa is one of at least 38 states with state policies supporting the enrollment of high school students in college coursework. The vast majority of college credit opportunities available to high school students are provided through Senior Year Plus. Senior Year Plus serves as an umbrella for a variety of programs including Postsecondary Enrollment Options (PSEO), concurrent enrollment, Advanced Placement (AP®), career academies, and regional academies.

Depending on the program, students may be enrolled in a college credit course or a high school course for which the postsecondary institution may award credit or advanced standing upon matriculation. The instructors may be a college or

university instructor or a high school instructor serving as a community college adjunct faculty member. The courses may be taken on a college campus, at a high school, or through distance education. Even though there is variation in the mechanisms available, Senior Year Plus provides consistency in expectations for students, instructors, parents, and school districts, and postsecondary institutions. Students must be adequately academically prepared for higher education, instructors must be qualified, and institutions must meet standards.

Over the past several years, Iowa's educational institutions have expanded access to Senior Year Plus programs to meet the state's workforce preparation needs. Enrollment in courses offered through Senior Year Plus has increased markedly. During the 2007-2008 academic year, nearly half of all seniors jointly enrolled in community colleges and nearly 7,800 enrolled in AP® coursework.

Definitions

A variety of terms have been used to describe high school students enrolled in community college credit coursework in recent years. The following mini-glossary is intended to provide greater clarity.

The term ***joint enrollment*** refers to all high school students enrolled in community college coursework. Jointly enrolled students may be enrolled in PSEO courses, courses delivered through contractual agreements between schools and colleges, and/or courses taken independently by paying tuition.

In contrast, ***concurrent enrollment*** refers specifically to courses delivered through a contractual agreement between a school district and a college where the district is eligible for supplementary weighting through the school foundation formula.

Dual enrollment is a term used nationally to describe high school students enrolled in college coursework. However, in Iowa, dual enrollment refers to K-12 student enrollment in a school district and competent private instruction at the same time.

SYP and Joint Enrollment

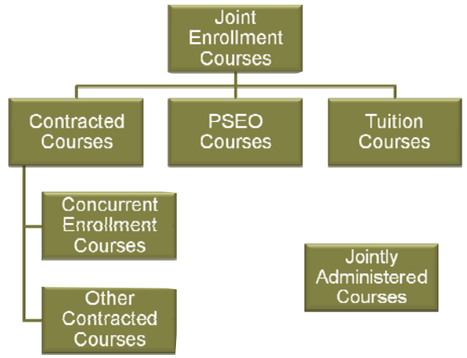
Most jointly enrolled students enroll in courses offered through a Senior Year Plus (SYP) program. However, students may enroll in college credit courses that are not delivered through SYP. There are a variety of categories of courses associated with joint enrollment and SYP.

Joint enrollment can be divided into three mutually exclusive categories (see the diagram on the right): contracted courses delivered through agreements between community colleges and school districts; PSEO courses; and courses taken independently by tuition paying students. Contracted courses (for college credit) can be further divided into two subsets — those that meet the definition of concurrent enrollment and other contracted courses (e.g. CTE courses used to meet school district accreditation requirements).

Of college credit courses offered for joint enrollment, PSEO courses, concurrent enrollment courses, and college-credit career academy courses are offered through SYP. Courses taken independently by ***tuition-paying*** students are not a part of Senior Year Plus. Contracted courses delivered to high school students by a community college that are not eligible for supplementary weighting are also not offered through SYP. For example, career and technical education (CTE) courses used to meet school district minimum accreditation standards may be college credit, but are ineligible for supplementary weighting and, consequently, are not offered through SYP. While the courses are not subject to SYP requirements, tuition may not be charged.

Some related offerings are not considered joint enrollment and are also not offered through SYP. Courses delivered by a

Categories of courses delivered to high school students by community colleges



community college for high school credit only (called ***jointly administered*** courses) fall within this grouping.

Other terms are used to describe circumstances where high school students take a high school course but may later be awarded college credit by the postsecondary institution they later matriculate. Advanced Placement and articulated courses fall within this category. ***AP®*** courses are Senior Year Plus offerings but students who enroll are not jointly enrolled since the course is not a postsecondary course and college credit is not awarded upon successful completion. Instead, credit may be awarded by the postsecondary institution in which the student later enrolls based on the institution's policies and the student's AP® exam score. ***International Baccalaureate*** courses are not considered AP® courses unless they are officially designated as such. They are not considered joint enrollment and, if they are not AP® courses, they are not delivered through SYP.

Articulated courses are also high school courses with college credit possibilities. These courses are characterized by an agreement between a school district and a postsecondary institution that may allow students to receive college credit at the postsecondary institution where they later enroll based on mastery of competencies in secondary courses. Articulated courses are not delivered through Senior Year Plus and participating students are not considered jointly enrolled.

Career academies are a series of career and technical courses at the high school and community college level which may include contracted courses (e.g., concurrent enrollment courses), articulated courses, or other courses. At the high school level, the courses may be for secondary credit only or for both high school and community college credit. Career academies are a part of Senior Year Plus (and students are jointly enrolled) when the courses are offered for community college credit.

program availability and requirements through the district's student registration handbook. Information about the program will also be provided to students and their parents or guardians prior to the development of the students' core curriculum plan (Iowa Code 279.61). The district will have a process by which students may indicate interest in the program and apply for enrollment.

22.16

Q. May a school district limit the number of courses a qualified student may take per grading period under the program?

A. Institutions are prohibited from requiring a minimum or maximum number of postsecondary credits to be earned by a high school student through Senior Year Plus (including PSEO) by 22.4(1)(g). However, no student shall be enrolled in 24 or more credit hours of college courses delivered through Senior Year Plus programs per academic year (or the equivalent), excluding any summer term, at any one postsecondary institution. Additionally, schools have a responsibility to ensure that students are making adequate progress toward graduation requirements and to counsel them accordingly.

Q. May a school district set a condition that any course taken under PSEO be offered during the school day?

A. No. 22.4(1)(h) prohibits institutions from placing restrictions on Senior Year Plus programming beyond that which is specified in Iowa law. There is nothing in Iowa law that permits districts to restrict the time of day students may enroll in PSEO offerings. Additionally, inasmuch as students and their families provide their own transportation for PSEO courses, there is no justification for such a condition. In fact, taking evening and other "off-hour" courses may be one of the best opportunities for many students to access these courses.

22.16(1)

Q. May a student enrolled at an Iowa accredited nonpublic school participate in PSEO?

A. Yes. A student enrolled in an accredited nonpublic school who meets all eligibility requirements may apply to take courses under this program in the public school district where the accredited nonpublic school is located, provided that neither the accredited nonpublic school nor the school district offers a comparable course.

22.16(3)

Q. What priority will high school students have when attempting to enroll in courses in eligible postsecondary education institutions?

A. Postsecondary institutions may give priority to postsecondary students. However, once high school students are accepted for enrollment in a course they may not be displaced to allow postsecondary students to enroll.

22.16(3)

Q. May a student "audit" a postsecondary course under this program?

A. No. Students must take the course for credit and must meet all of the requirements of the course which are required of postsecondary students.

22.17

Q. May a student enroll in a sectarian course under PSEO in an eligible postsecondary education institution?

A. No, a student may only enroll in nonsectarian courses under this Act in an eligible postsecondary educational institution. Nonsectarian courses can be "about" religion, but cannot be affiliated with or strongly promote the ideas of a particular religious sect. This issue is best decided at the local level by examining the course description.

Q. What courses are eligible for a student to enroll in under this program in an eligible postsecondary education institution?

A. Postsecondary courses eligible for students to enroll through PSEO shall be limited to: nonsectarian courses (those that are not confined to or affiliated with any specific religion); courses that are not comparable to courses offered by the school district where the student attends (which are defined in rules adopted by the board of directors of the public school district); credit-bearing courses that lead to an educational degree; courses in the discipline areas of mathematics, science, social sciences, humanities, and vocational-technical education; courses in career option programs offered by community colleges.

Q. May a student enroll under PSEO in a correspondence course or online course offered by an eligible Iowa postsecondary educational institution?

A. Yes, if the course meets all eligibility criteria. The district should consult with the postsecondary institution to make this determination.

Q. May students enroll under this program in individualized courses (e.g., studio-type music, dance, art lessons)?

A. No. Personalized "performance" lessons are to be arranged and paid for directly by the student and student's family.

Q. May students enroll under PSEO in independently-designed courses (e.g., independent study, individualized instruction)?

A. No. Independent study or personalized courses are to be arranged and paid for directly by the student or the student's family. Regularly offered correspondence and Internet courses are not considered independent study.

Q. Can students enroll in courses within "certificate" programs under PSEO (e.g., CNA and coaching authorization)?

A. No. If a course is only listed as part of a certificate program, it is not eligible under PSEO. Courses taken under PSEO must be "credit bearing courses that lead to an educational degree."

Q. May a district contract with a community college to provide a course during interim periods or summer session?

A. Yes. Students may enroll in interim or summer session courses. The courses, however, are not eligible for supplementary weighting if offered outside of the regular school session.

Q. May students enroll in studio-type courses such as individualized music, dance, or art lessons and the district be eligible for supplementary weighting for the courses?

A. No. Personalized "performance" lessons are to be arranged and paid for directly by the student or the student's family.

Q. May students enroll in independently-designed courses, such as independent study or individualized instruction and the district be eligible for supplementary weighting for the courses?

A. No. Independent study and personalized courses are to be arranged and paid for directly by the student or the student's family. Regularly offered correspondence and internet courses are not considered independent study.

Q. May a district participate in an internet-based national program and have that program qualify for supplementary weighting?

A. No. Internet-based courses that are eligible for supplementary weighting must be provided by a school district or community college in Iowa.

Q. Which district includes students for supplementary weighting for concurrently-enrolled whole grade sharing students?

A. The resident district.

Q. Which district includes students for supplementary weighting for concurrently-enrolled open enrolled high school students?

A. The resident district.

Q. Which district does the community college bill for concurrently enrolled whole grade sharing students?

A. The resident district.

Q. Which district does the community college bill for open enrolled high school students?

A. The serving district.

Q. May a jointly enrolled student be charged for a textbook used for a concurrent enrollment course?

A. Yes. For concurrently enrolled students, the district provides textbooks to students in the same way that it provides textbooks for any other course it offers pursuant to Iowa Code Chapter 301. By district policy, a school may rent a textbook, require a student to buy a book, or provide the book at no cost.

Postsecondary Enrollment Options Program (Division V)

22.2, 22.16

Q. Which students are eligible to participate in PSEO?

A. Students in the eleventh and twelfth grade in Iowa public and accredited nonpublic schools. Ninth and tenth grade students who are identified as a gifted and talented student according to the school district's criteria and procedures (Iowa Code § 257.43) are eligible to enroll under this program. Students must meet the eligibility criteria in 22.2 to participate. A student receiving competent private instruction is eligible for this program through the public school district in which the student is dually enrolled (22.16(2)).

22.6

Q. May a student enroll full-time under this program in a postsecondary educational institution?

A. No. No student shall be enrolled as a full-time student in any one postsecondary institution. A full-time resident student is defined as a student enrolled in 24 or more credit hours per academic year (or the equivalent), excluding any summer term, at any one postsecondary institution. Courses taken independently by tuition-paying students do not count toward this limit. See Page 9 for additional information.

22.2(1), 22.16(3)

Q. Must a student meet entrance requirements at the eligible postsecondary education institution?

A. Yes. Students are required to meet the enrollment requirements of the eligible postsecondary institution providing the course credit. Students must meet or exceed the minimum performance measures on any academic assessments that may be required by the postsecondary institution and have completed appropriate course prerequisites prior to enrollment. See Page 10 for additional information.

22.14

Q. May students enroll under this program in courses that are offered in the evening or on weekends?

A. Students may enroll in courses offered during the evening or weekends. Evening and weekend courses may actually be one of the best opportunities for many students since attending an evening or weekend course would afford more time for travel to and from the course.

22.15

Q. Will a school district provide students information about this program?

A. School districts are required to notify students about PSEO

Senior Year Plus General Provisions

Iowa law requires students, instructors, and institutions to meet certain criteria to be eligible to participate in Senior Year Plus programming. The following criteria apply to all Senior Year Plus programs and are supplemented by program-specific requirements.

Student Eligibility

Students are required to meet all of the following conditions to be eligible to enroll in any course through a Senior Year Plus program where postsecondary credit is available to the student including PSEO, concurrent enrollment, and certain career academy courses.

Requirements Established by Postsecondary Institution *(281—IAC 22.2(1))*:

- The student shall meet the enrollment requirements established by the eligible postsecondary institution.
- The student shall meet or exceed minimum performance measures on any academic assessments that may be required by the eligible postsecondary institution (See Page 10).
- The student shall have taken appropriate course prerequisites, if any, prior to enrollment in the eligible postsecondary course, as determined by the eligible postsecondary institution delivering the course.

Requirements Established by School District *(281—22.2(2))*:

- The student shall have attained the approval of the school board or its designee and the appropriate postsecondary institution to register for the postsecondary course.
- The student shall have demonstrated proficiency in all of the content areas of reading, mathematics, and science as evidenced by achievement scores on the most recent administration of the Iowa Test of Basic Skills (ITBS) or the Iowa Test of Educational Development (ITED) for which scores are available for the student (*See Page 10*).
- If the student was absence for the most recent administration of either the ITBS or ITED, and such absence was not excused by the student's school of enrollment, the student is deemed to not be proficient in any of the content areas. The school district may determine whether such student is eligible for qualification under an equivalent qualifying measure.
- If a student is not proficient in one or more content areas of reading, mathematics, and science, the school board may establish alternative but equivalent qualifying performance measures. The school board is not required to establish equivalent performance measures, but if it does so, such measures may include but are not limited to additional administrations of the state assessment, portfolios of student work, student performance rubric, or end-of-course assessments. A school board that establishes equivalent performance measures shall also establish criteria by which its district personnel shall determine comparable proficiency.
- A student who attends an accredited nonpublic school and desires access to advanced placement coursework or postsecondary enrollment options shall meet the same eligibility criteria as students in the school district in which the accredited nonpublic school is located.
- A student under competent private instruction shall meet the same eligibility criteria as students in the school district in which the student is dually enrolled and shall have the approval of the school board in that school district to register for the postsecondary course.

Instructor or Teacher Eligibility, Responsibilities *(281—IAC 22.3)*

Instructors or teachers employed to provide instruction under this chapter shall meet the following criteria:

- The instructor/teacher shall meet the standards and requirements set forth which other full-time instructors teaching within the academic department are required to meet and which are approved by the appropriate postsecondary administration.
- An individual under suspension or revocation of an educational license or statement of professional recognition issued by the Iowa Board of Educational Examiners shall not be allowed to provide instruction for any program authorized by this chapter.
- If the instruction for any Senior Year Plus program is provided at a school district facility or a neutral site, the teacher or instructor shall have successfully passed a background investigation conducted in accordance with Iowa Code section 272.2(17) prior to providing such

instruction. The background investigation also applies to a teacher or instructor who is employed by an eligible postsecondary institution if the teacher or instructor provides instruction under this chapter at a school district facility or a neutral site. For purposes of this rule, "neutral site" means a facility that is not owned or operated by an institution.

An instructor/teacher employed to provide instruction under this chapter shall do all of the following:

- Collaborate, as appropriate, with other secondary or postsecondary faculty of the institution that employs the teacher regarding the subject area.
- As assisted by the school district, provide ongoing communication about course expectations, teaching strategies, performance measures, resource materials used in the course, and academic progress to the student, and in the case of students of minor age, to the parent or guardian of the student.
- Provide curriculum and instruction that is accepted as college-level work as determined by the institution.
- Use valid and reliable student assessment measures, to the extent available.

Institution Eligibility, Responsibilities

School districts and eligible postsecondary institutions are mandated to meet the following requirements:

Requirements of School Districts and Postsecondary Institutions *(281—IAC 22.4(1))*:

- The institutions shall ensure that students, or in the case of minor students, parents or guardians, receive appropriate course orientation and information, including but not limited to a summary of applicable policies and procedures, the establishment of a permanent transcript, policies on dropping courses, a student handbook, information describing student responsibilities, and institutional procedures on academic credit transfer.
- The institutions shall ensure that students have access to student support services, including but not limited to tutoring, counseling, advising, library, writing and math labs, computer labs, and student activities, excluding postsecondary intercollegiate athletics. If a fee is charged to other students of the eligible postsecondary institution for any of the above services, that fee may also be charged to participating secondary students on the same basis as it is charged to postsecondary students.
- The institutions shall ensure that students are properly enrolled in courses that will carry college credit.
- The institutions shall ensure that instructors and students receive appropriate orientation and information about the institution's expectations.
- The institutions shall ensure that the courses provided achieve the same learning outcomes as similar courses offered in the subject area and are accepted as college-level work.
- The institutions shall review the course on a regular basis for continuous improvement, shall follow up with students in order to use information gained from the students to improve course delivery and content, and shall share data on course progress and outcomes with the collaborative partners involved with the delivery of the programming and with the department, as needed.
- The institutions shall not require a maximum or a minimum number of postsecondary credits to be earned by a high school student under this chapter. However, no student shall be enrolled as a full-time student in any one postsecondary institution (See Page 9).
- The institutions shall not place restrictions on participation in Senior Year Plus programming beyond that which is specified in statute or administrative rule. *For example, a school district may not require students to exhaust the school district curriculum prior to enrollment in SYP courses; a district may not limit student enrollment in PSEO to one course per semester; a district may not require that SYP courses be taken only during a certain time of day.*
- The institutions shall provide the teacher or instructor appropriate orientation and training in secondary and postsecondary professional development related to curriculum, pedagogy, assessment, policy implementation, technology, and discipline issues.

22.4(1)(b)

Q. If students enroll in college credit courses under Senior Year Plus programs, does this enrollment reduce their years of eligibility for college athletic competition?

A. Representatives of the National Collegiate Athletic Association (NCAA), the National Association of Intercollegiate Athletics (NAIA) and the National Junior College Athletic Association (NJCAA) indicated that eligibility is not affected until the student has enrolled full-time in a postsecondary educational institution. Students and parents seeking a definitive eligibility ruling regarding an individual student should directly contact the representative of the appropriate athletic association.

22.4(1)(g)

Q. What sources of enrollment count toward a student's full-time college status with regard to Senior Year Plus?

A. For purposes of Senior Year Plus, all concurrent enrollment and PSEO courses count toward the full-time limit. Postsecondary institutions may not enroll any student in 24 or more credit hours of college credit-bearing courses through senior year plus programs at any one postsecondary institution during an academic year, excluding any summer term. See Page 9 for additional information.

22.4(3)

Q. If a college credit course delivered through a contract between a community college and a school district is not eligible for supplementary weighting under Senior Year Plus, is it subject to Senior Year Plus requirements?

A. No. If a college credit career and technical education course delivered by a community college is used to meet a school district's "offer and teach" requirements under Chapter 12.5(5)(i), it is ineligible for supplementary weighting. This is not considered concurrent enrollment as defined by SYP.

Advanced Placement Program (Division III)

22.7

Q. Are all districts required to offer advanced placement courses?

A. Yes.

Q. Can advanced placement courses qualify for supplementary weighting?

A. No.

Concurrent Enrollment Program (Division IV)

22.11(6)

Q. Can a school district charge tuition for courses that are delivered through a contractual agreement between a community college and the district if the courses are ineligible for supplementary weighting?

A. No. High school students may not be charged tuition by the school district regardless of whether or not a course generates supplementary weighting.

22.11

Q. May a concurrent enrollment course delivered at a high school location be spread over one year if it is delivered as a one semester course at the college?

A. No. How a course is delivered at a high school location must be comparable to the delivery at the college.

22.11(3)

Q. Can concurrent enrollment courses be used to meet school district accreditation requirements for career and technical education (CTE) courses?

A. Contracted college credit courses may be used as part of school district accreditation ("offer and teach") requirements for career and technical education, however those courses are not eligible for supplementary weighting for district to community college sharing agreements (concurrent enrollment). These contracted courses are not defined as "concurrent enrollment" and are not subject to Senior Year Plus requirements, including those that would prevent the course from being eligible for supplementary weighting.

97.2(5)

Q. What are the requirements for concurrent enrollment courses and the enrollment of regular college students in those courses?

A. Concurrent enrollment courses are required to be included in the college's catalog and open to all students. Sections of the course in question must be available at the community college. It is acceptable to limit access to particular sections of a course, such as those delivered at a high school location. This is a local decision and should be addressed within the district/community college concurrent enrollment agreement.

97.2

Q. May a district contract with community colleges to provide concurrent enrollment courses that are offered in the evening?

A. Yes. Students may enroll in evening courses. Evening courses may actually be one of the best opportunities for many students since attending an evening course would afford more time for travel to and from the course. The courses are eligible for supplementary weighting if applicable requirements are met.

Q. May a district contract with a community college to provide concurrent enrollment courses on weekends?

A. Yes. Students may enroll in weekend courses. The courses are eligible for supplementary weighting if the courses are offered during the regular school session and the courses and students meet applicable eligibility requirements.

Frequently Asked Questions

This section provides department responses to frequently asked questions related to Senior Year Plus. Each question is accompanied by the section of Chapter 22 of administrative rule that is clarified.

For the most up-to-date information, please visit the Senior Year Plus section of the Iowa Department of Education website.

General Provisions (Division I)

22.2(1)

Q. Can colleges set more restrictive standards for high school student enrollment? For example, could you require high school students to be upperclassmen or to meet other specific requirements?

A. Yes, colleges have authority to determine course prerequisites and enrollment requirements for courses generating postsecondary credit.

22.2(2)(a)

Q. Is there a form that must be used to meet this requirement? Are there any documentation requirements?

A. The documentation to use and maintain is a local decision.

Q. Can districts set restrictive requirements for students to enroll in courses offered through SYP? For example, could a district require students to exhaust the school's curriculum prior to enrollment in SYP courses, limit enrollment in PSEO to one course per semester, or require that PSEO courses be taken only during a certain time of the day?

A. No. Eligible institutions shall not place restrictions on participation in Senior Year Plus programming beyond that which is specified in statute or administrative rule (281—22.4(1)(h).

22.2(2)(b)

Q. How is proficiency determined on the Iowa Tests?

A. Scores at or above the 41st percentile using national scale scores are determined to be proficient. The same proficiency levels apply for CPI students.

Q. Do students need to demonstrate proficiency in all three content areas (i.e., reading, mathematics, and science)?

A. Yes.

22.2(2)(b)(1)

Q. Is a district required to set alternative performance measures?

A. No. However, districts are encouraged to determine alternative performance measures. Situations may arise that prevent the Iowa Tests from being utilized to determine proficiency (e.g., students enrolled through competent private instruction and students moving into the district from other states). Alternative performance measures must be equivalent to the reading, mathematics, and science proficiency levels established for the Iowa Tests.

Q. What equivalent alternative measures of proficiency are acceptable?

A. Alternative measures for determining proficiency are locally-determined. The district must ensure the alternative measure(s) assesses students' academic proficiency. Alternative performance measures must be equivalent to the reading, mathematics, and science proficiency levels established for the Iowa Tests. See Page 10 for additional information.

22.2(2)(b)(2-3)

Q. Are students enrolled in nonpublic schools and competent private instruction (CPI) eligible to participate in career academies and regional academies?

A. Yes. CPI students from these settings must enroll through the public district in which they are dual enrolled. Nonpublic school students must enroll through the public school district in which their accredited nonpublic school is located. Students from nonpublic schools and those receiving CPI must meet the same eligibility criteria as regularly enrolled district students to participate in these programs.

22.3(1)

Q. Are community college instructors delivering Senior Year Plus courses subject to state minimum faculty standards?

A. Instructors teaching credit coursework and under contract for half-time or more must meet state minimum faculty standards. All instructors teaching community college credit courses (including adjunct faculty such as high school concurrent enrollment instructors) must meet state minimum faculty standards by July 1, 2011. See the Community College Quality Faculty section of the department website for additional information.

Q. Are community college institutional quality faculty plans required to include instructors delivering contracted college credit courses?

A. Yes. The plans may differentiate between various employee groups (e.g. different requirements for full-time faculty, counselors, contracted adjunct faculty).

Q. Who is responsible for assuring background checks are completed?

A. The school district. See 22.4(2)(b).

Full-time Enrollment and Senior Year Plus

Institutions are prohibited from enrolling students full-time in college credit courses at any one postsecondary institution through Senior Year Plus programs.

Full-time is defined (*281—IAC 22.6*) as enrollment in 24 or more postsecondary credit hours in any one postsecondary institution in one academic year (or the equivalent) excluding any summer term. Only courses for postsecondary credit delivered through Senior Year Plus programs count toward the limit. Contracted college credit courses for which the district does not receive supplementary weighted funding do not count toward the limit. Contracted college credit courses may contain some concurrent enrollment students for which the district receives supplementary weighted funding and some students for which the district does not (e.g. students who would otherwise be over the credit hour limit). In the case of a student who would otherwise be over the limit, the district may provide the course that would put the student over the limit, without supplementary weighted funding. It is unusual for students to enroll in heavy course loads, therefore districts should ensure the course is appropriate and that the student is on track to meet high school graduation requirements. College credit courses taken independently by tuition paying students do not count toward the limit. Courses may not be split with only a portion of the credit hours delivered through Senior Year Plus. AP® courses and articulated credit courses do not count toward the limit since they are not college credit courses delivered by a postsecondary institution.

Example 1
A high school student enrolls in nine credit hours through PSEO and 12 hours of concurrent enrollment at a certain community college during a school year.

This is acceptable because it does not exceed the limit of 24 credit hours during an academic year.

Example 2
A high school student enrolls in 12 credit hours through PSEO and 12 hours through concurrent enrollment at a certain community college during an academic year.

This is prohibited because it exceeds the limit.

Example 3
A high school student enrolls in 12 credit hours through PSEO and nine credit hours of concurrent enrollment at a certain community college during the year. The student also enrolls in an additional three-credit hour course at the college during the semester independently as a tuition-paying student.

This is acceptable because courses taken independently by tuition paying students are not Senior Year Plus courses and do not count toward the limit.

Example 4
During an academic year, a high school student enrolls in 15 credit hours through PSEO at a university and nine credit hours through a community college.

This is acceptable because the student is not enrolled in 24 or more credit hours of college coursework through Senior Year Plus at any one institution during the semester.

Example 5
During an academic year, a high school student enrolls in 12 credit hours of PSEO and nine credit hours of concurrent enrollment through a community college. The student also enrolls in a three credit hour college credit CTE course that is being used to meet the school district's "offer and teach" accreditation requirements.

This is acceptable because college credit courses not delivered through Senior Year Plus programs do not count toward the limit.

Contracted courses used to meet school accreditation standards are not eligible for supplementary weighting, are not concurrent enrollment courses, and are not subject to Senior Year Plus requirements (unless the course is a part of a career academy).

Example 6
During an academic year, a student enrolls in seven courses at one college for a total of 21 credit hours. The student expresses a desire to enroll in an eighth three-credit course. The district reports 23 credit hours for supplementary weighting and allows the student to enroll independently in the remaining one credit hour.

This is not acceptable. A course may not be split among various types of enrollment (e.g. concurrent enrollment and independent enrollment). The entire course that puts the student into full-time status may not be offered through Senior Year Plus. The course may be offered to the student by the district and college, but the district is ineligible to claim supplementary weighted funding the course. If the course is not offered by the district and college, the student may enroll in the course independently as a tuition-paying student provided the student meets the college's admissions requirements..

Example 7
A student enrolls in 14 credit hours of courses delivered through Senior Year Plus during the fall semester and 8 credit hours during the spring semester.

This is acceptable because the student did not enroll in 24 or more credit hours through Senior Year Plus during the academic year.

Example 8
During an academic year, a student enrolls in 18 credit hours through a combination of PSEO and concurrent enrollment at a community college. The student also enrolls in six credit hours of PSEO during the summer.

This is acceptable because PSEO courses taken during the summer do not count toward the limit.

- The institutions shall provide the teacher or instructor adequate notification of an assignment to teach a course under this chapter, as well as adequate preparation time to ensure that the course is taught at the college level. The specifics of this paragraph shall be locally-determined.

Additional Requirements of Secondary Institutions Only *(281—IAC 22.4(2))*:

- The school district shall certify annually to the department, as an assurance in the district's Basic Education Data Survey (BEDS), that the course provided to a high school student for postsecondary credit in accordance with this chapter supplements, does not supplant, a course provided by the school district in which the student is enrolled. For purposes of these rules, to comply with the "supplement, not supplant" requirement, the content of a course provided to a high school student for postsecondary credit shall not consist of substantially the same concepts and skills as the content of a course provided by the school district.
- The school district shall ensure that the instructor background investigation requirement is satisfied. The school district shall pay for the background investigation but charge the teacher or instructor a fee not to exceed the actual cost charged the school district for the background investigation conducted. If the teacher or instructor is employed by an eligible postsecondary institution, the school district shall pay for the background investigation but may request reimbursement of the actual cost to the eligible postsecondary institution.

Additional Requirements of Postsecondary Institutions Only *(281—IAC 22.4(3))*:

- All eligible postsecondary institutions providing programming under this chapter shall include the unique student identifier assigned to students while in the kindergarten through grade 12 system as a part of the institution's student data management system.
- Eligible postsecondary institutions providing Senior Year Plus programming shall cooperate with the department on data requests related to the programming.
- All eligible postsecondary institutions providing Senior Year Plus programming shall collect data and report to the department on the proportion of females and minorities enrolled in science-, technology-, engineering-, and mathematics-oriented educational opportunities provided in accordance with Senior Year Plus.
- The eligible postsecondary institution shall provide the teacher or instructor with ongoing communication and access to instructional resources and support, and shall encourage the teacher or instructor to participate in the postsecondary institution's academic departmental activities.

Student Proficiency Requirements

To participate in Senior Year Plus programming, students must meet the academic requirements of both the school district and postsecondary institution. At the college level, students must meet any assessment requirements of the postsecondary institution including any placement exam requirements of the institution. While Iowa community colleges are open access institutions, they usually have college placement exam requirements, often including mandatory minimum cut scores for enrollment in certain courses. Early placement testing benefits students by helping them better understand their progress toward college readiness much earlier than at the time of matriculation.

At the school district level, students must demonstrate proficiency in each of three academic areas — reading, mathematics, and science. This is primarily determined using the students' most recent scores on the Iowa Test of Basic Skills (ITBS) or the Iowa Tests of Educational Development (ITED) exams. Students are determined to be proficient if they score at or above the 41st percentile in the subject area. The portions of the exams used for determining proficiency are the same as those used by districts for Annual Yearly Progress (AYP) and Annual Progress Report (APR) reporting (i.e., Reading Comprehension for reading, Mathematics Concepts and Problem Solving for mathematics, and Analysis of Science Material for science.

If a student is not proficient in one or more of the content areas of reading, mathematics, and science on the Iowa Tests, the school board may establish alternative but equivalent qualifying performance measures. The school board is not required to establish alternative performance measures, but if it does so, such measures may include but are not limited to portfolios of student work, student performance rubric, end-of-course assessments, or additional administrations of the state assessment. **It is important to remember that the alternate proficiency requirement was established as a means for students who may not do well on tests or do not have scores from the Iowa Tests but are able to demonstrate proficiency in their coursework through**

The report includes detailed information on AP® exam scores including score averages and distributions, percentage of scores 3+ by gender, number of exams taken per thousand students, percentage of schools participating, national comparisons,

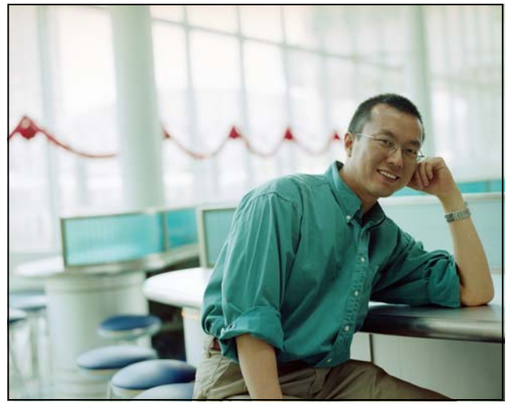
The report also includes PSEO enrollment and the number of courses taken through PSEO over the past ten years. The data is disaggregated by student grade level, type of postsecondary institution, and whether the course is academic or career and technical.

The report is available on the department's website.

Condition of Iowa's Community Colleges Report
The Condition of Iowa's Community Colleges Report is also released annually and contains detailed fiscal year and trend-line information on joint enrollment. The report is primarily based on data collected through the Community College Management Information System (MIS).

The joint enrollment section of the report includes enrollment data disaggregated by offering arrangement and student demographic categories. It also includes data on the average number of credit hours per student. Data is primarily reported by college region, however some joint enrollment data is disaggregated by school district and displayed in a map format.

In 2008, the report contained a special supplement with information resulting from a linking of the K-12 Project EASIER data system and the Community College MIS. The section includes the following information on jointly enrolled students: high school grade level, average ACT score, average number of college courses taken, socioeconomic status, gifted and talented, intent after graduation, college continuation rates, and time-to-degree.



The report is available on the department's website along with a video presentation, executive summary, and other information.

Iowa Community Colleges Joint Enrollment Report
The annual Iowa Community Colleges Joint Enrollment Report is, as the title suggests, devoted to the topic of joint enrollment. Containing community college MIS data, the report provides summative fiscal year and trend data disaggregated by college.

The report includes data on joint enrollment and credit hours taken including percentages of total enrollment and credit hours. Additionally, the report includes college joint enrollment profiles.

The report is available on the department's website.

Year Plus program requirements. The document is available on the Senior Year Plus section of the department's website.

Iowa's 15 community colleges have committed to obtaining and maintaining NACEP accreditation. The process for obtaining accreditation involves extensive document review during the first year and a site visit during the second year. Following the site visit, a team consisting of representatives of NACEP-accredited two and four-year institutions makes recommendations regarding accreditation. Once accredited, colleges and universities go through a reaccreditation process every five years.

Audit Processes

Audit processes are used to provide confidence that courses delivered through Senior Year Plus meet standards and criteria.

School Audit procedures
Senior Year Plus legislation included adjustments to school audit procedures to include a review of categorical and designated funding streams. All supplementary weighted funding streams are now within the purview of the audit process. State auditors ensure school audits include a determination that the law is being followed, that supplementary weighting is pursuant to an eligible sharing condition, and that concurrent enrollment courses eligible for supplementary weighting supplement rather than supplant school district courses.

Postsecondary Course Audit Process
As mandated by Iowa Code Section 261E, the Postsecondary Course Audit Committee is charged with annually auditing postsecondary courses offered to high school students in accordance with Senior Year Plus. The audit committee currently consists of representatives of the three Regent universities, the K-12 sector, and community colleges.

The initial audit plan entails a thorough review of the quality of concurrent enrollment offerings while limiting duplication with existing accountability mechanisms. The plan for the 2009-2010 academic year aligns the audit process with the NACEP accreditation process.

For the first year, the scope of the audit is limited to concurrent enrollment courses though the scope may be broadened in future years to include other SYP offerings including PSEO and AP® courses. Audits are currently coupled with the community college state accreditation process.

AP® Course Audit Process
The College Board has a review process for AP® that includes a course audit. Courses are reviewed by college faculty reviewers who validate course syllabi and other course information.

The College Board contracts with the Educational Policy Improvement Center based at the University of Oregon to coordinate the audit process.

A course syllabus and a subject-specific audit form must be submitted as a part of the audit process. The syllabus must contain evidence that the course requirements are included in the course. The audit forms specify the curricular and resource requirements that must be met to receive the AP® designation.

For more information, visit the College Board's AP® Central website.

Data Available

The Iowa Department of Education collects a wealth of data on Senior Year Plus participation and joint enrollment. This information is utilized by the department, educational institutions, and policymakers.

Condition of Education Report
Released annually, the Condition of Education Report provides detailed fiscal year and longitudinal data on high school student enrollment in AP® courses and PSEO enrollment. The data is collected from a variety of sources including the Project EASIER data collection system and the Basic Educational Data Survey (BEDS).

Suggested Criteria from the Grade 11 Performance Level Descriptors with Evidence of Proficiency

Reading Proficiency	Evidence of Proficiency
Factual Understanding: Understands stated information Determines the literal meaning of words or phrases	
Inference and Interpretation: Draws conclusions or deduces meanings not explicitly stated in the text Infers relationships Infers the traits, feelings, and motives of characters or individuals Makes predictions Applies information Interprets non-literal language	
Analysis and Generalization: Determines the main idea, topic or theme of a passage or portion of a passage Identifies major points Makes generalizations and interpret non-literal language Identifies the author's or speaker's viewpoint or purpose Distinguishes among facts, opinions, assumptions, observations, conclusions Recognizes aspects of a passage's style, structure, mood, or tone Recognizes literary or argumentative techniques	

Mathematics Proficiency	Evidence of Proficiency
Understanding mathematical Concepts and Procedures: Selects appropriate procedures Identifies examples and counterexamples of concepts	
Data Interpretation: Makes inferences or predictions based on data or information Interprets data from a variety of sources	
Problem Solving: Reasons quantitatively Evaluates reasonableness of solutions	

Science Proficiency	Evidence of Proficiency
Interpreting Information: Makes inferences or predictions based on observed data Infers unstated relationships Extends conclusions to related phenomena	
Analyzing Scientific Investigations: Defines the problem of an experiment Discerns the rationale for a procedure Identifies limitations of a procedure Selects best procedure	
Analyzing and Evaluating Information Distinguishes among hypotheses, assumptions, data, and conclusions Judges the relevance and adequacy of information for reaching a given conclusion Selects the best evidence for answering a question Judges the reliability of sources	

their work and projects. A school board that establishes equivalent performance measures shall also establish criteria by which its district personnel shall determine comparable student proficiency.

School districts are granted flexibility in determining equivalent alternative measures of proficiency, provided those measures assess proficiency in reading, mathematics, and science (e.g., a career interest survey would not suffice). The Iowa Department of Education strongly suggests that the criteria used by school boards be consistent with the description of proficiency found in the Performance Level Descriptors (PLDs) (See Page 11). *PLDs* are descriptions of proficiency — the knowledge and skills that a student at each achievement level has attained. Flexibility in method is allowed so long as a district can demonstrate comparability between proficiency on the alternative measure and the PLDs. The goal is for the alternative method to provide an accurate reflection of student proficiency within a content area.

Sources of evidence may include but are not limited to: portfolios of student work, student performance rubric, end-of-course assessments or additional administrations of the state assessment.

- Examples of student work for portfolios may include evidence of the PLDs identified above. This could include, but is not limited to, written or oral assessments, student work, digital evidence, and student performance on scoring guides from projects. Work samples and projects can be taken from career and technical education (CTE) courses as well as core academic areas.
- The student performance rubric should link to the PLDs listed on Page 11.
- The end-of-course assessments provided by Iowa Testing Programs, or developed by districts, should be linked to the Performance Level Descriptors on Page 11. Districts should establish cut scores and rationale for the cut scores. For additional information on End-of–Course assessment, see the Iowa Testing website.
- Additional administration of state assessments means administering ITEDs in an alternative testing window outside of the district's scheduled testing window.
- Criterion referenced test such as MAP and ICAM may be used to demonstrate proficiency. Districts should establish cut scores and rationale for the cut scores.
- College placement exams such as COMPASS or ASSET may be used to meet the criteria established by a school board to show equivalent proficiency to the Iowa Tests. If these assessments are used, the scores established must be equivalent to proficiency on the Iowa Tests.

It is important to remember that tests produced by publishers in reading, mathematics, and science may not assess the same skills as the Iowa Tests. In order to demonstrate comparability with the PLDs, more than one student artifact or assessment may be needed to demonstrate proficiency.

Local education agencies (LEAs) should consider policies and practices to address the circumstances of individual students. These include, but are not limited to students receiving competent private instruction (CPI), students moving in from another state, and other circumstances. Students moving in from another state and who were considered proficient on that state's accountability measure for No Child Left Behind meet the proficiency requirement for Senior Year Plus for the current school year.

Students who have an Individualized Education Program (IEP) should also be considered for Senior Year Plus programming. Students with IEPs must meet the academic requirements of both the postsecondary institution and the school district. In determining the school district requirements, however, several scenarios may occur. For those students with IEPs that demonstrate proficiency in all three academic areas of math, reading and science, no extra procedural steps need be taken. For those students with IEPs that do not demonstrate proficiency in one or more of the areas, the IEP team may establish alternative but equivalent qualifying performance measures through the IEP. The suggestions listed above may be used to demonstrate proficiency and should be documented on the learning portion of the transition assessments section on Page B of the IEP. Since the Senior Year Plus program does not include specialized instruction, the program itself would not be recorded as a service but could be included within the description of courses and activities section of the course of study.

When considering Senior Year Plus programming for students with IEPs, teams should closely review the individual's self-determined use of accommodations. Colleges have their own requirements for determining which accommodations are necessary for an individual and do not have to follow those listed in the IEP. Students who use accommodations independently will be more successful in Senior Year Plus programming than others. Students who need more supports may be better served through special education services at post-secondary settings (e.g., those commonly referred to as 4Plus programs). Students with IEPs that are provided special education services at postsecondary setting (e.g., 4Plus programming) do not need to meet the proficiency requirements described in this memo because they are services through the IEP and are not Senior Year Plus programming.

Senior Year Plus Quality Assurance

It is the responsibility of institutions participating in Senior Year Plus to ensure the quality of courses and compliance with the appropriate requirements of Iowa law. For both secondary and postsecondary courses, a variety of external accountability mechanisms exist to ensure that Senior Year Plus standards are met. These include a plethora of accreditation and audit processes.

Accreditation Processes

Educational institutions are primarily reviewed through accreditation processes grounded in the fundamental assumption that quality is best served through processes that enable peers of an organization, informed by standards best understood and applied by professionals in the field, to make the comparative judgments essential to quality assurance. In all accreditation processes, decisions are made based on qualitative criteria more often than inflexible or absolute quantitative standards. In Iowa, the peer review accreditation model is supplemented with assessments of compliance with the state minimum standards in Iowa law.

School District State Accreditation Process
The Iowa Department of Education's school improvement process utilizes a continuous improvement model for accountability while ensuring minimum state accreditation standards are met. School district compliance with Senior Year Plus requirements is reviewed in the course of this process.

Through a cyclical process, school districts self-assess, review needs, plan, implement changes, and evaluate success. The process determines compliance with state accreditation standards while providing a general assessment of educational practice. At the center of the process is a department-led comprehensive site visit which occurs once every five years. Following the visit, the department prepares an accreditation report which includes compliance-related citations and recommendations for the purpose of improving educational practices above minimal compliance.

While the focus of the accreditation process is on assessing districts' progress with their Comprehensive School Improvement Plan (CSIP), issues are identified and addressed throughout the school improvement process.

NCA Accreditation Process
Institutions of higher education eligible to participate in Senior Year Plus must be regionally accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA). This regional accreditation process certifies institutional quality using a process for self-improvement based on critical self-analysis and peer evaluation.

Through the accreditation process, colleges and universities are evaluated to ensure students receive quality offerings in line with their stated mission. In addition to assessing formal educational activities, the NCA also evaluates governance and administration, financial stability, admissions and student personnel services, resources, student academic achievement, organizational effectiveness, and relationship with external constituencies.

The accreditation process involves extensive self-study and a site visit by an accreditation team. Following each visit, a report is generated with recommendations regarding continued accreditation and for institutional improvement. Institutions of higher education participate in either the Program for Evaluating Academic Quality (PEAQ) or the Academic Quality Improvement Program (AQIP) and must have their accreditation status reaffirmed periodically.

Community College State Accreditation Process
In addition to the NCA accreditation process, community colleges are also accredited by the State Board of Education. The accreditation process supplements the NCA process by ensuring compliance with state standards not specifically reviewed through the NCA process.

Through the state accreditation process, Senior Year Plus programs are reviewed. As with other accreditation processes, state accreditation is focused on both minimum compliance and continuous improvement above standards.

The state accreditation process includes self-study reports and site visits. Visits are conducted on the same academic year as the institution's NCA visit. Following each visit, a final evaluation report is generated recommendations. The Iowa Department of Education may also conduct focus visits at any time if there is a pattern of serious complaints, a violation of rule or law, or if the college undergoes substantial unplanned changes.

NACEP Accreditation Process
In addition to institutional accreditation processes which ensure the public is well-served by an institution, colleges and universities are accredited by specialized accreditors which evaluate specific program areas (usually a discipline). The National Alliance of Concurrent Enrollment Partnerships (NACEP) is one such specialized accreditor with a program accreditation process for concurrent enrollment programs.

Each of Iowa's 15 community colleges has committed to seeking NACEP accreditation and ensuring the quality of concurrent enrollment offerings. Recognized as a national model for states instituting quality controls for dual enrollment programs, a number of states have implemented dual enrollment policies or law which utilize NACEP standards or accreditation. Senior Year Plus standards were partly based on standards for concurrent enrollment created by the community college chief academic officers and are in close alignment with NACEP accreditation standards. NACEP utilizes 15 standards for curriculum, faculty, students, assessment, and program evaluation. The Department has prepared a crosswalk which details the alignment between NACEP standards and Senior

Non-SYP College Credit Opportunities

A number of college credit opportunities are provided to high school students in addition to those provided through Senior Year Plus. Districts and community colleges may partner to offer contracted college credit courses or articulated credit courses to students. Additionally, students may enroll in higher education institutions independently as tuition-paying students.

Tuition Paying
High school students may independently enroll in courses delivered by postsecondary institutions as tuition-paying students, provided the student is accepted and the requirements of the college or university are met. The student does not enroll through their local school district as they do with concurrent enrollment and PSEO courses. However, if the course is taken during the school day, students must obtain district approval. The district may or may not award high school credit for the course.

The courses are not delivered through SYP and do not count toward the limit on credit hours students may take through SYP at any one institution during any one semester.

Contracted Courses
Community college courses delivered to high school students through contractual agreements may or may not be eligible for participation in concurrent enrollment and Senior Year Plus. Contracted courses that are ineligible are, by definition, not delivered through Senior Year Plus and are ineligible for supplementary weighting. For more information, please see the concurrent enrollment section, Page 21.

Districts may award high school credit for the contracted college credit courses and the courses may be used to meet certain school district minimum accreditation standards. The courses may be taught by a community college instructor meeting college and state requirements (not Board of Educational Examiners licensure and endorsement requirements) or by a high school instructor who meets the same standards.

School districts may not charge tuition for college credit contracted courses under any circumstances.

Courses that are delivered to high school students by a community college, but are for high school credit only are defined as jointly administered and are described on Page 24.

Articulated Credit Courses
Articulated credit courses are high school courses which one or more postsecondary institutions recognize through an agreement. Students may have the opportunity to receive college credit or advanced standing at the postsecondary institution which they later matriculate. Course articulation ensures that students will not have to repeat coursework. Articulated courses are high school courses with competencies that are identified as similar to a college credit course.

An articulation agreement between a secondary and postsecondary institution may permit students meeting certain requirements (e.g. obtaining a certain grade level in the course) to receive college credit for the course when they later enroll. Articulated credit courses are most common in CTE disciplines where articulation agreements are mandated.

The broader concept of articulation is the process of curriculum alignment between educational institutions. Articulation efforts help to facilitate a seamless delivery system by reducing duplication between linked programs.

SYP Programs and Program-Specific Requirements

Senior Year Plus includes requirements specific to particular programs including PSEO, AP®, concurrent enrollment, career academies, and regional academies. The program-specific requirements are in addition to the general provisions of Senior Year Plus.

Advanced Placement

Page 14

- High school course
- Advanced Placement exam available
- High school credit awarded
- Colleges may award credit or advanced standing based on test score

Postsecondary Enrollment Options

Page 15

- Regular college or university course
- Individual student enrolls
- Secondary and postsecondary credit awarded
- School reimburses postsecondary institution for cost or $250, whichever is lower

Concurrent Enrollment

Page 21

- Contracted community college course
- Class of students enroll
- Secondary and postsecondary credit awarded
- District eligible for supplementary weighting

Career Academies

Page 29

- Career and technical education sequence of studies
- Agreement or contract between school district and community college
- High school portion may include high school courses, concurrent enrollment courses
- Leads to a community college award

Regional Academies

Page 31

- Multiple school districts send students to a host district that offers advanced coursework
- No postsecondary credit awarded
- Host district eligible for supplementary weighting

Advanced Placement Program

Program overview
Advanced Placement (AP®) courses are college-level courses offered by high schools. The courses, curriculum requirements, and optional tests are provided by The College Board. The College Board offers 37 classes in 22 subject areas, each with an optional final exam at the completion of the course. Based on the examination score and the postsecondary institution's policies, students may be eligible for college credit or advanced standing at the college or university to which they later matriculate.

The Senior Year Plus statute (Iowa Code 261E.4) compels all school districts to make AP® courses available to students. In 2007, 52 percent of Iowa's school districts participated in the AP® program. During the 2007-2008 academic year, 11,786 exams were taken by 7,798 students.

School District Obligations (*281 — IAC 22.7*)
All school districts shall comply with the following obligations but may do so through direct instruction, collaboration with another school district, or use of the Iowa online advanced placement academy. An international baccalaureate program is not an advanced placement program.

- A school district shall provide descriptions of the advanced placement courses available to students using a course registration handbook.
- A school district shall ensure that advanced placement course teachers are appropriately licensed by the Iowa Board of Educational Examiners in accordance with Iowa Code Chapter 272 and meet the minimum certification requirements of the national organization that administers the advanced placement program.
- A school district shall establish prerequisite coursework for each advanced placement course offered and shall describe the prerequisites in the course registration handbook, which shall be provided to every junior high school or middle school student prior to the development of a core curriculum plan (i.e. eighth grade plan) pursuant to Iowa Code Section 279.61.
- A school district shall make advanced placement coursework available to a dually enrolled student under competent private instruction if the student meets the same criteria as a regularly enrolled student of the district.
- A school district shall make advanced placement coursework available to a student enrolled in an accredited nonpublic school located in the district if the student meets the same criteria as a regularly enrolled student of the district.

Obligations Regarding Registration for AP Exams (*281—IAC 22.8*)

- The board of directors of a school district and the authorities in charge of an accredited nonpublic school shall ensure that any student enrolled who is interested in taking an advanced placement examination is properly registered for the examination.
- An accredited nonpublic school shall provide a list of students registered for advanced placement examinations to the school district in which the accredited nonpublic school is located. The school district and accredited nonpublic school shall ensure that any student enrolled in the school district or school, as applicable, who is interested in taking an advanced placement examination and qualifies for a reduced fee for the examination is properly registered for the fee reduction.
- The school district shall provide Educational Testing Services with a list of all students enrolled in the school district and the accredited nonpublic schools located in the school district who are properly registered for advanced placement examinations administered by the College Board.

Iowa Online AP® Academy
Rural and small schools unable to offer AP® courses directly may expand opportunities to students through the Iowa Online AP® Academy (IOAPA). The academy was established to deliver AP® courses online and via the Iowa Communications Network (ICN). The IOAPA also offers training programs for teachers to gain the necessary skills and information to teach AP® courses on-site.

Teacher Qualifications
Currently, there are no educational or professional background requirements for a high school teacher to serve as an AP® teacher beyond the licensure and endorsement requirements of the Iowa Board of Educational Examiners. However, the College Board recommends teachers have three years experience and advanced mastery of the discipline.

Participation Form
Districts interested in joining the AP® program or expanding offerings may request an order form. Please contact AP® services at (877) 274-6474, email apexams@info.collegeboard.org or write to:

Advanced Placement Program
P.O. Box 6671
Princeton, NJ 08541-6671

Regional Academies

Overview
A regional academy is a program established by a school district to which multiple school districts send students in grades 9 through 12. Regional academies must include in their curricula advanced level courses and may include career and technical courses, internet-based courses, and coursework delivered via the ICN.

There are only a handful of regional academies in the state (2009). The program is intended to serve as a district-to-district sharing mechanism to increase the availability of advanced coursework.

SYP Requirements (281—22.26)
Regional academies shall meet the following requirements.

- A regional academy shall include in its curriculum advanced level courses and may include in its curriculum career and technical courses.
- School districts participating in regional academies are eligible for supplementary weighting as provided in 257.11 (2) [district-to-district sharing].
- Regional academy courses may be delivered online or via ICN.
- Regional academy courses do not qualify as career academy or concurrent enrollment courses.
- Information regarding regional academies shall be provided to a student and the student's parent or guardian prior to the development of the student's core curriculum plan (i.e. eighth grade plan) under Iowa Code 279.61.

Supplementary Weighting
School districts may be eligible for additional weighting funding to support regional academies provided requirements are met. See the concurrent enrollment section, page 20, for a brief introduction to supplementary weighting.

Resident students in a district providing a regional academy to which multiple other school districts send high school students are eligible for regional academy supplementary weighting of one-tenth of the fraction of a school year during which the pupil attends courses at the regional academy in which nonresident students are enrolled pursuant to subrule 97.4(1)"a". The maximum amount of additional weighting for which a school district establishing a regional academy shall be eligible is an amount corresponding to 30 full-time-equivalent pupils. The minimum amount of additional weighting for which a school district establishing a regional academy shall be eligible is an amount corresponding to 15 full-time-equivalent pupils if the academy provides both advanced level courses and career-technical courses. *(281—IAC 97.4(2 through 4))*

Supplementary Weighting Requirements
A resident student is eligible for supplementary weighting if the student is eligible to be counted as a resident student for certified enrollment and if all of the following criteria are met:

- Two or more Iowa school districts, that are not whole-grade sharing partner districts with each other or the host district, send students to advanced-level courses that are included in the curriculum of the regional academy, and these students are eligible for supplementary weighting under subrule 97.2(1), paragraph "a" or "c."
- The regional academy is located in the district.
- The grade levels include one or more grades nine through twelve.
- The students are not served pursuant to an IEP *(257.11 (8))*.
- The academy coursework is not an at-risk program or alternative school *(257.11(8))*.
- The curriculum is an organized course of study, adopted by the board, that includes a minimum of two advanced-level courses that are not part of a career-technical program. An advanced level course is a course that is above the level of the course units required as minimum curriculum in 281—IAC 12(5) (offer and teach accreditation standards) in the host district.
- The resident students are not eligible for supplementary weighting under another supplementary weighting plan.
- No resident or nonresident students are attending the regional academy under a whole grade sharing arrangement as defined in subrule 97.2(7). If two or more of the sending districts are whole grade sharing partner districts, those districts are counted as one sending district for purposes of meeting the requirements to be deemed a regional academy.

If all of the supplementary weighting requirements above are met, the regional academy may also include in its curriculum career-technical courses, internet-based courses, or coursework delivered via the ICN.

Supplementary Weighting and ICN Courses
A school district that provides a regional academy class via the ICN to a pupil in another school district and the school district receiving that class for a pupil shall each receive a supplementary weighting of one-twentieth (0.05) of the percentage of the pupil's day during which the pupil attends the ICN class. The class is not eligible for any other supplementary weighting. The class must meet all of the requirements of a concurrent enrollment class. Districts must pay instructors of supplementary weighted ICN courses in the same manner as concurrent enrollment ICN courses.

For more information on ICN and supplementary weighting, see page 22.

Reporting Requirements
All regional academy courses are reported through EASIER reporting as described in the concurrent enrollment reporting section on Page 28. The accreditation program area should be appropriately identified according to the curricular areas identified in the current EASIER Data Dictionary. The Institution Providing Course field will contain the host's four-digit state-assigned district code. The Course Origination field is identified by the value of 10 (regional academy course).

- The manner of acquiring, holding, and disposing of real and personal property used in the joint or cooperative undertaking;
- Provision for an administrator or a joint board responsible for administering the joint or cooperative undertaking;
- Any other necessary and proper matters for the joint or cooperative undertaking.

The school district board and community college board must approve the agreement. An assurance form, as defined by the Department of Education, which specifies that the career academy includes all components required under subrule 47.2(1) shall be sent to the director of the Department of Education.

Faculty Standards *(281—IAC 47.2(5))*
Faculty providing college credit instruction in a career academy program of study must meet community college faculty minimum standards as specified in rule 281— IAC 21.3 and the requirements of the quality faculty plan as approved by the community college board. Faculty teaching courses that provide only secondary level credit must have appropriate secondary licensure pursuant to Iowa Code Chapter 272.

Credit Options *(281—IAC 47.2(6))*
School districts may elect to offer high school credit for college credit courses delivered within a career academy program. The career academy program shall be designed so that a student who utilizes the program will graduate from high school with the class in which the student was enrolled.

Career Academy Funding *(281—IAC 47.2(2))*
Community colleges may expend Workforce Training and Economic Development Fund moneys on the development and implementation of career academies provided appropriate requirements are met. *(281—IAC 9.5(3))*

The individual courses offered by a community college in a career academy may additionally be funded through a variety of state and federal sources. *(281—IAC47.2(2))* Courses within a career academy may be concurrent enrollment courses, provided appropriate requirements are met. Career academies may also qualify for federal Carl E. Perkins and Perkins Tech Prep funding.

Accreditation Requirements
College credit courses, including concurrent enrollment courses, may be used to meet school district minimum accreditation standards for CTE offerings. See pages 23-24 for more information on how concurrent enrollment courses and other contracted courses may be used to meet district accreditation standards.

School District Data Reporting Requirements
Data collection and reporting must follow specified requirements as determined by the Department of Education. *(281—IAC 47.2(7))*

All concurrent enrollment courses are reported through EASIER reporting as described in the concurrent enrollment reporting section on Page 28. Career academy courses may be assigned an accreditation program area of 9 when appropriate (vocational) and a course origination value of 9 (career academy course offered through concurrent enrollment). The Institution Providing Course field's acceptable values are the community college's six-digit IPEDS codes.

Community College MIS Reporting Requirements
Data collection and reporting must follow specified requirements as determined by the Department of Education. *(281—IAC 47.2(7))*

Community colleges must report fall and fiscal year career academy enrollment through the Community College Management Information System (MIS). Career academies and tech prep programs are synonymous for data reporting purposes. Additional information about career academy reporting can be found in the Reporting Manual and Data Dictionary for the Community College MIS.

Postsecondary Enrollment Options Program (PSEO)

Program overview
First established in 1987, the Postsecondary Enrollment Options (PSEO) program is intended to promote rigorous academic pursuits and to provide a wider variety of options to high school students.

The program allows 11th and 12th grade students as well as 9th and 10th grade students identified as gifted and talented by their local district to enroll in college courses. Through the program, individual students may enroll in a college or university course if the course is not offered at their school. Successful completion of the course also generates high school credit and apply toward district subject area and graduation requirements.

The school district pays the eligible postsecondary institution for the cost of the course or $250, whichever is lower. If the student successfully completes the course, the course and textbooks are provided free (except possible equipment purchases). If a student fails to complete the course and is not eligible for a waiver, the student or his or her parent or guardian may be required to pay the district's cost. For public two and four-year postsecondary institutions in Iowa, the district's payment is always $250 unless the course is fewer than three credit hours because tuition rates exceed $83 per credit hour.

Through the PSEO program, students have access to a broad array of nonsectarian college credit courses that also generate high school credits which meet district graduation requirements. During the 2007-2008 academic year, 6,276 students enrolled in 11,095 PSEO courses. Participating students are primarily upperclassmen (97 percent) taking one or more PSEO courses at a community college (83 percent).

Availability and Notification *(281—IAC 22.14-23)*
- PSEO courses provided by a school district may be but are not required to be available to students on a year-round basis.
- The availability and requirements of the PSEO program shall be included in each school district's student registration handbook. Information about the program shall be provided to the student and the student's parent or guardian prior to the development of the student's core curriculum plan (i.e. eighth grade plan) under Iowa Code 279.61. The school district shall establish a process by which students may indicate interest in and apply for enrollment in the program.

Student Eligibility *(281—IAC 22.16)*
In addition to the Senior Year Plus student eligibility requirements, students also must meet the following requirements to be eligible to enroll in PSEO courses.
- Persons who have graduated from high school are not eligible for this program. Eligible students shall be residents of Iowa. "Eligible student" includes a student classified by the board of directors of the school district, by the State Board of Regents for students of the Iowa School for the Deaf and the Iowa Braille and Sight Saving School, or by the authorities in charge of an accredited nonpublic school as a ninth or tenth grade student who is identified according to the school district's gifted and talented criteria and procedures pursuant to Iowa Code section 257.43, as a gifted and talented child, or an eleventh or twelfth grade student, during the period the student is participating in the PSEO program.
- A student enrolled in an accredited nonpublic school who meets all eligibility requirements may apply to take courses under PSEO in the school district where the accredited nonpublic school is located, provided that neither the accredited nonpublic school nor the school district offers a comparable course.
- A student under competent private instruction who meets all eligibility requirements may apply to take PSEO courses through the public school district in which the student is dually enrolled, provided that the resident school district does not offer a comparable course, and shall be allowed to take such courses on the same basis as a regularly enrolled student of the district.
- Postsecondary institutions may require students to meet appropriate standards or requirements for entrance into a course. Such requirements may include prerequisite courses, scores on national academic aptitude and achievement tests, or other evaluation procedures to determine competency.
- Acceptance of a student into a course by a postsecondary institution is not a guarantee that a student will be enrolled in all requested courses. Priority may be given to postsecondary students before eligible secondary students are enrolled in courses. However, once an eligible secondary student has enrolled in a postsecondary course, the student cannot be displaced by another stu-

dent for the duration of the course.

- Students shall not "audit" postsecondary courses. The student must take the course for credit and must meet all of the requirements of the course which are required of postsecondary students.

Eligible Postsecondary Courses *(281—IAC 22.17)*
The administrative rules for PSEO are intended to implement the policy of the State to promote rigorous academic pursuits. Therefore, postsecondary courses eligible for students to enroll in under PSEO shall be limited to:

- Nonsectarian courses.
- Courses that are not comparable to courses offered by the school district where the student attends which are defined in rules adopted by the board of directors of the public school district.
- Credit-bearing courses that lead to an educational degree. *Please note that a postsecondary certificate does not meet the definition of a degree. If a course is only a part of a certificate program, it is not eligible for PSEO.*
- Courses in the discipline areas of mathematics, science, social sciences, humanities, and vocational-technical education.
- The courses in career option programs offered by community colleges.

A school district or accredited nonpublic school district shall grant academic or vocational-technical credit to an eligible student enrolled in an eligible postsecondary course

Application Process *(281—IAC 22.18)*
To participate in PSEO, an eligible student shall make application to an eligible postsecondary institution to allow the eligible student to enroll for college credit in a nonsectarian course offered by the institution.

- A comparable course must not be offered by the school district or accredited nonpublic school the student attends. For the purposes of PSEO, comparable is not synonymous with identical, but means that the content of a course provided to a high school student for postsecondary credit shall not consist of substantially the same concepts and skills as the content of a course provided by the school district or accredited nonpublic school.
- If the postsecondary institution accepts an eligible student for enrollment under PSEO, the institutional shall send written notice to the student, the student's parent or guardian in the case of a minor child, and the student's school district or accredited nonpublic school and the school district in the case of a nonpublic school student or student under competent private instruction, or the Iowa School for the Deaf or the Iowa Braille and Sight Saving School. The notice shall include the course, the clock hours the student will be attending the course, and the number of hours of college credit that the eligible student will receive from the eligible postsecondary institution upon successful completion of the course.

Credits *(281—IAC 22.19)*
A school district, the Iowa School for the Deaf, the Iowa Braille and Sight Saving School, or accredited nonpublic school shall grant high school credit to an eligible student enrolled in a course under PSEO if the eligible student successfully completes the course as determined by the eligible postsecondary institution.

- The board of directors of the school district, the Board of Regents for the Iowa School for the Deaf and the Iowa Braille and Sight Saving School, or authorities in charge of an accredited nonpublic school shall determine the number of high school credits that shall be granted to an eligible student who completes a course.
- Eligible students may take up to seven semester hours of credit during the summer months when school is not in session and receive credit for that attendance, if the student pays the cost of attendance for those summer credit hours. *The cost of attendance is not limited to $250 — the $250 per course limit applies only to tuition reimbursements made by the school district.*
- The high school credits granted to an eligible student under this division shall count toward the graduation requirements and subject area requirements of the school district of residence, the Iowa School for the Deaf, the Iowa Braille and Sight Saving School, or accredited nonpublic school of the eligible student. Evidence of successful completion of each course and high school credits and college credits received shall be included in the student's high school transcript.

Transportation *(281—IAC 22.20)*
The parent or guardian of an eligible student who has enrolled in and is attending an eligible postsecondary institution under PSEO shall furnish transportation to and from the postsecondary institution for the student.

Tuition Payments *(281—IAC 22.21)*
Not later than June 30 of each year, a school district shall pay a tuition reimbursement amount to a postsecondary institution that has enrolled its resident eligible students under PSEO unless the eligible student is participating in open enrollment under Iowa Code Section 282.18, in which case, the tuition reimbursement amount shall be paid by the receiving district. However, if a child's residency changes during a school year,

Career Academies

Program Overview
Career academies are programs of study offered to high school students through an agreement or contract between their high school and a community college. They bridge high school and community college CTE programs.

Iowa defines career academies differently than national models which often involve small learning communities. In Iowa, career academies are programs of study that combine a minimum of two years of secondary education with an associate degree in a career preparatory program. The career academy is a program of study that is non-duplicative, sequential, and ensures that the course of study is skill standards-based, integrates academic and technical instruction, utilizes work based and work site learning where appropriate and available, utilizes an individual career planning process with parent involvement, and prepares an individual for entry and advancement in a high -skill and rewarding career field.

The secondary portion of a career academy may consist of courses for high school credit only or may include contracted college credit courses. A career academy could include concurrent enrollment courses or courses used to meet CTE accreditation standards. The postsecondary portion consists of courses within a community college credit CTE program.

If appropriate requirements are met, career academies may also be tech prep programs. Career academy programs and tech prep program are virtually synonymous — both are programs of study linking secondary and postsecondary CTE. These programs of study combine a minimum of two years of secondary education (three units) with postsecondary programs in a non-duplicative, sequential course of study. They also integrate academic and career and technical instruction and utilize work-based and work site learning where appropriate and available.

Minimum Requirements *(281—IAC 47.2(1))*
A career academy must have operational policies related to a defined curriculum, credit provisions, sequence and locations of courses, and enrollment procedures. A career academy shall meet the following minimum requirements:

- Articulate two years of secondary education with an associate degree program, which may include a diploma or certificate;
- Ensure that the secondary and postsecondary components of the career preparatory program are non-duplicative;
- Identify a sequential course of study;
- Delineate skill standards specific to the industry;
- Integrate academic and technical instruction;
- Utilize work-based learning;
- Utilize work site learning where appropriate and available;
- Lead to an associate degree in a high-skill and rewarding career field;
- Provide for an individual career planning process, with parent or guardian involvement;
- Include articulation of a community college associate degree or, if possible, a baccalaureate degree.
- Meet the requirements of Iowa Code sections 256.11 (5)"h" [district accreditation standards], 258.3A [duties of the State Board of Education], 258.4 [duties of the director of the Department of Education], and 260C.14 [authority of the board of directors of community colleges]. *(281—IAC 47.2(3))*

SYP Program Requirements *(281—IAC 22.24)*

- For college credit career academy courses, the general provisions of Senior Year Plus including eligibility requirements, are applicable.
- Information regarding career academies shall be provided by the school district to a student and the student's parent or guardian prior to the development of the student's core curriculum plan (i.e. eighth grade plan).
- A career academy course may qualify as a concurrent enrollment course if it meets the requirements of Iowa Code 261E.8.
- Career academy courses can not qualify as regional academy courses.

Contract or Agreement *(281—IAC 47.2(4))*
The career academy program of study must receive school district board and community college board approval. A contract or 28E agreement between the boards of a school district and a community college must be signed by participating parties and be in effect prior to the initiation of a career academy. The contract or 28E agreement between the boards of the school district(s) and the community college must set forth the purposes, powers, rights, objectives, and responsibilities of the contracting parties and must specify assurances that the career academy program of study is as defined in Iowa Code 260C.18A. The contract or 28E agreement shall include, but is not limited to, the following:

- The duration of the joint or cooperative undertaking;
- The precise organization, composition, and nature of any separate legal or administrative entity created thereby, together with the powers delegated thereto, provided such entity may be legally created. However, if the agreement establishes a separate legal or administrative entity, the entity shall, when investing funds, comply with the provisions of Iowa Code sections 12B.10 through 12B.10C and other applicable law;
- The purpose or purposes of the joint or cooperative undertaking and the method to assess effectiveness in achieving results;
- The manner of financing the joint or cooperative undertaking and of establishing and maintaining the budget;
- The permissible method or methods to be employed in accomplishing the partial or complete termination of the agreement and for disposing of property upon such partial or complete termination;

completion of concurrent enrollment courses, concurrent enrollment course instructors do not need to be licensed and endorsed by the Board of Educational Examiners.

Concurrent enrollment instructors must be included in colleges' institutional quality faculty plans (QFPs). The instructors may be differentiated from other employee groups (including the college's other adjunct faculty), but the institutional plan must meet the requirements detailed in *281— IAC 24.5(5).*

School District Data Reporting Requirements
Courses are reported to the state by school districts three times each year through EASIER reporting; fall, winter and spring. Students must be scheduled into courses within the student information system in order for course information to be sent in state reporting. The primary use of Fall EASIER course reporting is for concurrent enrollment course supplementary weighting calculations, PSEO course reporting for nonpublic and CPI dual enrolled students, and district course enrollments for nonpublic and CPI dual enrolled students. Winter EASIER reporting involves the collection of a district's full year of course reporting for the determination of "offer and teach" accreditation requirements as well as Senior Year Plus reporting. The focus of Spring EASIER course reporting includes full-year PSEO reporting for all students, second semester concurrent enrollment courses to be included in the next year's Certified Enrollment report for supplementary weighting, and the identification of courses taught through various telecommunication methods (IPTV, ICN, internet, etc.) Required course information for EASIER reporting includes:

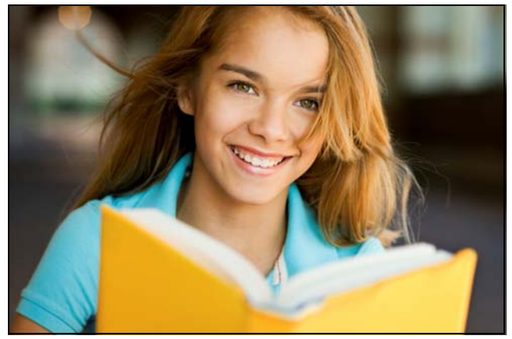
- Local course title
- Local course number
- Local course section number
- Common Course Number for community college courses
- Accreditation Program Area
- Institution Providing Course
- Course Origination (formerly known as course type)
- SCED course code
- Course delivery Method

Definitions and code sets can be found in the current year's EASIER Data Dictionary.

The *Secondary School Course Classification System: School Codes for the Exchange of Data (SCED)* publication by the National Center for Education Statistics (NCES) (2007) provides the coding structure for allowing high schools to match local courses to codes representing common content. The SCED code is comprised of 11 digits divided into five parts:

__ __	__ __ __	__	__ __ __	__ __
Subject Area	Course Title	Course Level	Carnegie Unit	Sequence

More information related to Iowa's format of the SCED codes can be found on the Project EASIER section of the Department's website in the Project EASIER SCED Coding Handbook



(Modified).

All concurrent enrollment courses will be reported through EASIER. Concurrent enrollment courses must be assigned an accreditation program area of 0 (not used for accreditation) and a course origination value of 3 (concurrent enrollment but not career academy course). The Institution Providing Course field's acceptable values are the community colleges' six-digit IPEDS codes.

The expansion of new EASIER data elements in EASIER 2009-2010 should allow for the transition of Certified Supplementary Weighting to EASIER in the near future. EASIER data collected during 2009-2010 will be used to replicate the information collected through the current Certified Supplementary Weighting application. Initial analyses will begin during winter 2009-2010.

Community College MIS Reporting Requirements
Community colleges must report fall and fiscal year concurrent enrollment through the Community College Management Information System (MIS). Joint enrollment in community colleges is reported through the Fall and Fiscal Year Credit Student Course File. High school students are identified in the Registration Type field. Jointly enrolled students are further identified by offering arrangement type in the High School Enrollment Type field. The field includes four entry options: Not Applicable, PSEO, Contract Agreement, and Tuition.

Additional information about concurrent enrollment reporting can be found in the Reporting Manual and Data Dictionary for the Community College MIS.

the tuition shall be paid by the district in which the child was enrolled as of the date specified in Iowa Code Section 257.6(1) *(October 1, or the first Monday in October if October 1 falls on a Saturday or Sunday)* or the district in which the child was counted under Iowa Code Section 257.6(1)"a"(6) *(competent private instruction).* For students enrolled at the Iowa School for the Deaf and the Iowa Braille and Sight Saving School, the State Board of Regents shall pay a tuition reimbursement amount by June 30 of each year.

The amount of tuition reimbursement for each separate course shall equal the lesser of:

1. The actual and customary costs of tuition, textbooks, materials, and fees directly related to the course taken by the eligible student.
2. Two hundred fifty dollars.

- A secondary student is not eligible to enroll on a full-time basis in an eligible postsecondary institution under this program (See Page 9).
- An eligible postsecondary institution that enrolls an eligible student under PSEO shall not charge the student for tuition, textbooks, materials, or fees directly related to the course in which the student is enrolled except that the student may be required to purchase equipment that becomes the property of the student. For the purposes of this requirement, equipment shall not include textbooks.

Tuition Reimbursements and Adjustments *(281—IAC 22.22)*
The failure of a student to complete or otherwise receive credit for an enrolled course requires the student, if 18 years of age or older, to reimburse the school district for the cost of the enrolled course. If the student is under 18 years of age, the student's parent or guardian shall sign the student registration form indicating that the parent or guardian assumes all responsibility for the costs directly related to the incomplete or failed coursework.

- If documentation is submitted to the school district that verifies the student was unable to complete the course for reasons including but not limited to the student's physical incapacity, a death in the student's immediate family, or the student's move to another school district, that verification shall constitute a waiver to the requirement that the student or parent or guardian pay the costs of the course to the school district. *Note: If requested, the area education agency (AEA) in which the district is located may provide verification of the documentation provided.*

PSEO and School District Accreditation Standards
PSEO courses may not be used to meet minimum school district "offer and teach" accreditation standards *(281— IAC 12.5 (5))*.

School District Data Reporting Requirements
Courses are reported to the state by school districts three times each year through EASIER reporting; fall, winter and spring. Students must be scheduled into courses within the student information system in order for course information to be sent in state reporting. The primary use of Fall EASIER course reporting is for concurrent enrollment course supplementary weighting calculations, PSEO course reporting for nonpublic and CPI dual enrolled students, and district course enrollments for nonpublic and CPI dual enrolled students. Winter EASIER reporting involves the collection of a district's full year of course reporting for the determination of "offer and teach" accreditation requirements as well as Senior Year

PSEO Enrollment Timeline

Each academic year (e.g. March 1)	The school district provides information about the PSEO program to students and their parents or guardians prior to the development of the students' core curriculum plans.
Each academic year (e.g. March 15)	The student notifies the school district of intent to enroll in PSEO courses in the following school year following the process established by the district.
Prior to the start of the academic year of PSEO enrollment	A notice of student registration form is sent by the district to the postsecondary institution. The student completes application materials as required by the postsecondary institution. The postsecondary institution accepts the student (if appropriate) and notifies the school district. The postsecondary institution sends written notice to the pupil, the pupil's parents/guardians in the case of minor child, the pupil's district, and accredited nonpublic school if applicable.
By May 1of the year of PSEO enrollment	Postsecondary institution sends request for payment for participation in the PSEO course to the school district.
No later than June 30 of the year of PSEO enrollment	The school district pays no more than $250 per student per course. If the student fails to complete or otherwise receive credit for the course and does not meet waiver criteria, the school district will be reimburse by the parent/guardian or student (if 18 years of age or older).

Plus reporting. The focus of Spring EASIER course reporting includes full-year PSEO reporting for all students, second semester concurrent enrollment courses to be included in the next year's Certified Enrollment report for supplementary weighting, and the identification of courses taught through various telecommunication methods (IPTV, ICN, internet, etc.) Required course information for EASIER reporting includes:

- Local course title
- Local course number
- Local course section number
- Common Course Number for community college courses
- Accreditation Program Area
- Institution Providing Course
- Course Origination (formerly known as course type)
- SCED course code
- Course delivery Method

Definitions and code sets can be found in the current year's EASIER Data Dictionary.

The *Secondary School Course Classification System: School Codes for the Exchange of Data (SCED)* publication by the National Center for Education Statistics (NCES) (2007) provides the coding structure for allowing high schools to match local courses to codes representing common content. The SCED code is comprised of 11 digits divided into five parts:

__ __	__ __ __	__	__ __ __	__ __
Subject Area	Course Title	Course Level	Carnegie Unit	Sequence

More information related to Iowa's format of the SCED codes can be found on the Project EASIER section of the Department's website in the Project EASIER SCED Coding Handbook (Modified).

Each PSEO course must be assigned a unique local course title and unique local course number. Courses cannot be grouped using a generic course title like PSEO Math. Since most college courses are offered on a semester basis, PSEO courses must also be reported on the same basis. A student taking Calculus I in the fall and Calculus II in the spring, must be reported as two unique courses, each having a unique local course number.

SCED codes for all community college courses can be found on the Department website at in the document entitled SCED Codes for Community College Courses, 2009-2010. For courses not listed, please consult an EASIER consultant at (515) 242-5976. Similar courses from a private college or university or Iowa public university may also use the same SCED code. It is important to note the intended use of SCED codes is to match high school courses to a common coding set. The extrapolation of the high school code set to higher education courses allows for the coding of courses but is limited in the ability to accurately reflect the depth of higher education course content.

All PSEO courses must be identified with an accreditation program area = 0 (not used for accreditation) and course origination value of 2 (PSEO course). College courses offered through Iowa Learning Online are considered PSEO courses.

The Institution Providing Course field identifies the postsecondary institution offering the course. The postsecondary institution's six-digit Integrated Postsecondary Education Data System (IPEDS) code should be used.

Community College MIS Reporting Requirements
Community colleges must report fall and fiscal year PSEO enrollment through the Community College Management Information System (MIS). Joint enrollment in community colleges is reported through the Fall and Fiscal Year Credit Student Course File. High school students are identified in the Registration Type field. Jointly enrolled students are further identified by offering arrangement type in the High School Enrollment Type field. The field includes four entry options: Not Applicable, PSEO, Contract Agreement, and Tuition.

Additional information about PSEO enrollment reporting can be found in the Reporting Manual and Data Dictionary for the Community College MIS.

be concurrent enrollment (eligible for supplementary weighting) while the other might not (e.g. if the course is being used to meet the district's CTE offer and teach requirements, or if the course supplanted a district offering). Additionally, either of the two classes might include tuition students which may or may not include regular college students.

Full-time Enrollment Prohibition
High school students may not enroll full time in college credit coursework through Senior Year Plus (SYP) at any one postsecondary institution. The department defines full-time enrollment as enrollment in 24 or more credit hours per academic year or the equivalent, excluding any summer term. All courses offered through SYP (including PSEO, concurrent enrollment, and college credit career academy courses) count toward the limit. Contracted college credit courses for which this district does not receive supplementary weighting (e.g. courses used to meet district CTE "offer and teach" accreditation requirements) do not count toward the limit. College courses taken by students independently of the district (as tuition paying students) also do not count toward the limit. A detailed description of the credit hour limit on Senior Year Plus enrollment may be found on Page 9.

Under concurrent enrollment, schools may not enroll students in a part of one course under Senior Year Plus and enroll in the other part of the course outside Senior Year Plus. For example, if a student is enrolled in nine credit hours of coursework and wants to take a three credit class, that class cannot be split so that two hours are concurrent enrollment and one hour is not.

Transportation
The Department's guidance to school districts with regard to transportation requirements and concurrent enrollment offerings has been that districts receiving supplementary weighting

for concurrent enrollment courses have an obligation to provide transportation to students who take advantage of those courses. The Department is seeking clarification from the Legislature regarding this issue. Until then, 281—IAC 22.12 is silent on the issue. Iowa Code 261E.8(5) presently states that such transportation is the obligation of the student and the student's parent or guardian.

For contracted courses used to meet school district accreditation requirements (regardless of whether college credit is awarded), transportation is an obligation of the district. If the course is not delivered on the high school campus, the district must provide transportation. For jointly administered courses, transportation is also an obligation of the school district.

Instructor Qualifications
Concurrent enrollment course instructors must meet the same standards and requirements as the college's on-campus instructors *(281—IAC 22.3(1))*.

By July 1, 2011, all instructors teaching college credit courses must meet state minimum faculty standards. Adjunct instructors, including those delivering courses under Senior Year Plus, are subject to this requirement. District-employed concurrent enrollment instructors serve as community college adjunct faculty and must meet college requirements for on-campus instructors and meet state minimum standards by July 1, 2011. *(281— IAC 21.3)* For additional information, see the community college quality faculty section of the department website.

Even though high school credit is awarded upon successful

Contracted Courses and High School CTE Offer and Teach Requirements

The example below shows a school's CTE offerings. The courses (units) used to meet the state minimum accreditation "offer and teach" standards of three sequential units in four of the six service areas are shaded and additional offerings are not shaded. The shaded courses are ineligible for supplementary weighting but may be delivered by a community college (through a contractual agreement between a school district and the college) for both high school and college credit. In such instances, the courses are not Senior Year Plus offerings, unless the courses are delivered through a career academy.

Any additional CTE courses (white cells) delivered by the school exceed the state accreditation requirements and may be eligible for concurrent enrollment supplementary weighting if Senior Year Plus and concurrent enrollment program requirements are met. The offerings could include additional units delivered within the four listed CTE service areas or courses delivered in other CTE areas (e.g. a health science career academy).

Instructors of community college courses used to meet high school CTE minimum "offer and teach" accreditation requirements must meet the college's employment requirements for faculty. The instructors are not required to be licensed and endorsed for the subject area by the Board of Educational Examiners.

School District Accreditation Standards—CTE

Community college credit courses may be utilized to meet state "offer and teach" accreditation requirements for CTE courses *(Iowa Code 256.11)*. The CTE accreditation standards include:

- The minimum program to be offered and taught consists of a minimum of three sequential units in at least four of the six career and technical areas of: agriculture, business or office occupations, health occupations, family and consumer sciences, industrial technology, and marketing education.
- In grades 9-12, a unit of credit (minimum of 7,200 minutes of instruction) consists of a course or partial units taught throughout the school year.
- Each sequential unit shall include instruction in a minimum set of competencies established locally or by the Department of Education.
- School districts may use CTE core courses in more than one CTE service area and use multi-occupational courses to complete a sequence in more than one CTE service area.
- No supplemental weighting is permitted for courses used by a district to meet minimum state standards.
- Course must be taught by an instructor who meets the same standards as other college adjunct faculty.

Information System Management Strand Career Area 1 (Business)	Early Childhood Education Strand Career Area 2 (Family & Consumer Sciences)	Project Lead The Way Engineering Career Academy Career Area 3 (Industrial Technology)	Geospatial Career Academy Career Area 4 (Agriculture)	Health Science Career Academy	Geospatial Career Academy	Early Childhood Education Strand
Unit 1	Unit 1	Unit 1	Unit 1	Unit 1	Unit 1	Unit 1
Unit 2	Unit 2	Unit 2	Unit 2	Unit 2	Unit 2	Unit 2
Unit 3	Unit 3	Unit 3	Unit 3	Unit 3	Unit 3	Unit 3
Additional Units	Additional Unit			Additional Unit		Additional Units

Postsecondary Institutions Potentially Eligible to Participate in PSEO

Iowa Regent Institutions, community colleges, and accredited private institutions meeting the requirements of Iowa Code 261.9 may be eligible to participate in the PSEO program. The following is a list of institutions which may be eligible.

Regent Institutions

Iowa State University, Ames
University of Iowa, Iowa City
University of Northern Iowa, Cedar Falls

Community Colleges

Des Moines Area Community College, Des Moines
Eastern Iowa Community College District, Clinton, Scott, Muscatine
Hawkeye Community College, Waterloo
Indian Hills Community College, Ottumwa
Iowa Central Community College, Fort Dodge
Iowa Lakes Community College, Estherville
Iowa Valley Community College, Ellsworth, Marshalltown
Iowa Western Community College, Council Bluffs
Kirkwood Community College, Cedar Rapids
North Iowa Area Community College, Mason City
Northeast Iowa Community College, Calmar
Northwest Iowa Community College, Sheldon
Southeastern Community College, Burlington
Southwestern Community College, Creston
Western Iowa Tech Community College, Sioux City

Private Colleges and Universities

AIB College of Business, Des Moines
Allen College, Waterloo
Ashford University, Clinton
Briar Cliff College, Sioux City
Buena Vista University, Storm Lake
Central College, Pella
Clarke College, Dubuque
Coe College, Cedar Rapids
Cornell College, Mount Vernon
Des Moines University, Des Moines
Divine Word College, Epworth
Dordt College, Sioux Center
Drake University, Des Moines
Emmaus Bible College, Dubuque
Faith Baptist Bible College, Ankeny
Graceland College, Lamoni
Grand View College, Des Moines
Grinnell College, Grinnell
Hamilton College, Cedar Falls, Cedar Rapids, Council Bluffs, Des Moines, Mason City
Iowa Wesleyan College, Mt. Pleasant
Kaplan University, Davenport
Loras College, Dubuque
Luther College, Decorah
Maharishi University of Management, Fairfield
Mercy College of Health Sciences, Des Moines
Morningside College, Sioux City
Mount Mercy College, Cedar Rapids
Northwestern College, Orange City
Palmer College of Chiropractic, Davenport
St. Ambrose University, Davenport
St. Luke's College, Sioux City
Simpson College, Indianola
University of Dubuque, Dubuque
Upper Iowa University, Fayette
Waldorf College, Forest City
Wartburg College, Waverly
William Penn College, Oskaloosa

PSEO and Contracted Course Comparison

	PSEO Courses	Contracted Courses
Supplementary Weighting	Never eligible.	Community college coursework provided to students in grades 9-12 may be eligible for concurrent enrollment and supplementary weighting, but not always. Other postsecondary institutions are never eligible.
Enrollment	Student applies to a postsecondary institution to enroll; course must not be offered by the resident/serving district or be provided through a contract agreement with any postsecondary institution. Postsecondary institution includes, but is not limited to, a community college.	Student enrolls at school district to take community college coursework. Courses to be offered to high school students by community colleges through concurrent enrollment must be approved by the school board on an annual basis.
Grade Level	Grades 11-12; grades 9-10 gift and talented students only.	Grades 9-12.
Payment	District pays if student passes and completes; otherwise parent/guardian reimburses; Paid no later than June 30 of each year. On an open enrolled student, "district" means the receiving district.	District pays regardless if student passes or fails; paid on the time schedule negotiated. On an open enrolled, "district" means the resident district for a class eligible for supplementary weighting.
Cost	Actual costs up to $250 per course.	Whatever cost negotiated by community college and district boards.
Tuition Charge to students	None, unless the student fails the course or does not complete the course.	None.
College credit	Required; course must be nonsectarian.	Required if the course eligible for supplementary weighting; course must be nonsectarian.
High School Credit	Required; credit shall count toward graduation.	Required if course eligible for college credit or for supplementary weighting.
Contractual agreement required?	No.	Yes; should be established prior to any student enrollment.
Notifications	Postsecondary institution notifies student, parent/guardian if minor, appropriate public school district, and nonpublic school if applicable; notification must include the course, clock hours, and credit hours.	If offered through concurrent enrollment, the district, in collaboration with the community college, notifies student, parent/guardian if minor; notification must include the course, clock hours, and credit hours.
Summer session	Allowed up to 7 credit hours if student has not completed high school graduation requirements but has completed eleventh grade. However, district does not pay for these summer session courses.	Allowed; district pays. Not eligible for supplementary weighting.
Full-time enrollment	Not allowed. (See Page 9)	Not allowed if courses eligible for college credit or supplementary weighting; otherwise allowed. (See Page 9)
Transportation Responsibility	Parent or legal guardian.	See Page 27.
Location	Postsecondary campus or any satellite site established by the postsecondary institution.	Any site established by the community college, which may include facilities of the local district.

School Accreditation Standards—High School

Community college credit courses may not be utilized to meet many state high school "offer and teach" accreditation requirements *(Iowa Code 256.11, 281—IAC 12.5(5))*. The high school program minimum "offer and teach" accreditation standards include:

- Six units of English-Language Arts
- Five units of Social Studies
- Six units of Mathematics
- Five units of Science
- One unit of Health
- One unit of Physical Education
- Three units of Fine Arts
- Four units of Foreign Language
- Twelve units of Vocational Education (CTE)

Community college-delivered courses for college credit may not be used to meet a school district's "offer and teach" accreditation requirements except for career and technical education and in certain cases involving Project Lead The Way® offerings.

Courses beyond the minimum offerings required for school accreditation may be delivered through a contractual agreement between a college and school district (including concurrent enrollment) provided program requirements are met.

For example, a community college chemistry course delivered through a contractual agreement with a district for college and high school credit may not be used toward meeting the district's accreditation requirement of five units of Science. However, if the chemistry course is offered above and beyond the school's accreditation requirements, the course may be delivered through a contractual arrangement and may be eligible for supplementary weighting provided requirements are met.

Additional information about state accreditation standards can be found in 281—IAC 12.5(5) or on the Department website.

Contracted Courses and Accreditation Requirements
Not all contracted courses are concurrent enrollment courses eligible for supplementary weighted funding. In particular, contracted courses used to meet school district "offer and teach" accreditation requirements are ineligible for supplementary weighting. While these courses are not concurrent enrollment, are ineligible for supplementary weighting, and are not delivered through Senior Year Plus, the courses may be offered to students.

Contracted college-credit courses may be used by school districts to meet state accreditation (offer and teach) requirements for CTE courses (*See next page*). Contracted college courses cannot be used to meet most other state minimum offer and teach accreditation requirements *(see box at left)*. The exception is certain Project Lead the Way® courses — see the box below for additional information.

Situations may exist whereby a contracted community college course is delivered at two different districts — one class may purposes of determining supplementary weighting. All other courses, except developmental education courses, are considered career and technical education for the purposes of determining supplementary weighting. Developmental education courses, which are not intended to count toward graduation requirements nor transfer to a four-year institution, are not eligible for concurrent enrollment/supplementary weighting.

A list of common course numbers for supplementary weighting eligibility is posted on the Department website.

Project Lead the Way® and School Accreditation Requirements

Project Lead the Way® (PLTW) contracted college credit courses may be used to meet school district "offer and teach" high school mathematics, science, or industrial technology accreditation requirements.

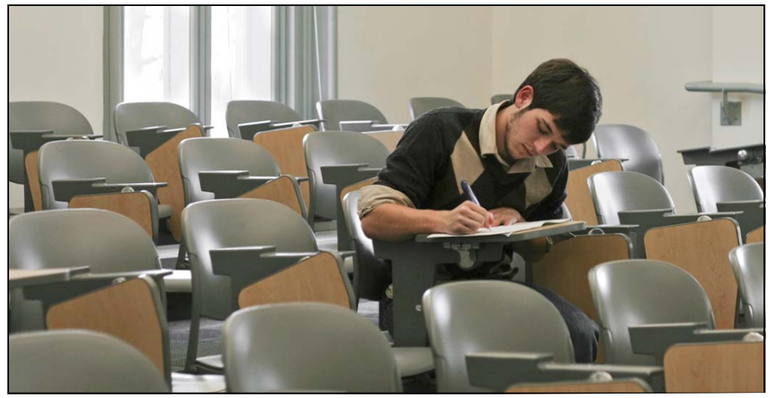
To meet the requirement, the PLTW course must be taught by a teacher that is properly licensed and endorsed by the Board of Educational Examiners to teach the subject area (i.e. mathematics, science, or industrial technology). The teacher is considered a highly qualified teacher.

To meet school district "offer and teach" accreditation standards for CTE courses (within the industry technology service area), contracted Project Lead the Way college credit courses must be taught by a properly licensed teacher with an industrial technology endorsement.

If the PLTW course offerings are not being used to meet minimum accreditation requirements, the courses may be taught by a high school instructor holding a teaching license and endorsed in one or more of the following areas: industrial technology, math, science education. The courses may also be taught by a community college instructor without a high school teaching license provided the instructor meets the requirements of the college.

Additionally, at the school district's discretion, PLTW courses may count toward school district graduation requirements. However, for the course to count, the teacher must be properly licensed and endorsed within the subject area of the graduation requirement.

community college who meets the requirements of Iowa Code Section 261E.3 (2). *(Iowa Code 257.11(3)(b)) (281—IAC 97.2(5))* Concurrent enrollment instructors must meet the same requirements as on-campus adjunct faculty.



- Taught utilizing the community college course syllabus. *(Iowa Code 257.11(3)(b)) (281—IAC 97.2(5))*
- Taught in such a manner as to result in student work and student assessment which meet college-level expectations. *(Iowa Code 257.11(3)(b)) (281—IAC 97.2(5))*
- Not have been determined to be ineligible for supplementary weighting by the Postsecondary Course Audit Committee. *(281—IAC 97.2(5))*

Supplementary Weighting and Online, ICN Courses
Internet-based courses and other credit distance education courses may qualify for concurrent enrollment course supplementary weighting (0.70 or 0.46) if they meet the program's other requirements *(281—IAC 22.28)*.

Concurrent enrollment courses delivered via the Iowa Communications Network (ICN), referred to as virtual classes, are not eligible for the same supplementary weighting as courses delivered through other modalities. The ICN may be used to deliver courses delivered through a contractual agreement between a school district and a community college, but the course is only eligible for a lower weighting. A school district receiving a virtual class for a pupil from a community college, which meets the sharing agreement requirements, shall receive a supplemental funding weighting of one twentieth (0.05) of the percentage of the pupil's school day during which the pupil attends the virtual class. *(Iowa Code 257.11(7))*

If students enroll in a community college course where a portion of the class is offered via ICN and the balance is delivered through other means, the portion delivered via ICN may be eligible for the 0.05 weighting while the balance may be eligible for the 0.46 or 0.70 concurrent enrollment weighting.

Fifty percent of the supplementary weighted funding the school district providing the virtual class receives shall be reserved as additional pay for the virtual classroom instructor. If an instructor's contract provides additional pay for teaching a virtual class, the instructor shall receive the greater amount of either the amount provided for in this paragraph or the amount provided for in the instructor's contract. *(Iowa Code 257.11(7))* For purposes of the comparison, the employer shall compare the salary portions only. The employer of the instructor makes the payment which includes salary and the employer's share of FICA and IPERS. The employer shall pay the virtual class teacher during the same school year in which the class is provided. The employer may pay the instructor at the conclusion of the class or may pay period payments that represent the portion of the class that has been provided. The employer may not pay the instructor prior to services being rendered. The contract between the agencies shall provide for the additional pay for the teacher of the class. The instructor's portion of weighted funding would be paid in addition to tuition sent to the providing district or community college to be paid as additional pay to its instructor employee. *(281—IAC 97.6(3))*

Supplementary Weighting for CTE and Arts & Sciences Courses
Eligible concurrent enrollment courses receive either a 0.70 weighting for career and technical education courses or a 0.46 weighting for arts and sciences courses.

Currently, the Department's methodology for determining the category of supplementary weighting is based on community colleges' course catalogs and the common course numbering system. If the course is a required course for obtaining an Associate of Arts (AA) or Associate of Science (AS) degree according to the institutions' course catalogs (ASCO programs excluded), the course is considered arts and sciences for the

Jointly-Administered Courses

Colleges and districts may also contract to deliver classes for high school credit only (no college credit awarded). Referred to as "jointly administered" courses, these classes are not delivered through a Senior Year Plus program and are ineligible for concurrent enrollment supplementary weighting. Additionally, the courses must be taught by an instructor who is licensed by the Board of Educational Examiners and endorsed in the subject area being taught per 281—IAC 12(5).

Concurrent Enrollment Program

Program Overview
The concurrent enrollment program, also known as district-to-community college sharing, promotes rigorous academic or career and technical pursuits by providing opportunities for high school students to enroll part-time in eligible nonsectarian courses at or through community colleges.

Concurrent enrollment courses are offered through contractual agreements between community colleges and school districts. Through the program, community college courses are offered to classes of high school students. The classes are college classes — even if they are held in a school district classroom. During the time of the concurrent enrollment course, the site acts as a satellite location of the college. The instructor may be a community college instructor or a high school instructor employed by the contracted district who meets state and college faculty standards and requirements.

During the 2007-2008 academic year, more than 24,400 students enrolled in contracted courses, mostly through concurrent enrollment programs. Concurrently enrolled students are predominately upperclassmen (more than nine out of every ten students was a junior or senior in Fiscal Year 2008), but the program is open to 9th and 10th grade students provided they meet requirements.

Concurrent Enrollment Program Requirements *(281—IAC 22.11)*

- The program shall be made available to all eligible resident students in grades 9 through 12.
- Notice of the availability of the program shall be included in a school district's student registration handbook, and the handbook shall identify which courses, if successfully completed, generate college credit under the program.
- A student and the student's parent or guardian shall also be made aware of this program as part of the development of the student's core curriculum plan (i.e. eighth grade plan) in accordance with Iowa Code Section 279.61.
- A student enrolled in an accredited nonpublic school may access the program through the school district in which the accredited nonpublic is located. A student receiving competent private instruction may access the program through the school district in which the student is dually enrolled and may enroll in the same number of concurrent enrollment courses as a regularly enrolled student of the district.
- A student may make application to a community college and the school district to allow the student to enroll for college credit in a nonsectarian course offered by the community college. A comparable course, as defined in rules adopted by the board of directors of the school district, must not be offered by the school district or accredited nonpublic school which the student attends.
- The school board shall annually approve courses to be made available for high school credit using locally developed criteria that establish which courses will provide the student with academic rigor and will prepare the student adequately for transition to a postsecondary institution.
- A school district may not use concurrent enrollment courses to meet the accreditation requirements in Division V of 281—IAC 12 (i.e. offer and teach requirements) other than for career-technical courses (See Page 25).
- If an eligible postsecondary institution accepts a student for enrollment under concurrent enrollment, the school district, in collaboration with the community college, shall send written notice to the student, the student's parent or guardian in the case of a minor child, and the student's school district. The notice shall list the course, the clock hours the student will be attending the course, and the number of hours of college credit that the student will receive from the community college upon successful completion of the course.
- A school district shall grant high school credit to a student enrolled in a course under concurrent enrollment if the student successfully completes the course as determined by the community college and the course was previously approved by the school board pursuant to 281—IAC 22.11(3). The board of directors of the school district shall determine the number of high school credits that shall be granted to a student who successfully completes a course. Students shall not "audit" a concurrent enrollment course; the student must take the course for *college* credit.
- School districts that participate in district-to-community college sharing agreements or concurrent enrollment programs that meet the requirements of Iowa Code Section 257.11(3) are eligible to receive supplementary weighted funding under that provision. Regardless of whether the district receives supplementary weighted funding, the district shall not charge tuition of any of its students who participate in a concurrent enrollment course.
- Community colleges shall comply with the data collection requirements of Iowa Code Section 260C.14(22) and 281—IAC 22.11(7).

Supplementary Weighting
Concurrent enrollment offerings, also known as district-to-community college sharing agreements, are one of several sharing opportunities incentivized by state policy. School districts may be eligible for additional funding in the form of extra weighting in the school foundation funding formula for participation in certain programs including concurrent enrollment.

The school foundation funding formula distributes state aid to districts on the basis of enrollment. The number of pupils enrolled in a district forms the basis for calculating district cost. Schools' headcount enrollment, and subsequently district per pupil funding, may be weighted under certain circumstances. In particular, students may be counted at a value greater than one student if enrolled in a specific program.

The two main types of weighting are special education weighting and supplementary weighting. Supplementary weighting provides for additional weighted funding for students enrolled in a program involving sharing between institutions and for students enrolled in certain programs including English as a Second Language (ESL), at-risk programs, alternative schools, and other specified purposes. The goal of supplementary weighting is to cover increased costs and encourage districts to offer or share programs and extend services deemed necessary or desirable which might not otherwise be provided. For concurrent enrollment, weighted funding provides districts with funding to pay community colleges for delivery of concurrent enrollment courses. The funds are used to pay part of the cost of college courses, often making up for revenue that is not collected through tuition (and often for books or transportation) since the courses are provided at no cost to students.

With regard to class or teacher sharing, the additional weighting is prorated to correspond to the proportion of the day the student spends in the shared class. Resident regularly enrolled un-weighted pupils count as 1.0 in the formula while weighted pupils effectively count for more depending on the arrangement. For concurrent enrollment courses not delivered via ICN, pupils enrolled in courses are eligible for supplementary weighting in addition to the basic certified enrollment count. Career and technical education (CTE) courses have a weighting factor of 0.70, and arts and sciences courses have a weighting factor of 0.46. The weighting factor is multiplied times the proportion of the day the student is enrolled in that course. *(281—IAC 97)* For the purposes of weighted funding, CTE and arts & sciences (transfer) courses are categorized using a methodology established by the department. Generally speaking, CTE courses are occupationally-specific to a program major and arts & sciences courses are courses designed to transfer including general education courses and courses within associated disciplines. The Department maintains a list of courses denoting whether course is considered arts & sciences or CTE for weighting purposes.

See below for an example of the weighted funding calculation.

Concurrent Enrollment Weighting Requirements
The following requirements must be met for courses to be eligible for concurrent enrollment and supplementary weighting:

Example of the Supplementary Weighted Funding Calculation *(281—IAC 97.1)*

The amount of supplementary weighted funding a school district will receive for students concurrently enrolled, if the class is not an ICN course, may be calculated using a simple formula. The following factors may be multiplied together to determine the weighted funding a district receives for a course.

1. State support per student (district cost per pupil, DCPP)
2. The portion of the day the student attends. This is the number of class periods per year for the course divided by the total class periods available in a school year (only counting the normal school day). This includes only instructional seat time and is not based on a credit equivalent nor does it include transportation time.
3. The weighting factor for the sharing agreement (either 0.46 or 0.70 for concurrent enrollment courses).
4. The number of students enrolled.

The product of these factors is the total supplementary weighted funding for the course. For example, if the district cost per pupil is $5,546, the portion of the day the student attends is $^1/_7$, the weighting is 0.70 (CTE course) and there are 20 students enrolled in the course, then the supplementary weighting for the course is:

$5,546 × $^1/_7$ × 0.70 × 20 = $11,087 ($554 per student)

- The School Budget Review Committee (SBRC) must certify to the Iowa Department of Management that the class would not otherwise be implemented without the assignment of additional weighting, *(Iowa Code 257.11)*
- For all types of supplementary weighting, a single course or sharing agreement cannot be entered for more than one type of supplementary weighting.
- Concurrent enrollment classes may be offered during the summer, but the courses are ineligible for supplementary weighting.

Several categories of community college-provided courses and high school students are ineligible for supplementary weighting including:

- Students enrolled in community college delivered GED or high school completion programs since these programs are only available to high school dropouts and post-high school age students.
- Any student who was eligible to receive a diploma with the class in which the that student was enrolled and that class has graduated and that student continues enrollment in the district to take courses provided by the district, offered by a community college, or to take PSEO classes.
- College-delivered alternative school and at-risk programs.
- Contracted high school credit-only (jointly administered) courses.
- Articulated courses where the receipt of credit is postponed.
- PSEO courses.
- Advanced placement courses regardless of whether the community college will grant credit with or without testing or whether the student, parent, or guardian is responsible for the payment of a fee for the credit.
- College courses independently taken by students for which the student, parent or guardian pays tuition or fees.
- Non-credit courses.
- Developmental education courses, including all community college courses with a common course number below 100.

Requirements for Supplementary Weighting Eligibility
The following requirements shall be met for the purposes of assigning an additional weighting for classes offered through a sharing agreement between a school district and a community college. The class must be:

- Supplementing, not supplanting, high school courses required to be offered pursuant to Iowa Code Section 256.11(5). *(Iowa Code 257.11(3)(b))* The course must not replace the identical course that was offered by the school district in the preceding year or the second preceding year. *(281—IAC 97.2(5))* The general provisions of Senior Year Plus also prohibit districts from supplanting courses provided by the district in which the student is enrolled. To comply with this requirement, the content of a concurrent enrollment course shall not consist of substantially the same concepts and skills as the content of a course provided by the school district. *(281-22.4(2))* Therefore, any contracted course that is offered that supplants a high school offering, is not eligible for supplementary weighting for the first two years.

- The course must not be required by the school district in order to meet the minimum accreditation standards in Iowa Code Section 256.11. *(281—IAC 97.2(5))*
- Included in the community college catalog or an amendment or addendum to the catalog. *(Iowa Code 257.11(3)(b)) (281—IAC 97.2(5))* While the course must be listed in the catalog, it is not required that sections of the course delivered at high school locations be listed in registration information.
- Open to all registered community college students, not just high school students. The class may be offered at a high school attendance center. *(Iowa Code 257.11(3)(b)) (281—IAC 97.2(5))* While the course must be offered to all students (not just concurrently enrolled students), sections of the course delivered at school district sites may be closed to regular college students, provided other sections are available for regular student enrollment. Colleges and districts are encouraged to develop consistent policies for determining regular student enrollment in concurrent enrollment sections offered at high school facilities. These policies may be included in the contractual agreement between the institutions.
- For college credit and the credit must apply toward an Associate of Arts or Associate of Science degree, or toward an Associate of Applied Arts or Associate of Applied Science degree, or toward completion of a college diploma program. *(Iowa Code 257.11(3)(b)) (281—IAC 97.2(5))* The course may not apply solely to a community college certificate program. The course must lead to an educational degree including a diploma or associate degree.
- Taught by an instructor employed or contracted by a