

SENIOR YEAR PLUS

Guide for Educators and Educational Administrators

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**COMMUNITY COLLEGES &
WORKFORCE PREPARATION**

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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 (SYP), school districts are provided with a variety of options to enhance students' high school experience. Enacted by the legislature in 2008, SYP was created to provide increased and more equal access to college credit and advanced placement courses. Courses delivered through SYP 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. 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 49 states with state policies supporting the enrollment of high school students in college coursework [1]. The vast majority of college credit opportunities available to high school students are provided through SYP. Senior Year Plus serves as an umbrella for a variety of programs including Postsecondary



Enrollment Options (PSEO), concurrent enrollment, Advanced Placement (AP®), career academies, regional academies, summer college credit program and Project Lead the Way®.

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, SYP provides consistency in expectations for students, instructors, parents, 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 SYP programs to meet the state's workforce preparation needs. Enrollment in courses offered through SYP has increased markedly.

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

References

[1] Kelley, B., & Rowland Woods, J. *50-State Comparison: Dual/ Concurrent Enrollment Policies*. Education Commission of the States. April, 2019. www.ecs.org.

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.

Senior Year Plus and Joint Enrollment

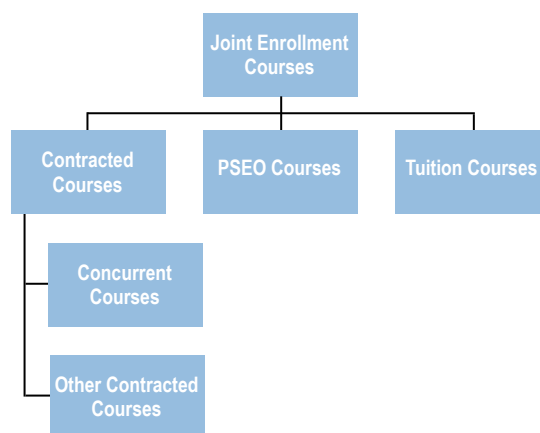
Most jointly enrolled students enroll in courses offered through a Senior Year Plus (SYP) program. However, students may enroll in college credit courses that are not delivered through SYP. There are a variety of categories of courses associated with joint enrollment and SYP.

Joint enrollment can be divided into three mutually exclusive categories: 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., career technical education (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 SYP. 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, in most cases, 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 ([see Contracted Courses and Accreditation Requirements](#)). **Students may not, under any circumstance, be charged tuition for any contracted course, regardless of whether the contracted course is offered through SYP.**

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 SYP offerings but students who enroll are not jointly enrolled if the course is not a postsecondary course and college credit is not awarded upon successful completion. For such AP® courses, credit may be awarded by the postsecondary institution in which

Figure 1: Categories of Courses Delivered to High School Students by Community Colleges



the student later enrolls based on the student's AP® exam score and the institution's policies. AP® courses may be offered through concurrent enrollment, provided the requirements of SYP are met and the course is designated as AP® by the College Board. **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 SYP and participating students are not considered jointly enrolled.

Career academies are a series of CTE 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 SYP (and students are jointly enrolled) when the courses are offered for community college credit.



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 (SYP) programming. The following criteria apply to all Senior Year Plus programs and are supplemented by program-specific requirements.



Senior Year Plus General Provisions

Students are required to meet all of the following conditions to be eligible to enroll in any course through a SYP program where postsecondary credit is available to the student including concurrent enrollment, PSEO, 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 postsecondary institution may require students enrolling through SYP to meet additional enrollment requirements so long as the enrollment requirements apply to all full-time students and do not conflict with other SYP requirements stipulated by Iowa Code and Administrative Rule.
- The student shall meet or exceed minimum performance measures on any academic assessments that may be required by the eligible postsecondary institution.
- 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 IAC 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.
- A student who attends an accredited

nonpublic school and desires access to SYP programming 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 SYP programming ([see Private Instruction](#)).

Student Proficiency Requirements

To participate in SYP 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 requirements for enrollment in certain courses. At the school district level, students must demonstrate proficiency in reading (now English language arts), mathematics and science to participate in SYP programming (281 22.2(2)(1).

Options for Demonstrating Proficiency

Student eligibility may be demonstrated by any of the following three options:

1. Student scores on the Iowa Statewide Assessment of Student Progress (ISASP);
2. Measures of college readiness jointly agreed upon by the school board and the postsecondary institution;
3. Alternative but equivalent qualifying measures.

The primary means for determining proficiency for purposes of Senior Year Plus is through a student's scores on the ISASP; however, if a student is not proficient in one or more of the content areas of reading (English-language arts), mathematics and science on the statewide assessment a school district may utilize additional options to determine proficiency for purposes of accessing arts and sciences postsecondary coursework. It is important to remember that the additional options to the proficiency requirement were established as a means for students who may not do well on tests or do not have scores from the ISASP but are able to demonstrate subject proficiency through their work, projects or measures of college readiness. Any additional options utilized to determine student proficiency, either through measures of college readiness or alternative measures, should demonstrate an equivalent level of proficiency as the statewide assessment benchmark for reading

Table 1: Proficiency Cut Score Ranges for ISASP Performance Levels

Grade	Assessment	Not-Yet-Proficient	Proficient	Advanced
8	Math	385 to 489	490 to 605	606 to 720
	Science	385 to 507	508 to 608	609 to 720
	English Language Arts	385 to 493	494 to 593	594 to 720
9	Math	410 to 512	513 to 625	626 to 750
	Science	-	-	-
	English Language Arts	410 to 504	505 to 617	618 to 750
10	Math	435 to 536	537 to 653	654 to 780
	Science	435 to 544	545 to 655	656 to 780
	English Language Arts	435 to 529	530 to 641	642 to 780
11	Math	460 to 558	559 to 674	675 to 800
	Science	-	-	-
	English Language Arts	460 to 560	561 to 659	660 to 800

(English-language arts), math and science and should not impose additional barriers to participation.

Option 1: Student Scores on the Iowa Statewide Assessment (281 22.2(2)(b)(1))

Eligibility is determined by using performance results on the most recent administration of the Iowa Statewide Assessment of Student Progress (ISASP) for English-language arts, mathematics and science. Students must test proficient in all three content areas.

ISASP, first administered in the spring of 2019, is the summative accountability assessment for all Iowa students that meets the requirements of the federal Every Student Succeeds Act (ESSA) and is aligned to the Iowa Core academic standards. Please note that under the ISASP, there are no longer performance levels/proficiency determined specifically for reading. There are individual reading and writing assessments for which students receive a scale score. The performance level is determined for English Language Arts (ELA) by combining the reading and writing scores. For more information on proficiency and performance levels visit the ISASP website.

If the student was absent for the most recent administration of the Iowa Statewide Assessment of Student Progress (ISASP), 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 the student is eligible for qualification under an equivalent qualifying measure. School districts 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 the Elementary and Secondary Education Act meet the proficiency requirement for SYP for the current school year.

Option 2: Measures of College Readiness (281 22.2(2)(b)(2))

This option provides students the opportunity to meet the required proficiency requirements of the SYP program through measures of college readiness jointly agreed upon by the school board and eligible postsecondary institution. Measures of college readiness established should demonstrate an equivalent level of proficiency as the statewide assessment benchmark for reading (English-language arts), math and science and align to measures of college readiness used by the postsecondary institution. Measures should be implemented consistently across all school districts to ensure equitable access is maintained for all students and applied equally to all eligible students in grades 9-12. Institutions should incorporate these agreed-upon measures of college readiness into formal contracts to ensure transparency and consistent application across all students. These contracts should be approved by the board of the respective institutions. The Department strongly encourages postsecondary institutions, in cooperation with their school district partners to jointly establish measures of college readiness as outlined in Appendix F. Establishing measures of college readiness as an additional option to meeting the statewide proficiency requirements is beneficial to students who may not test well or who are in the “academic middle,”



but show promise in benefiting from access to concurrent enrollment coursework. Guidance issued for the purpose of a school district and postsecondary institution to jointly establish measures of college readiness may be accessed on the [Department's website](#).

Option 3: Alternative Measures (281 22.2(2)(b)(3))

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, a student performance rubric, end-of-course assessments or additional administrations of the statewide assessment. 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). A school board that establishes equivalent performance measures shall also establish criteria by which its district personnel shall determine comparable student proficiency.

Career Technical Education (CTE) Exemption

Students seeking to enroll in a CTE course via concurrent enrollment are exempt from the ISASP proficiency requirements. However, the student

may be required to complete an assessment administered by the eligible community college to determine the applicant's readiness to enroll in CTE coursework. The student shall meet or exceed any minimum performance measure established by the community college for the initial assessment. **The student must meet SYP requirements as outlined within the "[Student Proficiency](#)" section of this guide to enroll in SYP courses other than CTE courses.**

Full-time Enrollment and Senior Year Plus Programs

Students are permitted to enroll through the school district in courses offered through concurrent enrollment and/or the postsecondary enrollment options (PSEO) program full-time. There is no restriction on the number of credits a student may enroll at any one eligible postsecondary institution within an academic year.

Additionally, a school district may receive requests from students to enroll in more courses than available periods in a school day. A school district may not deny an eligible student from participating in district-contracted concurrent enrollment courses and/or district-approved PSEO courses during the academic school year even if the courses occur before, during or after school, including winter sessions (i.e., outside of school hours). Districts do, however, have a significant role in advising and helping students enroll in appropriate coursework, including advice on maintaining an appropriate course load. It is important to note that a postsecondary institution maintains the authority and responsibility to carry out institutional policies regarding limits on enrollment for all students. A postsecondary institution may not put in place additional policies or restrictions specifically for concurrently enrolled students; postsecondary institutional policies must apply equally to all students.

Additional Guidance Related to Credit Enrollment:

- A school district may not place restrictions on the number of credits a student is eligible to enroll and students must earn both secondary and postsecondary credit for successful completion of any enrolled course;
- School districts may claim supplementary weighted funding for all eligible courses a student is enrolled through the school foundation funding formula;
- Provided the student enrolls through the school district, the district remains responsible for the cost of enrollment for all courses. SYP provisions require that neither the secondary

or postsecondary institution, under any circumstances, pass along the cost of tuition to a student and/or the student's family or to charge a student who fails to successfully complete or pass a concurrent enrollment course. Please note that failure of a student to successfully complete a *PSEO course* is the *only* exception to this provision;

- A student who completed district requirements to earn a high school diploma and whose class has graduated is *not* eligible to continue enrollment in the district for the purpose of continuing enrollment in concurrent enrollment courses (Iowa Code 257.6(6))

Legislation passed during the 2020 legislative session, 2020 Iowa Acts chapter 1117, amended provisions of the Senior Year Plus (SYP) program by eliminating references and provisions relating to full-time and part-time postsecondary enrollment. Previously, students were eligible to enroll in no more than 23 credits in an academic year at any one postsecondary institution. As a result of these legislative changes, there is no longer a statutory limit on the number of credits in which a student may enroll. These statutory changes took effect on July 1, 2020.

Instructor or Teacher Eligibility and Responsibilities

Pursuant to 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 of the postsecondary institution are required to meet and which are approved by the appropriate postsecondary administration.

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 postsecondary institution.
- Use valid and reliable student assessment measures, to the extent available.

Background Check

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.

The Iowa Board of Educational Examiners (BoEE) makes information on suspensions and revocations available on the BoEE's [website](#). Administrators may also order a background check by visiting the BoEE's [website](#).

If the instruction for any SYP 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.

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 (281 IAC 22.4(2)).

Institution Eligibility and Responsibilities

Pursuant to 281 22.4(1), school districts and eligible postsecondary institutions are mandated to meet the following requirements:

Regarding Students

- 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 services, 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 be charged to participating secondary students on the same basis.
- The institutions shall ensure that students are properly enrolled in courses that will carry college credit.
- 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.
- **The institutions shall not place restrictions on participation in SYP 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.

Regarding Instructors

- The institutions shall ensure that instructors and students receive appropriate orientation and information about the institution's expectations.
- 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.
- 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.

Regarding Courses

- 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.

Student Withdrawals

No student may enroll in a college credit course through SYP for high school credit only.

Students may not withdraw from the college credit course, but remain in the section for high school credit only. Auditing courses is expressly prohibited.

Data Reporting Requirements

Required of School District (281 IAC 22.4(2))

“Supplement, not Supplant” Requirement

- 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, and 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.

Required of Postsecondary Institutions (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 SYP programming shall cooperate with the department on data requests related to the programming.
- All eligible postsecondary institutions providing SYP 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 SYP.
- 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.

School District Data Reporting Requirements

Senior Year Plus courses are reported to the state by school districts three times each year through Student Reporting in Iowa (SRI) 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 SRI course reporting is for concurrent enrollment course supplementary weighting calculations, PSEO course reporting for nonpublic and competent private instruction (CPI) dually enrolled students, and district course enrollments for nonpublic and CPI dually enrolled students. Winter SRI 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 SYP reporting, and the identification of courses taught through various telecommunication methods (for example, Internet, Iowa Public Television (IPTV) and Iowa Communications Network (ICN)). The focus of spring SRI course reporting includes full-year PSEO reporting for all students and second semester concurrent enrollment courses to be included in the next year's Certified Enrollment report for supplementary weighting.

Required course information for SRI 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
- School Codes for the Exchange of Data (SCED) course code
- Course delivery method
- Section FTE for Funding (if claiming supplementary weighting)

Definitions and code sets can be found in the current year's [SRI Data Dictionary](#).

The [Framework of SCED for Secondary Level Courses](#) provides the coding structure allowing high schools to match local courses to codes representing common content. More information related to Iowa's format of the SCED codes can be found on the Student Reporting in Iowa's (SRI)



webpage of the [Department's website](#).

To further assist users in coding community college courses, SCED Codes and Contact Minutes for Community College courses can be found on the [Department's website](#). This document is updated regularly and is found on the SRI webpage under Course Coding and Supplementary Weighting.

Assigning Local Course Numbers for PSEO

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's website](#) in the document entitled *SCED Codes and Contact Minutes for Community College Courses*. For courses not listed, please consult an SRI consultant at 515-242-5976. Similar courses from a private college, 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). 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 joint enrollment through the Community College Management Information System (MIS). Within the 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 five entry options: Not Applicable (0), PSEO (1), Contract Agreement (2), and Tuition (3) and Summer College Credit (4).

Detailed rules and definitions for expected data are available in annual editions of the *Reporting Manual and Data Dictionary for the Community College MIS*, published within user-specific data submission system, WebMIS. For the non-data-submission specialists, any edition of the manual [may be obtained upon request](#).

Private Instruction (Iowa Code 299A)

Private instruction refers to a student who receives educational instruction outside of the traditional school setting. Private instruction encompasses competent private instruction (CPI), independent private instruction (IPI), home school assistance programs, and non-accredited nonpublic schools.

Competent private instruction (CPI) includes students receiving instruction which meets the requirements stipulated in Iowa Code 299A.1(2)(a) and 299A.3.

Independent private instruction (IPI) includes students receiving instruction which meets the requirements defined in Iowa Code 229A.1(2)(b).

A private instruction comparison chart can be found [here](#) and more information on private instruction can be found on the [Department's website](#).

Dual Enrollment (Iowa Code 299A.8)

Dual enrollment is enrollment of a child who is receiving competent private instruction with a public school district for the purpose of attending one or more courses (not to exceed 75 percent of the school day), participating in extracurricular activities offered by the district, or obtaining special education programs or services.

Students who are dual enrolled to access Senior Year Plus programs *must* be offered an equal opportunity to participate in the district's Senior Year Plus programs. A district may not set different standards for dual enrolled students to access Senior Year Plus programs, and any standards set

must comply with the Senior Year Plus statute.

Private Instruction and Senior Year Plus (Iowa Code § 299A)

Students under competent private instruction may enroll in Senior Year Plus (SYP) through the public school district in which they are dual enrolled provided the student has the approval of the school board of the school district to register for the postsecondary course and all eligibility requirements are satisfied.

Students of a non-accredited nonpublic school may also enroll in SYP programming. Students from such schools are considered to be under CPI and can enroll in SYP programming through the public school district *in which the student resides* provided all eligibility requirements are satisfied.

Students under IPI may access concurrent enrollment offerings through the public school district in which the student resides provided all eligibility requirements are satisfied. Independent private instruction students may not enroll in other programs offered through SYP, including postsecondary enrollment options, Advanced Placement®, and/or high school credit career academy courses.

Eligibility Requirements (281 IAC 22.2)

Students under any form of private instruction must meet all SYP eligibility requirements stipulated by 281 IAC 22.2, which includes demonstrating proficiency in reading, mathematics, and science as evidenced by the student's performance on the statewide assessment. In lieu of statewide assessment achievement scores, a school district *must allow* a student under private instruction to demonstrate proficiency in reading, mathematics, and science by any one of the following means:

1. Testing at or above the proficiency cut score on the Iowa Statewide Assessment of Student Progress.
2. Submitting a written recommendation of the licensed teacher who supervises the student's instruction.
3. By testing at or above the proficiency cut score on [another annual achievement evaluation](#) approved for CPI students; as identified within the [Private Instruction Handbook](#).
4. A composite score of at least 21 on the ACT.
5. A total combined score of at least 141 in critical reading, mathematics, and writing skills on the PSAT.
6. A total combined score of at least 990 in critical reading and mathematics on the SAT.

7. Meeting any other proficiency standard approved by the local school board for all regularly enrolled students.

Course Load (281 IAC 31.6(2))

Iowa Administrative Code rule 31.6, subrule 31.6(2) states a student under dual enrollment must receive at least one-quarter of their instruction by way of CPI and no more than three-quarters by way of the district's academic programs, which includes SYP programming. This percentage is based on the number of instructional minutes the student receives through the school district. The district through which the student enrolls is responsible for calculating the number of credits in which the student may enroll.

Note that a class period at a high school may not consist of the same number of instructional minutes as the college course, which may alter the number of courses the student may enroll in via SYP. For example, a high school has eight periods in their school day, which means a CPI student may take approximately six periods of instruction through the district and maintain their CPI status. However, a period at the school district might not consist of the same number of minutes as the college course – a four-credit hour college course could equal two class periods at the high school. Therefore, the CPI student would be able to enroll in only three four-credit college courses through SYP during a given term.

Students with Individualized Education Programs (281 IAC 41.22)

Students who have an Individualized Education Program (IEP) should also be considered for Senior Year Plus (SYP) 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 to 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. It is recommended those alternative measures be documented within the transition assessment summary for learning in the IEP. Since the SYP 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 SYP 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. Therefore, accommodations should be determined by the college, using college protocols that are used with other postsecondary students. Those accommodations may be the same as accommodations specified in an IEP, but are not required to be.

Students who use accommodations independently will be more successful in SYP programming than others. Students who need more supports may be better served through special education services at postsecondary settings, commonly referred to as "4+ Services". Students with IEPs that are provided special education 4+ Services at postsecondary settings do not need to meet the proficiency requirements described in this guide because they are services through the IEP and are not SYP programming.

Common Methods for Participation in Joint Enrollment

Students with an IEP may participate in Iowa community college programs in a number of ways, either for dual credit or for only high school credit. Three common methods are:

1. Participation in Senior Year Plus (SYP).
2. Participation in community college courses not eligible for supplementary weighting (i.e. non-SYP courses). For example, career and technical education courses used to meet school district minimum accreditation standards may be college credit, but are ineligible for supplementary weighting. Consequently, they are not considered part of SYP and the proficiency requirements of SYP do not apply for these courses. Youth with IEPs must simply meet district requirements for placement in these courses.
3. Participation in a course offered through a contract with a community college specifically related to IEP goals. Special education weighted funds may be used to pay for these courses when the course is needed through the IEP to provide a free and appropriate public education (FAPE). If special education funds are used to pay for a student's participation, then supplementary weighting cannot be generated for that student. The student may, however, be placed in a course that is eligible for supplementary weighting. In this instance, the college is providing a service to the district which may include putting the student with an IEP in the same classroom for high school

credit, but not in the college course for college credit. In order for a student with an IEP to receive college credit from courses eligible for supplementary weighting, the student must meet proficiency requirements outlined in this guide. Other typical services that fall in this classification are those commonly referred to as “4+ Services.”

Please note public agencies shall not use state or local funding mechanisms as a barrier to a child receiving a FAPE. If a child with a disability requires a service, then the law on supplementary weighting, for example, shall not be used to deny the service to the child [20 U.S.C. § 1412(a)(5)].

If districts and community colleges jointly agree to provide contracted services through this third method, several considerations must be addressed:

1. The IEP must specifically identify the content to be learned or the skill(s) to be developed. Typically this would be done through a goal

statement that allows for progress monitoring.

2. The district is obligated to follow requirements of Individuals with Disabilities Education Act (IDEA). This means ensuring that all services and supports identified in the IEP are available to the student, including accommodations and progress monitoring.
3. The community college is obligated to follow requirements of the Americans with Disabilities Act (ADA). This means they have their own procedures for identifying when accommodations are needed and are not obligated to follow IDEA requirements, such as what is written in a student’s IEP. The community college may agree to provide additional services such as a modified curriculum through the contract.

More information on Individualized Education Programs can be found on the [Department’s website](#).



SYP Programs and Program-Specific Requirements

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

Advanced Placement (AP®)

High school course taken for high school credit. Postsecondary credit may be awarded upon matriculation based on student's performance on the AP® exam.

Concurrent Enrollment

Class of students enroll in a contracted community college course for both high school and postsecondary credit. District is eligible to receive supplementary weighting.

Summer College Credit Program

Individual students enroll in a contracted community college course for both high school and postsecondary credit at no cost to the district or student. Students entering grades 9-12 are eligible, including non-graduated twelfth-grade students.

Nonpublic Concurrent Enrollment

An extension of concurrent enrollment programming allowing accredited nonpublic schools to deliver contracted courses directly with a community college. Eligible for funding subject to the appropriations set by the Iowa Legislature.

Postsecondary Enrollment Options

Individual student enrolls in a regular college or university course for both high school and postsecondary credit. School district reimburses postsecondary school cost of course or \$250, whichever is lower.

Career Academies

Career and technical education sequence of studies offered through a contract between a school district and community college. High school portion may include high school and concurrent enrollment courses. Course sequence leads to community college award.

Regional Academies

Agreement where multiple school districts send students to a host district that offers advanced coursework. Courses are for high school credit only. Host district is eligible to receive supplementary weighting.

Project Lead The Way® (PLTW)

STEM based curriculum offered by the high school or through contractual agreement with a community college. Courses may apply toward high school minimum accreditation standards.

Advanced Placement (AP®)

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 38 courses in seven 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 (SYP) statute (Iowa Code 261E.4) requires all school districts to make AP® courses available to students. **Please note students do not have to meet the student eligibility requirements of SYP to enroll in an AP® course unless the course is jointly administered through concurrent enrollment** ([see Advanced Placement and Concurrent Enrollment](#)).



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 AP® Academy (IOAPA). An international baccalaureate program is not an advanced placement program.

- A school district shall provide descriptions of the AP® courses available to students using a course registration handbook.
- A school district shall ensure that AP® 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 AP® 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 AP® 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 AP® examination is properly registered for the examination.
- An accredited nonpublic school shall provide a list of students registered for AP® 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 the College Board 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.

If the district *requires* completion of the AP® exam as a component of the AP® course, the district may not charge the student for the cost of the exam. A mandatory exam fee is considered a form of tuition and is not allowable. Only fees for optional exams may be passed along to students/parents.

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 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.

Offering AP®

Districts interested in joining the AP® program or expanding offerings may visit [the College Board's website](#) for more information. For details related to providing AP® courses in alignment with a concurrent enrollment course offering ([see Appendix A](#)).

Concurrent Enrollment

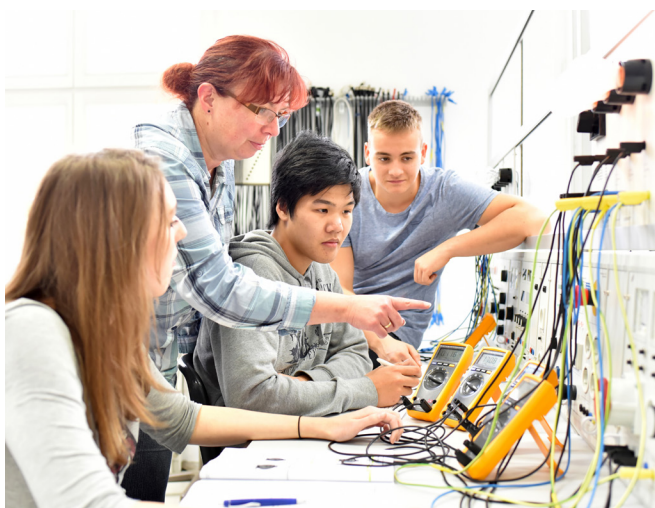
Program Overview

The concurrent enrollment program, also known as district-to-community college sharing, promotes rigorous academic or career technical education (CTE) pursuits by providing opportunities for high school students to enroll 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 in grades 9 through 12. 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.

Concurrent Enrollment Program Requirements

The program shall be made available to all eligible resident students in grades 9 through 12 (281 IAC 22.11). 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.



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 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.

Concurrent Enrollment Courses

The school board shall annually approve courses to be made available for high school credit using locally developed criteria (281 IAC 22.11(3)).

A school district maintains the authority and responsibility to determine which community college courses will be made available to its students through concurrent enrollment. A school district must continue to determine, first, whether it is desirable to contract for a given community college course and, second, whether the course is comparable to one already offered by the school district. These decisions should be made on a course-by-course basis, and the contract with a community college should delineate the specific courses for which the district is contracting.

Once a district-to-community college sharing agreement has been established, outlining contracted course offerings, those course offerings become part of the district's curricular offerings and are available to eligible students to access. From a course standpoint, there is no difference between a high school credit course and college credit course as both opportunities are established as part of a district's course curriculum and should be available for eligible students to access equally.

A school district may use concurrent enrollment courses to meet the accreditation requirements in Division V of Iowa Administrative Code chapter 281-12 (i.e., "offer-and-teach" requirements) for CTE courses; and in up to one unit of math or one unit of science; these courses *may* be eligible for supplementary weighted funding provided provisions of 281 97.2(5) are met ([see Contracted Courses and Accreditation Requirements](#)).

Concurrent enrollment courses may be taken during the school year when the high school is not in session (e.g., winter break, during non-regular school hours). Since these courses take place during the academic school year, the district remains responsible for the cost of these courses, and the course is treated like any other concurrent enrollment course.

Course Modality

Concurrent enrollment courses may be accessed through any instructional delivery method made available by the postsecondary institution. Once a district establishes a sharing agreement with a postsecondary institution outlining contracted courses, those courses become available in all delivery modes for an eligible student to enroll:

- Face-to-face in the high school;
- Face-to-face at a college campus or satellite location;
- Online

A school may encourage enrollment through one delivery mode over another (a high school location rather than online, for example), but an eligible student may access the course through any available option.

Credit

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 (e.g., .5 unit/1 unit). Students shall not audit a concurrent enrollment course; the student must take the course for college credit (281 IAC 22.11(5)).

Supplementary Weighting

Pursuant to 281 IAC 22.11, 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 to its students who participate in a contracted course.

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 help cover increased costs and encourage districts to offer or share programs and extend ser-

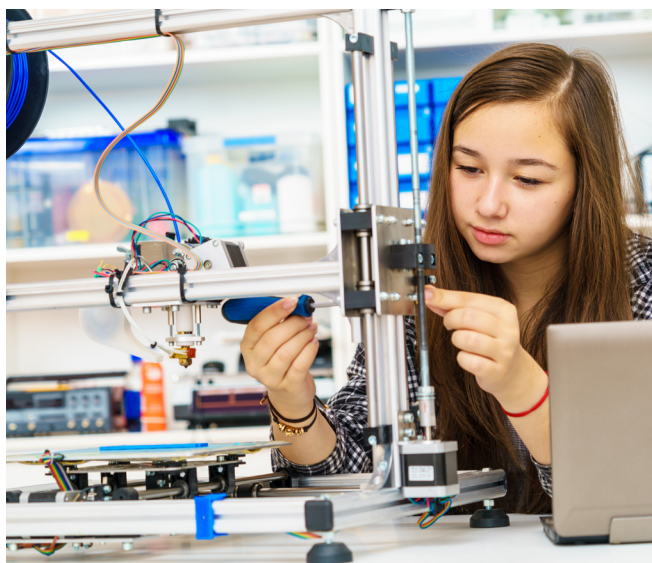
VICES deemed necessary or desirable which might not otherwise be provided. For concurrent enrollment, weighted funding provides districts with funding to pay community colleges for delivery of concurrent enrollment courses. The funds are used to help offset the cost of the college courses, often making 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.

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 0.50. The weighting factor is multiplied times the proportion of the day the student is enrolled in that course; to get the dollar amount you must also multiply by the district cost per pupil. For the purposes of weighted funding, CTE and arts & sciences (transfer) courses are categorized by the community college 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 provides public access to a list of courses denoting whether the course is considered arts & sciences or CTE for weighting purposes. This list is available through the [STICS website](#).

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. Section FTE; section FTE will be calculated two different ways, depending on the delivery location of the course.
2. State support per student (district cost per pupil, DCPD)
3. The weighting factor for the sharing agreement (either .50 or .70 for concurrent enrollment courses).
4. The number of students enrolled.
 - a. This pertains to resident students and CPI dual enrolled students. A school district must bill the resident district for open-enrolled and tuition-in students who are enrolled in a concurrent enrollment course.



Calculating Section FTE and Instructional Minutes

- Courses offered online or at the community college will use the instructional minutes reported by the community college found on the Departments website [SCED Codes and Contact Minutes for Community Colleges](#)
- Courses offered through a Career Academy/Regional Center will use the instructional minutes reported by the community college to the Department [Career Academy Minutes and SCED Codes](#)
- Courses offered in the high school and under a normal school schedule *do not* use the instructional contact minutes reported by the community college; districts will use the section FTE funding calculation based on the districts schedule. Although funding is based on the section FTE, school districts must still be mindful of the total contact time of each concurrent enrollment course when scheduling their district offerings. It is the expectation that concurrent enrollment courses are comparable and taught to the same standard and rigor of the postsecondary faculty teaching the course. Concurrent enrollment courses that *significantly exceed* the contact minutes established by community colleges are no longer considered comparable courses.

Calculating Section FTE

- Courses offered online, at the community college, or at a community college satellite location, the section FTE can be calculated by dividing:
 1. Instructional minutes as reported by each community college by the total instructional minutes at the high school (minutes per period x periods per day x days in school year).
- Courses taught at the high school location, the section FTE can be calculated by dividing either:
 1. Total instructional minutes for the course by total instructional minutes in the school year. (minutes per class x number of classes the course meets)/(minutes per class x number classes in a day x days in school year); **OR**
 2. Total class periods for the course by total periods available in a school year.
 - » A district on an 8-period day; the section FTE would be 1/16 (this course is one sixteenth of a student's overall schedule);
 - » A district on a 7-period day; the section FTE would be 1/14;
 - » A district on a 4x4 block schedule; the section FTE would be 1/16 (the student takes 8 classes each semester so the course is 1/16th of a schedule)

Both calculations provide identical Section FTE values.

Concurrent Enrollment Weighting Requirements

The following requirements must be met for courses to be eligible for concurrent enrollment and

supplementary weighting.

- 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.
- Offered during the school year. Please note, contracted courses may be offered during the summer through the [Summer College Credit Program](#), but the courses are ineligible for supplementary weighting. Additional guidance impacting summer contracted courses can be found [here](#).

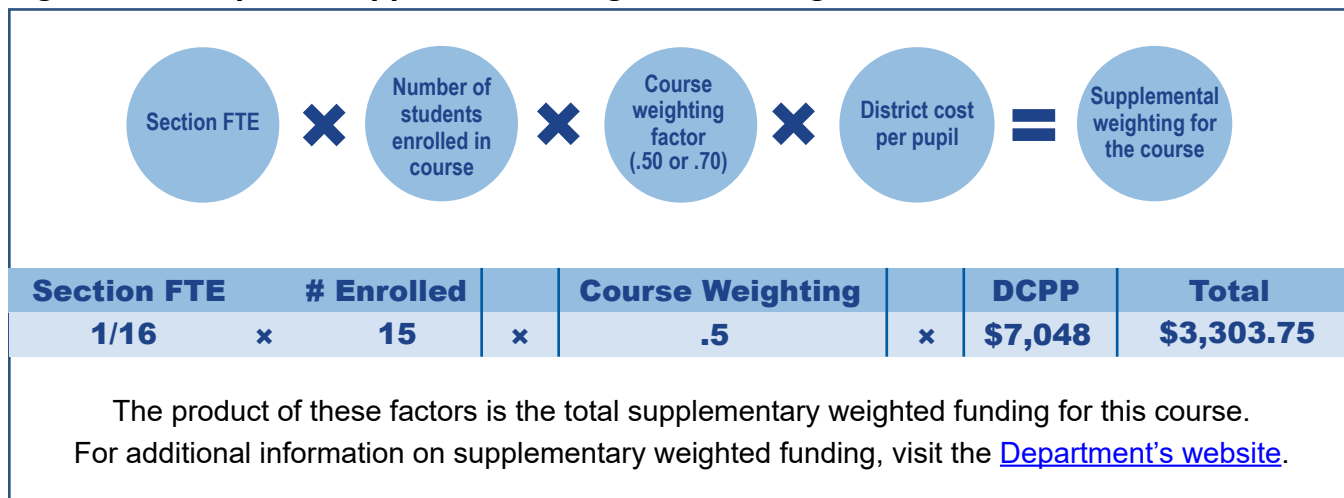
Ineligible for Supplementary Weighting

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

Students:

- Students enrolled in community college delivered high school equivalency or adult high school completion programs since these programs are only available to high school dropouts and post-high school age students.
- Any student who continues enrollment, for the purposes of taking courses offered by the district including concurrent enrollment and Postsecondary Enrollment Options (PSEO), after the class the student was enrolled in has graduated *if* the student was eligible to graduate with that class.

Figure 2: Example of Supplemental Weighted Funding Calculation



Courses:

- College-delivered alternative school and at-risk programs.
- Contracted high school credit-only (jointly administered) courses.
- Articulated courses where the receipt of postsecondary credit is postponed.
- PSEO courses.
- 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.
- Independently-designed courses such as private lessons (i.e., music), independent study, individualized instruction, or personalized courses; internship courses with no lecture; clinic courses with no lecture; work study; physical education; military and ROTC, ESL (non-intensive English as a Second Language), ESI (Intensive ESI).
- Courses with a title of Independent Studies, Individual Project, Honors Research, Special Projects, Special Topics, Study Abroad, Experimental Course, and Student Government.

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.

Required of School District

- The course 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 (SYP) 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 - IAC 22.4(2)).
- In general, the course must not be required by the school district in order to meet the minimum accreditation standards ("offer-and teach") in Iowa Code Section

256.11.; except that a district with total BEDS enrollment of 600 or less that contracts with a community college for up to one unit of math or one unit of science required in Iowa Code 256.11; and up to three sequential units within one strand of the required four CTE service areas may request supplementary weighted funding if enrollment in the course(s) comprising the unit exceeds five (281 IAC 97.2(5)). Districts with BEDS enrollment of more than 600 may still contract courses, but will not generate supplementary weighted funding.

- 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.

Required of Community College

- 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, Associate of Applied Science degree, or Associate of Professional Studies 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.

Required of Instructor

- Taught by an instructor employed or contracted by a community college who meets the requirements of Iowa Code section 261E.3(2). Concurrent enrollment instructors must meet the same requirements as on-campus adjunct faculty (Iowa Code 257.11(3)(b)) (281 IAC 97.2(5)).

- 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)).

Additional Requirements

- The course must not have been determined to be ineligible for supplementary weighting by the Postsecondary Course Audit Committee (281 IAC 97.2(5)).

Supplementary Weighting for CTE and Arts & Sciences Courses

Eligible concurrent enrollment courses receive either a 0.70 weighting for CTE courses or a 0.50 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, the course is considered arts and sciences for the 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's website](#).

Supplementary Weighting and ICN Courses

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 offered through a contractual agreement between a school district and a community college, but the course is only eligible or 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 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 0.50 or 0.70 concurrent enrollment weighting.

Fifty percent (50%) 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)).

Accreditation Requirements and Contracted Courses

Not all contracted courses are concurrent enrollment courses eligible for supplementary weighted funding. In particular, **most** 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 SYP, the courses may be offered to students. Reference the *School Accreditation Standards for CTE and Mathematics & Sciences* section for details regarding community college-delivered courses for college credit that may be used to meet a school district's "offer and teach" accreditation requirements provided in Division V of 281 chapter 12.

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 requirements](#) 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 World Language
- Twelve units of Vocational Education (CTE)
- One-half unit of Computer Science

Situations may exist whereby a contracted community college course is delivered at two different districts—one class may 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.

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 Intermediate Spanish 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 four units of World Language. However, if the Intermediate Spanish 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’s website](#).

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, food and natural resources; information solutions; applied science, technology, engineering and manufacturing; health science, human services and business, finance, marketing and management.
- 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 a CTE course in more than one CTE service area (i.e., core course) and use multi-occupational courses to complete a sequence in more than one CTE service area.
- No supplemental weighting is granted for courses used by a district to meet minimum state standards; except that, a school district with total BEDS enrollment of 600 or less that contracts with a community college to provide up to three of the required sequential units in any one of the four required CTE service areas may request supplementary weighted funding for those course(s) if the district’s enrollment in the course or courses comprising the unit exceeds five (281-IAC97.2(5)). *If the course generates supplementary weighted funding, the course is considered concurrent enrollment and SYP provisions would apply.*
- Course must be taught by an instructor who meets the same standards as other college adjunct faculty.

See [Appendix C](#) for an example of a school district’s CTE offerings in relation to Contracted Courses and Offer and Teach Requirements.

School District Accreditation Standards— Mathematics & Science

Contracted community college courses may be utilized to meet state “offer and teach” accreditation requirements for up to one unit of science or one unit of mathematics (Iowa Code 256.11). Additionally, for the science or mathematics unit, the following conditions must be met (281 IAC12.5(21)):



Student Proficiency Requirements and CTE Courses

A student interested in enrolling in a career and technical course via concurrent enrollment is exempt from the statewide assessment proficiency requirements. The student may be required to complete any initial assessment administered by the eligible community college receiving the application to determine the applicant's readiness to enroll in career and technical coursework. The student shall meet or exceed any minimum performance measure established by the community college for the initial assessment. The student shall meet the requirements of 281 IAC 22.2(2)(b) to enroll in courses other than CTE courses under this division.

Concurrent Enrollment Courses and Withdrawals

The district and community college should include in their concurrent enrollment agreements provisions about deadlines for dropping such courses so that students and their families are clear as to when a withdrawal will result in a failing grade. If the district and college have different drop dates, they do not need to be reconciled. However, the district needs to communicate to the student that meeting the college's drop date may prevent an "F" on the college transcript, but not on the high school transcript if the high school has an earlier drop date.

A student may not be enrolled in a concurrent enrollment course for secondary credit only.

This would essentially be auditing the course with respect to college credit and is prohibited by law. This means that a student may not be either allowed to enroll in a concurrent enrollment course from the start of the course merely for secondary credit or may not drop the course at any time from postsecondary credit consideration.

A school district may obtain supplementary weighted funds only for those students of the district who are enrolled for both secondary and postsecondary credit, and the entire duration of the course. If the community college bills the district for the course, the district is eligible for supplementary weighting.

While a district may not prohibit a student from further participation in concurrent enrollment for failing to successfully complete a course or withdrawing, the district has a strong responsibility to advise students about the consequences of failing college courses and the prudence of further participation.

- The school district has made every reasonable and good faith effort, as defined in Iowa Code section 279.19A(9), to employ a teacher licensed under Iowa Code chapter 272 for the unit of science or mathematics and is unable to employ such a teacher.
- The course or courses comprising the one unit are offered during the regular school day.
- The course or courses comprising the one unit are made accessible to all eligible pupils by the school district.
- Such courses are eligible for supplementary weighting under provisions of 281 IAC 97.2(5) provided the school district has a total BEDS enrollment of 600 or less and enrollment in the course or courses comprising the unit exceeds five. *If the course generates supplementary weighted funding, the course is considered concurrent enrollment and SYP provisions would apply, including meeting all necessary proficiency requirements.*
- School districts with total BEDs enrollment of more than 600 may utilize contracted community college courses for one unit of science or one unit of mathematics (provided they have met the requirements listed above) but will not be eligible to receive supplementary weighted funding.

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)).

All instructors teaching college credit courses must meet state minimum faculty standards. Adjunct instructors, including those delivering courses under SYP, 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 (281 IAC 21.3). For additional information, see the community college quality faculty section of the [Department's website](#).

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).

Concurrent enrollment course instructors employed by the community college are not required to meet secondary licensure and endorsement requirements by the Board of Educational Examiners.

Concurrent Enrollment Textbook Policy

For concurrently enrolled students, textbooks must be provided to students in the same manner as districts provide books for other courses pursuant to Iowa Code chapter 301. By district policy, a school may rent a textbook, require a student to buy a book, or provide books at no cost.

If the district establishes a textbook fee, the fee must apply consistently to all textbooks. The fee itself must be reasonable and reflect the actual cost of providing the textbook(s). Accordingly, per Department of Education guidance, the fee should be no more than the cost spread over the years the textbook is expected to be used.

Example: If a school district charges a yearly textbook rental fee of \$75.00 to all enrolled students of the district, it would not be permissible for the district to establish a separate textbook fee or policy applicable only to students participating in concurrent enrollment courses. For example, in addition to the required textbook rental fee, a school district requires the student to purchase their textbooks for concurrent enrollment courses - this is not permissible as doing so would equate to charging tuition, which is not allowed.

Advanced Placement (AP[®]) and Concurrent Enrollment Courses

The College Board, the organization which administers the AP[®] program, does not prohibit use of the AP[®] designation for courses generating both secondary and postsecondary credit.

Senior Year Plus legislation allows concurrent enrollment courses eligible for supplementary weighting to also be designated as AP[®] by the College Board provided all requirements are met. These requirements are detailed in the table titled "*Interplay between Advanced Placement and Concurrent Enrollment Courses*" ([Appendix A](#)). Please note that concurrent enrollment courses, including those sections receiving AP[®] designation, must use the college's syllabus and may not be delivered over the course of an entire school year.

In general, whatever policy the board follows related to textbooks in its district classes will also apply to textbooks in concurrent enrollment courses. For more information on tuition and fees, please refer to the [Department's website](#).

In addition, please note the following:

- The contractual agreement between the college and the district should delineate the institution responsible for providing textbooks to students.
- The contractual agreement between the college and the district should delineate the institution responsible for providing tools and equipment. Districts may purchase tools and equipment, at cost, and retain the equipment. Neither the district nor the college may require that students provide their own tools or equipment, though districts may allow students to purchase equipment at cost.
- A textbook fee may not be assessed if no textbook is issued for a course. Doing so would equate to charging tuition, which is not allowed.
- Online/web-based courses that require individual student access codes qualify as an electronic textbook substitute under Iowa Code section 301.1(3)
- The requirements for PSEO regarding textbooks are different than for concurrent enrollment. For PSEO, books and materials



must be provided to students at no cost but students may be charged for equipment the student retains.

- The school board must adopt a policy that includes provisions for a waiver of fees, which includes textbook fees (full waiver, partial waiver, or temporary waiver). The waiver process helps to reduce the impact of textbook fees on students and families with limited ability to pay (see below).

Per Department of Education Iowa Administrative Code chapter 281-18, school districts must adopt board policies pertaining to the charging and collecting of any fees. This policy must include provisions for granting a waiver, partial waiver, or temporary waiver of student fees. The procedures on charging fees, a written notice of fees charged to each student, the waiver and reduction policy and procedures including income guidelines, and the application for waiver shall be distributed to all students of the district at the time of registration or enrollment. Waiver processes must ensure confidentiality, be conducted within a reasonable time, and culminate in a written decision issued to the applicant. If the school district denies a waiver, the written decision must include the reason for denial. For students whose primary language is other than English, the school shall provide a copy of these policies in the student's native language or arrange for translation of the materials within a reasonable time.

a. Full Waiver. A student shall be granted a full waiver of all fees if:

- The student or the student's family meets the financial eligibility criteria for free meals offered under the Child Nutrition Program;
- The student or the student's family meets financial eligibility criteria for participation in

the Family Investment Program (FIP);

- The student or the student's family is eligible for transportation assistance under open enrollment provided under 281 IAC 17.9(3); or
- The student is in foster care.

Note: Supplemental Security Income eligibility is not a qualifier because a student may qualify for SSI without regard to financial circumstances.

b. Partial Waiver. A school district shall grant a student either a waiver or a partial waiver of all student fees if the student or the student's family meets the financial eligibility criteria for reduced price meals under the Child Nutrition Program. A partial waiver shall be based on a sliding scale related to an ability to pay.

c. Temporary Waiver. At the discretion of the school board, a student may appeal for or be granted a temporary waiver of a fee or fees (note: it does not have to be all fees) in a hardship case. A temporary waiver shall be determined on a case-by-case basis, and may be granted at any time during a school year. The maximum length of a temporary waiver shall be one year.

Transportation

Iowa Code subsection 261E.8(5) presently states that transportation to and from a community college is the obligation of the student and the student's parent or guardian. 281 IAC 22.12 is silent on the issue.

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.



Summer College Credit Program

Program Overview

The [Summer College Credit Program \(SCCP\)](#) (281 IAC 22.33) is designed to increase participation in career and technical education programs aligned to in-demand occupations. The SCCP, authorized in 2018 as part of the Future Ready Iowa Act (House File 2458), has three primary goals:

1. Provide greater access to college-credit coursework in CTE programs by allowing high school students to enroll at an Iowa community college during the summer at no cost.
2. Allow high school students to explore and start on paths to obtain credentials linked to high-demand fields.
3. Maximize the investment made by community colleges, school districts, business partners and others in modern CTE facilities and equipment through innovative summer programming.

Course offerings through the SCCP function like standard concurrent enrollment courses offered during the typical academic year in that the requirements for students, courses, instructors and institutions are the same for both. Courses offered through this program, however, are not eligible for concurrent enrollment supplementary weighting. Instead, the SCCP is supported by an appropriation determined annually from the Iowa legislature.

Each community college works directly with school districts to identify and enroll interested students. To enroll, students must be in grades 9-12, which includes students who will be entering the ninth grade in the fall, as well non-graduated twelfth-grade students.

Community colleges submit proposals annually to the Iowa Department of Education for approval. Coursework offered needs to be a part of an approved CTE program and in alignment with an in-demand occupation as identified by the state workforce board or the respective community college.

Program Requirements

Programs shall be offered during the summer term of an eligible postsecondary institution, as determined by the start and end of the institution's summer term.

Type of Coursework Offered (281 IAC 22.33 (2))

The following provisions apply to coursework delivered through an approved program under this rule.

- Coursework delivered shall comply with the course requirements established under Iowa Code section 257.11(3).

- The course shall be ineligible for supplementary weighting.
- Eligible coursework must be part of an approved career and technical education (CTE) program. This includes courses identified as technical core within and prerequisite coursework for an approved CTE program.
- The career and technical education program shall be aligned to in-demand occupations identified by the state workforce development board and community colleges.

Student and Institutional Requirements

- An institution offering programming to a student under this rule shall comply with the [Concurrent Enrollment \(Division IV\)](#) requirements regarding program availability, student eligibility, and teacher eligibility (281 IAC 22.2-22.4).
- A community college must contract with a school district to enroll students into the SCCP (281 IAC 22.3(5)). The contract must be approved by each institution's governing board (same process as concurrent enrollment).
- The college will make the program available to any interested school district at no cost to the participating district or student.
- The SCCP is available to students in grades 9 through 12. For purposes of this program, a student may enroll starting the summer following the 8th grade up until the student graduates from high school.
- Students should be enrolled into the program using the same process for enrolling students into concurrent enrollment offerings.
- Concurrent enrollment student access and eligibility requirements apply to the SCCP. This includes, but is not limited to:
 - Access for students enrolled in non-public schools and dual-enrolled students;
 - Notice of availability of program;
 - Access to support services available to regularly-enrolled students;
 - The awarding of high school and college credit for successful completion of course(s).

Program Proposals

The department shall establish an annual process for the submission and review of proposals for SCCP. A postsecondary institution eligible to offer programming under Division IV - Concurrent Enrollment may submit program proposals to the department (281 IAC 22.33 (3)).

For additional information on the Summer College Credit Program see the [Department's website](#).

Nonpublic Concurrent Enrollment



2019 Iowa Acts chapter 164 expanded the definition of concurrent enrollment. In addition to enrollment through a school district as authorized under subrule 281 IAC 22.11 (2), students enrolled at an accredited nonpublic school may access concurrent enrollment coursework through a direct contract between the authorities in charge of an accredited nonpublic school and community college (281 IAC 22.13). Funding for this program is subject to the appropriation of funds established by the Iowa legislature.

For purposes of direct contracting for concurrent enrollment with nonpublic schools, “accredited” means either an independently accredited and/or state accredited nonpublic school.

Nonpublic Concurrent Enrollment is optional and a nonpublic accredited school is not required to establish a district-to-community college sharing agreement with an eligible postsecondary institution. If a nonpublic accredited school opts not to participate in the Nonpublic Concurrent Enrollment option, the nonpublic school may work (or continue to work) with a community college to provide opportunities to students that fall outside of the Senior Year Plus/Concurrent Enrollment program.

General Requirements of Nonpublic Concurrent Enrollment

- A nonpublic accredited school may establish a district-to-community college sharing agreement with an eligible postsecondary institution.
- Any coursework delivered through a contract shall meet the same requirements established under rule 281 22.11(261E), Concurrent Enrollment, for students, institutions, and instructors ([see eligibility requirements](#)). However, such course work is not eligible for funding under subrule 22.11(6).

- Institutions participating in the nonpublic concurrent enrollment program shall follow the same policies established under the concurrent enrollment program (Division IV). **Therefore, a nonpublic school may not, under current statute, pass along the cost of the concurrent enrollment course to the student.**

Student Access to Concurrent Enrollment

- Students attending an accredited nonpublic school may access Senior Year Plus programming through a public school district as authorized under subrule 281 IAC 22.11 (2) (i.e., Concurrent Enrollment).
- It is also simultaneously an option for students attending a nonpublic school to access concurrent enrollment programming contracted directly with a community college through the expanded nonpublic concurrent enrollment option.

One enrollment option does not supersede the other. Public school districts will still be required to honor and handle enrollment requests for nonpublic school students.

Funding

Program funding is subject to the appropriation of funds by the General Assembly and any funds appropriated will flow through the Department directly to the community college. If funds are appropriated by the General Assembly, nonpublic school students enrolled in a contracted community college course will generate an amount equivalent to the supplementary weighting generated had the student enrolled in the community college course via the school district.

For such purposes, coursework delivered through a contract between the authorities in charge of an accredited nonpublic school and community college pursuant to this rule may be eligible for funding as described under rule 281 97.8(261E).

Funding Eligibility (281 IAC 97.8)

For purpose of determining funding to the community college, a student enrolled in a unit of concurrent enrollment coursework offered through a contract by an accredited nonpublic school with an Iowa community college pursuant to Iowa Code section 261E.8(2) shall be counted as if the student were assigned a weighting as described in subrule 97.2(5).

All of the following conditions must be met to be eligible for funding (261E.8(2)):

- a. The course must supplement, not supplant, high

school courses.

(1) 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 accredited nonpublic school.

(2) The course must not be used by the accredited nonpublic school in order to meet the minimum accreditation standards in Iowa Code section 256.11(5) “b,” “c,” “f,” “g,” “i,” and “j.,” *except that a nonpublic school accredited under the standards required pursuant to Iowa Code 256.11 with a total basic educational data survey enrollment in grades 9 through 12 of not more than 200, that contracts with a community college to provide one unit of science required in Iowa Code section 256.11(5) “a” or one unit of mathematics required in Iowa Code section 256.11(5) “d” or “e” and any of the five units of career and technical education required in Iowa Code section 256.11B may request weighting for any community college course if the accredited nonpublic school’s course enrollment exceeds five.*

(3) Any coursework delivered through a contract established shall meet the same requirements established under rule 281-22.11(261E), Concurrent Enrollment, for students, institutions, and instructors. ([see eligibility requirements](#)).

Institutions will adhere to the specified eligibility criteria in order to access any funds made available by the Legislature for nonpublic school concurrent enrollment courses. With the exception of subparagraph (a)(2) and (a)(3), which are specific to nonpublic schools, the criteria specified under 281 97.8(1) are the same as those specified for concurrent enrollment offerings between a school district and community college.

Reporting and Billing

Institutions participating in a contract pursuant to this rule shall comply with data reporting and verification processes established by the department (281 IAC 22.13(4)).

- An accredited nonpublic school that enters into a contract for concurrent enrollment courses shall submit student and course information as determined by and according to the timeline established by the department (fall and spring of each year).
- The community college and accredited nonpublic school shall verify the submitted information by semesters or the equivalent.
- Projected supplementary weighting calculations will be available midyear (i.e., projected funding totals), but payments to community colleges will not be disbursed until final costs are known at the end of the school year.
- Community colleges will not bill the accredited nonpublic school until all calculations of supplementary weighting for accredited nonpublic schools are completed (281 IAC 97.8(2)).

Per 261E.8(2) “b”(4), funding will be prorated if the total funds appropriated by the General Assembly are insufficient to cover statewide, aggregate per student awards. If this occurs, the community college receiving funds for these purposes is to decrease the amount billed to the nonpublic school by the amount of per student funding received by the state. Funds will be distributed to the community colleges in lump sum at the end of the fiscal year.



Postsecondary Enrollment Options Program (PSEO)



Program overview

First established in 1987, the PSEO program is intended to promote rigorous academic pursuits and to provide a wider variety of options to high school students.

The program allows eleventh and twelfth grade students, as well as ninth and tenth grade students identified as gifted and talented by their local district, to enroll in college courses. Through the program, individual students may enroll in an eligible postsecondary course if a comparable course is not offered at their school. Successful completion of the course also generates high school credit and applies 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, it is provided free to the student (except possible equipment purchases). If a student fails to complete the course and is not eligible for a waiver, the student or the student's parent or guardian may be required to reimburse the district's cost.

A school district may not enroll students into a PSEO course when it is possible for such enrollment to be handled through a contracted course offered through the concurrent enrollment program. If the district has a contractual agreement with a community college, enrollments through PSEO are not permissible through any of the state's 15 community colleges (281 22.17(3)). In practice, this means that the vast majority of high school student enrollment in community college coursework will be through the concurrent enrollment program. Only in rare circumstances, such as a district without any concurrent enrollment agreement, is enrollment in a community college course through PSEO permissible.

The school district may continue to enroll students through PSEO in coursework offered by other eligible postsecondary institutions, including Iowa's public universities, private colleges and universities, and eligible proprietary institutions ([see Appendix B](#)).

Availability and Notification (281 IAC 22.14-23)

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.

PSEO courses provided by a school district may be, but are not required to be, available to students on a year-round basis. All PSEO eligibility requirements apply to summer enrollment; however, students are responsible for paying the cost of attendance. Tuition for summer enrollment is not limited to \$250; the \$250 per course limitation stipulated in Iowa Code applies only to tuition reimbursements made by the school district.

PSEO courses may be taken during the school year when the high school is not in session (e.g., winter break, during non-regular school hours). Since these courses take place during the academic school year, the district is responsible for the cost of these courses up to \$250, and the course is treated like any other PSEO course.

Student Eligibility (281 IAC 22.16)

In addition to the Senior Year Plus (SYP) student eligibility requirements, students also must meet the following requirements to be eligible to enroll in PSEO courses.

Definition of Eligible Student

- Must be a resident of Iowa;
- An eleventh or twelfth grade student;
- A ninth or tenth grade student identified as gifted and talented pursuant to Iowa Code section 257.43.

A student enrolled in an accredited nonpublic school who meets all eligibility requirements may apply to take courses under PSEO through 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.

Application Process (281 IAC 22.18)

Subsequent to school board approval, an eligible student shall make application to an eligible postsecondary institution to allow the eligible student to enroll for college credit in a course offered by the institution.

A comparable course must not be offered by the school district or accredited nonpublic school the student attends. **This includes a course offered through concurrent enrollment.** 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. The school district shall make this determination when a student submits an application for a PSEO course.

Pursuant to Iowa Administrative Code chapter 281- 22.16, postsecondary institutions may require students to meet appropriate standards or requirements for entrance into a course. Such requirements may include but are not limited to prerequisite courses, scores on national academic aptitude and achievement tests, or other evaluation procedures to determine competency.

If the postsecondary institution accepts an eligible student for enrollment under PSEO, the institution 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.

However, 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 student for the duration of the course.

Eligible Postsecondary Courses (281 IAC 22.17 (1))

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 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; and also the courses in career option programs offered by area schools established under the authorization provided in Iowa Code chapter 260C.

A school district or accredited nonpublic school shall grant credit to an eligible student enrolled in an eligible postsecondary course under this program. **Pursuant to 281 IAC 22.16(3), secondary 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 by the postsecondary institution.

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 State 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. Courses taken during a summer term **may not** supplant courses offered by the district during the academic school year.
- The high school credits granted to an eligible student under this division shall count toward the graduation 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.

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, 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 (\$250).

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 of

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

PSEO courses **may not** be used to meet minimum school district accreditation standards (i.e., “offer-and-teach” requirements) (281 IAC 12.5(5)).

Textbook Ownership (281– IAC 22.21(3))

Institutions are required to provide textbooks at no cost to students enrolled in a PSEO course. Institutions may choose to retain ownership of textbooks used for a PSEO course. To do so, institutions must include an ownership provision as part of the PSEO agreement and secure the student’s signature, or the parent’s or guardian’s signature of a minor student, prior to the start of the PSEO course. The ownership provision must state that the textbook remains the property of the institution, which is agreeing to loan the textbook to the student for the duration of the PSEO course.

If a student, after signing the agreement, fails to return the textbook at the end of the PSEO course, the institution which suffered the loss may seek reimbursement from the student, or the parent or guardian of a minor student, for the cost of the textbook.

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.



Table 2: Example of PSEO Enrollment Timeline

Each academic year (e.g., March 1)	The school district provides information about the PSEO program to the 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 term 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 1 of the year of PSEO enrollment	Postsecondary institution sends requests for payment for participation in the PSEO course to the school district.
No later than June 30	The school district pays no more than \$250 per student.

Table 3: 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 community college. See Appendix B: Postsecondary institutions potentially eligible to participate.	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, regardless if the student fails or does not pass the course.
College Credit	Required; course must be nonsectarian.	Required if 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.	Concurrent enrollment classes allowed through the Summer College Credit Program. Other contracted courses eligible refer to issued guidance .
Full-Time Enrollment	Allowed	Allowed
Transportation Responsibility	Parent or Legal Guardian	Parent or Legal Guardian; unless the course is used to meet a school accreditation requirement or jointly administered, then responsibility of the school district.
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.

Career Academies



Program Overview

Career academies are career-oriented or occupation-orientated 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 career technical education (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.

Establishment and Responsibilities (281 IAC 46.11 (1))

A career academy may be established under an agreement between a single school district

and a community college, or by multiple school districts and a community college organized into a regional career and technical education planning partnership pursuant to rule 281-46.10 (258).

A career academy established under this rule shall be a career-oriented or occupation-oriented program of study that includes a minimum of two years of secondary education, which may fulfill the sequential unit requirement in one of the four service areas required under 281-subrule 12.5(5), includes concurrent enrollment programming aligned with a postsecondary education program which meets requirements of 281-chapter 22 (Senior Year Plus), and is approved by the director.

A career academy shall do all of the following:

- A. Utilize regional career and technical education planning partnerships (RPP) outlined in rule 281-46.10(258) in an advisory capacity to inform the selection and design of the career academy and establishment of industry standards.
- B. Establish a program of study that meets the following criteria:
 - (1) Is designed to meet industry standards and prepare students for success in postsecondary education and the workforce.
 - (2) Integrates academic coursework; includes foundational and transitory career and technical education coursework; includes work-based learning; and utilizes the individual career and academic planning process established under 281-chapter 49.
 - (3) Integrates a portion of the career academy a hands-on, contextualized learning component.
 - (4) Allows students enrolled in the academy an opportunity to continue on to an associate degree and, if applicable, a postsecondary baccalaureate degree program.

Senior Year Plus Program Requirements (281 IAC 22.24)

- For college credit career academy courses, the general provisions of Senior Year Plus (SYP) 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) under Iowa Code 279.61

- A career academy course may qualify as a concurrent enrollment course if it meets the requirements of Iowa Code 261E.8.
- Career academy courses cannot qualify as regional academy courses.

Contract or Agreement (281 IAC 46.11(2))

The career academy program of study must receive approval from district and community college boards participating in the career academy. 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. An assurance form, as defined by the Department of Education, which specifies that the career academy includes all components required under subrule 46.11(2) shall be sent to the director of the Department of Education.

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. 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;
- 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.

Faculty Standards (281 IAC 46.11(3))

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 24.5 (1) and the requirements of the quality faculty plan as approved by the community college board. Instructors teaching courses that provide only secondary level credit must have appropriate secondary licensure pursuant to Iowa Code chapter 272.

Career Academy Funding

Community colleges may expend Workforce Training and Economic Development Fund monies on the development and implementation of career academies provided appropriate requirements are met (281 IAC 27.5(3)).

Courses within a career academy may be concurrent enrollment courses, provided appropriate requirements are met. Career academies may also qualify for use of federal Carl D. Perkins funds. Additionally, an approved regional career and technical education planning partnership (RPP) is eligible to receive state funds for school districts and community colleges participating in the regional career and technical education planning partnership for purposes allowed under subrule 46.10(6).

The [Career Academy Incentive Fund](#) is a competitive grant process that provides targeted grants to support partnerships between school districts and community colleges that expand access to career academy programs, with focus on programming delivered through regional centers (281 IAC 46.13).

Accreditation Requirements

Contracted college credit courses may be used to meet school district minimum accreditation standards for CTE offerings. For more information on how contracted college credit courses and other contracted courses may be used to meet district accreditation standards see the [Accreditation Requirements and Contracted Courses section](#) within this guide.

School District Data Reporting Requirements

Data collection and reporting must follow specified requirements as determined by the Department of Education (281 IAC 46.11(5)).

All concurrent enrollment courses are reported through Student Reporting in Iowa (SRI) reporting as described in the concurrent enrollment [data reporting section](#). Career academy courses may

be assigned an accreditation program area of 9 (vocational) when appropriate and a course origination value of 3 (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 46.11(5)).

Community colleges must report fall and fiscal year career academy enrollment through the Community College Management Information System (MIS). Additional information about career academy reporting can be found in the *Reporting Manual and Data Dictionary for the Community College MIS* on the [Department's website](#).

Regional Academies



Program Overview

A regional academy is a program established by a school district to which multiple school districts send students in grades 7 through 12. In addition to partnering with other school districts, the school district establishing a regional academy may enter into a contract or a chapter 28E agreement with one or more accredited nonpublic schools, area education agencies, community colleges, accredited public or nonpublic postsecondary institutions, businesses, and private agencies located within or outside of Iowa. Regional academies must include in their curricula advanced level courses and may include career and technical coursework and core curriculum coursework, internet-based courses, and coursework delivered via the ICN. The program is intended to serve as a district-to-district sharing mechanism to increase the availability of advanced coursework. The purpose of regional academies shall be to build a culture of innovation for students and community, to diversify educational and economic opportunities by engaging in learning experiences that involve students in complex, real-world projects, and to develop regional or global innovation networks.

A regional academy and regional center are not one in the same. Establishing a regional academy requires submitting a plan to the Department for approval. The application form and the funding agreement is located on the [Department's website](#). A regional center is a physical structure wherein career academies are delivered; must include four (4) career academies; and must serve a combined 120 students from two school districts; or a minimum of four (4) school districts.

Senior Year Plus Requirements (281 IAC 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 and core curriculum coursework. Additionally, courses may be delivered online via ICN, asynchronous learning networks or Internet-based delivery systems.
- School districts participating in regional academies may be eligible for supplementary weighting as provided in 257.11(2) [district-to-district sharing].
- 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 [Department's website](#) for guidance on applications related to supplementary weighting.

Resident students in a district providing an approved 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 grades seven through twelve.
- The courses have no relationship to the program provided to students pursuant to an IEP (257.11(8)).
- The academy coursework is not an at-risk program, an at risk pupil's 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.

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, including regional academy weighting. The class, if provided by a community college, must meet all of the requirements of a concurrent enrollment class. Districts must pay instructors of ICN courses a portion of the supplementary weighting received by both the host and receiving school districts pursuant to Iowa Code section 257.11(7)(b).

Reporting Requirements

All regional academy courses are reported through Student Reporting in Iowa (SRI). The accreditation program area should be appropriately identified according to the curricular areas identified in the current *SRI Data Dictionary*. The Institution Providing Course field will contain the host's four-digit state-assigned district code followed by four zeros to make an eight-digit code. The Course Origination field is identified by the value of 10 (regional academy course). Only the host district reports courses with a Course Origination of '10'. The sending districts will report the courses with a Course Origination of '5' if the course is only offered for high school credit.



Program Overview

[Project Lead the Way®](#) (PLTW) provides science, technology, engineering, and mathematics (STEM)-oriented curriculum in several areas, including engineering, biomedical, and computer science. Though PLTW offers curriculum spanning Pre-K through grade 12, additional support outlined below is provided to school districts offering certain PLTW offerings in grades 9 through 12 provided certain conditions are satisfied.

Availability and Notification (281 IAC 22.32(2))

School districts shall make descriptions of PLTW courses available to students through a course registration handbook. The handbook shall identify which courses, if successfully completed, generate college credit under the program. Information about available PLTW shall be provided to every junior high school student or middle school student prior to development of a core curriculum plan pursuant to Iowa Code 279.61.

PLTW courses are available to students from accredited nonpublic schools and students receiving competent private instruction under Iowa Code chapter 299A through the school district in which the accredited nonpublic school or private institution is located.

Curriculum (281 IAC 22.32(4))

A school district offering a PLTW program must offer the most current curriculum developed by the national organization that administers the PLTW program.

Instructor Requirements (281 IAC 22.32(5))

A school district shall ensure that a teacher or instructor employed to provide instruction under this rule meets the following additional criteria:

- The teacher shall have successfully completed the training required by the national organization that administers the PLTW program.
- The teacher shall meet the minimum requirements of the national organization

that administers the PLTW program.

- The teacher shall participate, on a regular basis, in available professional development provided by the national organization that administers the PLTW program.

Credit (281 IAC 22.32(8))

A school district must award credit for the completion of a PLTW course. At the high school level, this credit may be used by a student to meet a graduation requirement for a subject area in which the instructor is licensed/endorsed (281 IAC 22.32(6)). Postsecondary credit may be available based on the delivery option for the PLTW course.

Delivery Options for PLTW Coursework

Offered for High-School Credit Only

- *Curriculum:* PLTW curriculum adopted by the school district and offered in appropriate subject area.
- *Instructor qualifications:* Secondary licensure/endorsement in appropriate area. Meets requirements set by PLTW, including completion of any required special training.
- *Credit:* By the school district for high school credit if the course is not offered by a community college. The district will award credit as appropriate for grade level and subject area in which the instructor is licensed/endorsed. If the instructor teaching the PLTW course is appropriately licensed/endorsed within the subject area the course is offered, the PLTW credit may, at the school district's discretion:
 - Be used to meet offer-and-teach requirements for the service area in which the instructor is licensed/endorsed;
 - Count toward district graduation requirements.
- *Supplementary weighting:* Not eligible for supplementary weighting.
- *Additional provisions:* The PLTW curriculum may be taught as a full-year course.

Offered Collaboratively with a Community College

- *Curriculum:* PLTW curriculum adopted by the school district and offered in appropriate subject area.
- *Instructor qualifications:* Secondary licensure/endorsement in appropriate area. To generate supplementary weighted funds, the instructor must also meet the community college faculty qualifications. Meets requirements set by PLTW including completion of any required special training.
- *Credit:* Postsecondary credit awarded

according to the articulation agreement with the community college. High school credit awarded for the subject area in which the instructor is licensed/endorsed. If the instructor teaching the PLTW course is appropriately licensed/endorsed within the subject area the course is offered, the PLTW credit may, at the school district's discretion:

- Be used to meet offer-and-teach requirements for the service area in which the instructor is licensed/endorsed;
- Count toward district graduation requirements.
- **Supplementary weighting:** Yes, course is eligible for supplementary weighting (281 IAC97.2(6)).
- **Additional provisions:**
 - A school district and community college must establish an articulation agreement for the PLTW course. The articulation agreement will specify the conditions under which postsecondary credit will be awarded to a student that demonstrates mastery of the concepts of the high school PLTW course;
 - Students, instructors, and institutions must meet the requirements of 281 IAC [22.2](#), [22.3](#), and [22.4](#), respectively;
 - The PLTW curriculum may be taught as a full-year course;
 - The PLTW curriculum does not need to be delivered through a regular community college course available to regularly enrolled community college students.

Offered through Concurrent Enrollment

- **Curriculum:** PLTW curriculum adopted by the postsecondary institution and offered through a course integrated into a postsecondary program.
- **Instructor qualifications:** Must meet community college faculty qualifications. Meets requirements set by PLTW, including completion of any required special training.
- **Credit:** Secondary and postsecondary credit for successful completion of the course, as determined by the community college.
- **Supplementary weighting:** Yes, course is eligible for supplementary weighting (281 IAC 97.2(5)).
- **Additional provisions:**
 - A school district and community college must establish an articulation agreement for the PLTW course. The articulation agreement will specify the conditions under which postsecondary

credit will be awarded to a student that demonstrates mastery of the concepts of the high school PLTW course;

- The PLTW curriculum must be delivered in a course format comparable to that of other courses offered by the community college. The PLTW curriculum may not be taught as a full-year course;
- The PLTW curriculum must be delivered through a regular community college course available to regularly enrolled community college students;
- Students, instructors, and institutions must meet the requirements of 281-IAC [22.2](#), [22.3](#), and [22.4](#). Students may not audit a PLTW course offered through a contractual agreement with a community college (281 IAC22.32 (7)).

School Accreditation Requirements

At the discretion of the school district, 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 Iowa 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 PLTW 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.

Career Academy Incentive Fund

The Career Academy Incentive Fund was created through the reauthorization of the Secure an Advanced Vision for Education (SAVE) fund in 2019 (Iowa Acts chapter 166). It provides targeted grants to support partnerships between school districts and community colleges that expand access to career academy programs, with a focus on programming delivered through regional centers. Annually, the Iowa Department of Education will award grants of up to \$1 million for projects that best meet the criteria specified in statute (the number of grants issued will be based on the amount of available funds and types of applications received). The grant program is for the life of the SAVE reauthorization (until 2051) and is allowed to grow up to \$5 million dollars per year.

Application Proposals (281 IAC 46.13(3))

Institutions seeking funds under this rule shall submit an application proposal to the Department in a format prescribed by the Department. An application for funding that includes more than one institution shall designate a single institution to receive funds on behalf of all participants.

At a minimum, all applications shall include one school district and one community college, though applications consisting of multiple school districts and a community college are encouraged. If a group of institutions plans to submit an application, a school district or community college should be designated as the point for submitting the application.

Proposals for new career academies delivered collaboratively between multiple school districts and a community college through a regional center will receive priority consideration. However, it is not strictly limited to that criteria. Interested school districts are encouraged to have conversations with their Regional Planning Partnership (RPP) and partnering community college to evaluate opportunities to collaborate and expand access to high-quality career and technical education programming through innovative partnerships within their region.

Application and Resources may be found on the [Department's website](#).



Senior Year Plus Quality Assurance



It is the responsibility of institutions participating in Senior Year Plus (SYP) 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 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 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.

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.

HLC Accreditation Process

Institutions of higher education eligible to participate in Senior Year Plus must be regionally accredited by the [Higher Learning Commission](#) (HLC). This regional accreditation process certifies institutional quality using a process for self-improvement based on critical self-analysis and peer evaluation. In addition, accredited status is required for colleges to have access to federal funds, including student financial aid.

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 HLC 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.

The HLC currently supports two pathways by which postsecondary educational institutions can maintain their institutional accreditation: Standard and Open. A third pathway, the Candidacy Pathway, is for colleges seeking initial candidacy. The Iowa Department of Education accepts all of the HLC-approved accreditation processes. The most current HLC pathway information can be found on their website for the [Standard](#) and [Open](#) pathway.

Community College State Accreditation Process

In addition to the HLC accreditation process, community colleges are accredited by the State Board of Education. The [accreditation process](#) supplements the HLC process by ensuring compliance with state standards not specifically reviewed through the HLC review.

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 desk review reports and site visits. The schedule is based on a 10-year cycle with comprehensive evaluations in year 10 and interim evaluations in year five. Following each visit, a final evaluation report is generated with recommendations and one of the components reviewed is the college's concurrent enrollment program. 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.

Additional information on the state accreditation process may be found in the [Iowa Community Colleges State Accreditation Guide](#).

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). [National Alliance of Concurrent Enrollment Partnerships](#) (NACEP) is the only national organization supporting programs, practitioners, and policy to advise concurrent enrollment.

Each of Iowa's 15 community colleges has committed to seeking NACEP accreditation and ensuring the quality of concurrent enrollment programming. Recognized as a national model for states instituting quality controls for dual enrollment programs, a number of states have implemented concurrent enrollment policies or laws which utilize [NACEP standards](#) or accreditation. NACEP utilizes 16 standards which cover six categories: partnerships, curriculum, faculty, students, assessment, and program evaluation. Senior Year Plus standards are in close alignment with NACEP accreditation standards. The Department prepared a crosswalk which details the alignment between Senior Year Plus requirements and NACEP standards.

The process for obtaining NACEP accreditation involves an extensive application and document review process culminating in a peer review consisting of representatives of NACEP-accredited two- and four-year institutions. Starting with the 2021-22 accreditation cycle, the program interview will transition to a virtual site visit. Once accredited, NACEP accreditation is valid for five years for initial programs and seven years for a re-accredited program.

In addition to the traditional [Concurrent Enrollment Program](#) (CEP) endorsement, institutions have the option to apply for an additional endorsement: [College Provided Faculty Model](#) (CPF).

Additional information on the NACEP accreditation process may be found in the [NACEP Accreditation Guide](#).

Audit Processes

Audit processes are used to provide confidence that courses delivered through Senior Year Plus meet established 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 SYP. The audit committee currently consists of representatives of the three public institutions, the K-12 sector, and community colleges.

Audit plans entail a thorough review of the quality of concurrent enrollment offerings while limiting duplication with existing accountability mechanisms. The audit process is coupled with NACEP accreditation and aligned with the community college state accreditation process.

The scope of the audit is limited to currently concurrent enrollment courses. The scope may be broadened in future years to include other SYP offerings, including PSEO and AP[®] courses.

AP[®] Course Audit Process

The College Board has a review process for AP[®] that includes a course audit. Courses are reviewed by higher education faculty and AP teachers who validate course syllabi and other course information.

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 designated 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, Concurrent Enrollment and PSEO enrollment. The data is collected from a variety of sources including the SRI data collection system and the [Basic Educational Data Survey](#) (BEDS).

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. The report is available on the [Department's website](#).

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, including headcount, credit hours taken, student demographics, and enrollment by program type and offering arrangement. Additionally, the report includes college joint enrollment profiles.

All data included in this report is taken from the Community College Management Information System (MIS) and confirmed by each college. The report is available on the [Department's website](#).



Frequently Asked Questions

This section provides department responses to frequently asked questions related to Senior Year Plus (SYP). Each question is accompanied by the section of [Iowa Administrative Code \(i.e. rule\)](#) 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)

The following questions within this section apply to all Senior Year Plus programs.

22.1

Q. Are foreign students eligible for Senior Year Plus programs?

A. First disclaimer: there is no one size fits all guidance for this area of law. Take the following guidance as it is intended to be—very general statements.

Resident students who may be undocumented:

These are students who reside in Iowa; whether they have proper documentation in regards to their immigration status is irrelevant to school districts. K-12 school officials do not make inquiry into the citizenship status of students who clearly reside in their district. The district of residence provides all educational benefits, including Senior Year Plus programs and extracurricular programs, to such students.

Two cautionary notes:

- If a resident student who may be in the U.S. undocumented desires to partake of a Senior Year Plus course for both secondary and postsecondary credit, the student should be counseled that the postsecondary institution could deny the student access to the course. Also, while district officials may and should truthfully reassure the student that no one from the district will report any suspicions about the student's status to federal authorities, the district cannot guarantee the same about officials at the postsecondary institution.
- Same as above, but the course is one that requires a background check (Such as a course in a healthcare field), the student should be counseled that the background check cannot be done if the student does not have a Social Security number. District officials are not to ask the student whether they have an SSN; just provide the information and let the student make an informed decision about whether to proceed with signing up for the course.

Foreign exchange students (J-1 visa holders):

These are students who are sponsored by an organization such as Rotary, Youth for

Understanding, etc., and who reside with a host family. These students are not residents of the district, and a district cannot include them on certified enrollment. The district is neither required to nor prohibited from allowing J-1 students to access SYP programming. If the district allows a J-1 student to access SYP programming, the J-1 student will need to enroll as a tuition-paying student through the postsecondary institution. The student would not be eligible to enroll in SYP programming directly through the district.

Foreign students, non-exchange (F-1 visa holders):

District officials will recall that they are required to collect full tuition for F-1 students. However, these students do not generate the 1.0 certified enrollment monies and therefore do not generate supplemental weighted funding. F-1 students are also not considered a resident of the state of Iowa, therefore they are ineligible to access SYP programming directly through the district. The district is neither required to nor prohibited from allowing F-1 students to access SYP programming. If the district allows a F-1 student to access SYP programming, the F-1 student will need to enroll as a tuition-paying student through the postsecondary institution. The student would not be eligible to enroll in SYP programming directly through the district.

Please note: This would not preclude the student from accessing a community college course offered at a high school location as a tuition-paying student. The amount of tuition the community college charges would be a decision of the postsecondary institution (if the institution charges full tuition or provides a reduced rate).

Finally, always give the benefit of any doubt to the student and allow them access to SYP programming.

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. Colleges have authority to determine course prerequisites and enrollment requirements

for courses generating postsecondary credit. However, any enrollment requirement set by the college for students enrolling through SYP must also be required of full-time students for admission to the institution. Any requirement must be in agreement with SYP requirements established in Iowa Code and Administrative Rule. Therefore, a college could not restrict concurrent enrollment participation to upperclassmen since Iowa Code and Administrative Rule clearly state that the program shall be open to all students in grades 9 through 12. Conversely, a college could require students earn a certain score on an entrance exam (e.g., ACCUPLACER, ALEKS, ACT, etc.) so long as this is required of a full-time student enrolling in the institution.

22.2(2)(a)

Q. Is there a form that must be used to meet this requirement (re: school district/postsecondary institution approval & course registration). 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 or concurrent enrollment to one course per semester, or require that PSEO or concurrent enrollment 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 for Senior Year Plus Programs?

A. To determine proficiency, school districts may utilize any of the following: Student performance results from the most recent administration of the Iowa Statewide Assessment of Student Progress (ISASP); or measures of college readiness jointly agreed upon between the school board and the eligible postsecondary institution; or through alternative but equivalent qualifying performance measures. See section "[Student Proficiency Requirements](#)."

22.2(2)(b)

Q. How do student proficiency requirements apply to students under competent private instruction?

A. A student under competent private instruction shall meet the same proficiency standard 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. In lieu of ISASP scores, CPI students may demonstrate proficiency through alternative performance measures.

22.2(2)(3)

Q. Is a district required to accept alternative performance measures in lieu of the statewide assessments scores for students under competent private instruction?

A. Yes. A school district shall allow a student under competent private instruction to demonstrate proficiency in reading, mathematics, and science.

Q. If a student does not meet the academic proficiency requirements in reading, mathematics, and science at the district level for enrollment in a SYP course, but he or she meets the requirements of the postsecondary institution, may the student pay tuition and take the college credit course?

A. If a high school student wishes to enroll independently as a tuition-paying student, they may do so (the student pays the college the tuition, not the district) provided they meet the college's enrollment requirements including any prerequisite(s) or academic assessment(s). The student would not need to meet Senior Year Plus requirements (including academic proficiency). While the student could enroll in the course independently, nothing would compel the district or non-public school to grant high school credit (the district/school should consult its local policy) or include evidence of this enrollment on the student's high school transcript.

At least one section of any college course offered for concurrent enrollment must be available to regular college students during the semester in which the course is offered for concurrent enrollment. If another section is available, the section may be closed to regular college students. In the situation whereby a high school student is enrolling as a tuition-paying student, the student should be treated the same as other regular tuition-paying students—either excluded or allowed to enroll in the high school section based on local policy.

The student could enroll in any other section of the course offered by the college, provided the student meets the college's enrollment requirements and the district's attendance policy. The district/school would not be compelled to allow the student to leave school grounds to attend a college course that is not offered through concurrent enrollment or

PSEO (i.e., not offered through Senior Year Plus). The student/parent should consult with the district/school prior to enrollment to ensure the established policy would allow the student to do so.

22.2(2)(b)(1)

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

A. Districts are encouraged to determine alternative performance measures, but are not required to do so. The exception would be for students under competent private instruction, in which case a school district *must allow* a student under private instruction to demonstrate proficiency in reading, mathematics, and science.

22.2(2)

Q. Do student proficiency requirements apply to career technical education (CTE) courses delivered through a contractual agreement with a community college used to meet a district's minimum "offer and teach" accreditation requirements?

A. No. Student proficiency requirements do not apply to CTE courses.

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

Q. Are students enrolled in nonpublic schools and competent private instruction (CPI) eligible to participate in Senior Year Plus programs (for example, concurrent enrollment, PSEO, career academies and regional academies)?

A. Yes. Nonpublic school students must enroll through the public school district in which their accredited nonpublic school is located. The public and nonpublic schools need to be in communication with one another. The public school district will enroll the nonpublic students as nonpublic shared time students. The public school district needs to schedule the students into the course and enter a section FTE for those courses; this will allow the public school district to generate supplementary weighting. CPI students from these settings must enroll through the public district in which they are dual enrolled. 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. Yes. All instructors teaching community college credit courses (including adjunct faculty such as high school concurrent enrollment instructors) must meet state minimum faculty standards. 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).

22.3(1)

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

A. The school district. See 281 IAC 22.4(2)(b).

22.4(1)

Q. May a district set criteria for enrollment in Senior Year Plus programming beyond the student proficiency requirements; requiring the student to meet proficiency and earn a certain grade in a high school course, a certain high school GPA, etc.?

A. No. Senior Year Plus expressly prohibits districts from placing restrictions on participation in Senior Year Plus programming beyond that which is specified in statute or administrative rule. Districts do, however, have a significant role in advising and helping students enroll in appropriate coursework.

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(3)

Q. If a college credit career and technical education 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 course delivered by a community college is used to meet a school district's "offer

and teach” requirements under Chapter 12.5(5)(i), and is *ineligible* for supplementary weighting. This is not considered concurrent enrollment as defined by SYP.

Advanced Placement Program (Division III)

The following questions within this section apply to the Advanced Placement Program.

22.7

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

A. Yes.

Q. Do students need to meet Senior Year Plus eligibility criteria to enroll in Advanced Placement® courses?

A. No. If the Advanced Placement® course is not delivered by a postsecondary institution and college credit is not awarded upon completion, then students do not have to meet the Senior Year Plus eligibility requirements.

Q. May concurrent enrollment courses be designated as Advanced Placement® courses?

A. Senior Year Plus legislation allows concurrent enrollment courses eligible for supplementary weighting to also be designated as AP® by the College Board provided that all requirements are met. Concurrent enrollment courses designated as AP® must use the college’s syllabi and may not be delivered over the course of an entire school year.

Q. How should joint AP®/concurrent enrollment courses be labeled?

A. With regards to how a joint concurrent enrollment/AP® course should be labeled, the College Board offers the following guidance:

The teachers of these courses and the principals at the schools providing these dual-enrollment/IB opportunities to their students must complete and submit the AP Course Audit form and syllabus for review. If authorized, these courses may be labeled “AP.” The “AP” designation can only be used with the official AP course titles, but if your current course title differs from the official AP course title, you can continue to use your current course title and then insert the official AP course title in brackets before or after your own course title.

Concurrent Enrollment Program (Division IV)

The following questions within this section apply to

the Concurrent Enrollment Program.

22.11(3)

Q. May a school district restrict enrollment into concurrent enrollment courses delivered through a contractual agreement to only courses offered at the high school?

A. No. Once the district contracts for a course, eligible students are allowed to access the course and the district may not impose additional restrictions on participation not authorized in statute. A school district contracts courses, which includes all modes of delivery (for example, at the high school face-to-face, on-campus face-to-face, online). While the school district can strongly encourage enrollment through one delivery mode over the other (a high school location over online, for example), they may not restrict the students enrollment.

22.4 (1)

Q. May a school district limit the number of courses a qualified student may take per grading period under the program (i.e. only allow enrollment into two concurrent enrollment courses per semester; only allow enrollment into one online course)?

A. No. 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. School districts do have a responsibility to ensure that students are making adequate progress toward graduation requirements and to counsel them accordingly.

22.11(5)

Q. May a school district place restrictions on the amount of high school credit awarded to a student through concurrent enrollment (i.e., only allow a maximum of 6 online credits on a high school transcript)

A. No. A school district is required to grant high school credit to a student enrolled in a course under concurrent enrollment if the student successfully completes (does not fail) the course. The school board does have the authority to determine the number of high school credits that shall be granted to a student who successfully completes a course (i.e., .5 unit/1 unit), but they are not allowed to place a limit on the total credits that can be earned (minimum or maximum). If a concurrent enrollment course meets a graduation requirement, credit granted shall count toward the applicable graduation and subject area requirement of the local school district and the student shall be awarded credit. The mode of delivery is irrelevant for SYP policy.

Q. Must a course taken under concurrent enrollment be included on the student’s high school transcript?

A. Yes.

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.

Q. May students be charged the district's cost if a student fails a concurrent enrollment course?

A. No. While districts may charge students if they fail to successfully complete a course through PSEO, this provision does not extend to concurrent enrollment courses. Students may not be charged any fee or penalty for withdrawing or failing a concurrent enrollment course. While no fee may be charged, there is an important advising role for high schools since students need to understand the importance of being ready for college level work and having a failing grade on their transcript.

Q. May districts charge a textbook fee for concurrent enrollment courses?

A. For concurrently enrolled students, textbooks must be provided to students in the same way as districts provide books for other courses pursuant to Iowa Code chapter 301. By district policy, a school may rent a textbook, require a student to buy a book, or provide books at no cost.

Q. If a student has unpaid school fees, may the district restrict a student's enrollment into concurrent enrollment courses?

A. No, The school district cannot deny or restrict enrollment in concurrent enrollment courses because a student owes fees.

For additional information on tuition and fees, refer to the [FAQ Guide](#) on the [Department's website](#).

Q. May a district charge students for optional exams (e.g. Project Lead the Way exams)?

A. Provided the exam is truly optional, the district may pass along the fee.

Q. May the district pass along to a student the fee for a criminal background check required by state law before certain health occupations students can participate in clinical or field experience?

A. Yes.

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. A course 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 (concurrent enrollment) may be used as part of school district accreditation "offer and teach" requirements for career and technical education (CTE), however those courses are not eligible for supplementary weighting. These contracted courses are not defined as concurrent enrollment and are not subject to Senior Year Plus requirements.

The exception to this provision is a district with a BEDS enrollment of 600 or less using a contracted course to meet their districts minimum accreditation requirements within one strand of a CTE service area. These courses are eligible for supplementary weighted funding if enrollment exceeds 5; and therefore subject to SYP requirements.

12.5(5)

Q. May a district apply for and receive a waiver for the third or fourth year of a world language and offer one or more world language courses in the same language via concurrent enrollment?

A. No. This option is not available to districts. All Iowa school districts are required to offer a four-unit sequence of uninterrupted study in at least one language per 281 IAC 12.5(5)(h). All high schools shall offer-and-teach the first two units of the sequence. The 3rd and 4th units must be offered. A waiver provision may be provided for the 3rd and 4th units if all of the following occur:

- The class is properly scheduled, and students are aware of the course offerings;
- The district can document the 3rd and 4th units of the world language sequence is assigned a schedule that allows students to enroll;
- The district can document it employs a teacher with the corresponding licensure/endorsements to teach the four-unit sequence of world language;
- The district can document the local school board has approved the request to be waived from 3rd and 4th sequential units of the language.

Concurrent enrollment is not intended to supplant the basic high school program and provide weighted

dollars to the district at the same time. Districts may not allow students to complete the first two units of world language, bypass the 3rd and 4th units, concurrently enroll in college level world language, file a waiver with the Department assuring that no students enrolled in 3rd or 4th units, and apply for supplemental weighting. The waiver provision only applies in situations where there are no students enrolled in the class.

World language courses may be offered for concurrent enrollment provided all Senior Year Plus requirements are met and the courses are not used to meet district minimum accreditation requirements. A district may request and receive a waiver (provided all requirements are met) if the concurrent enrollment course(s) is for a different world language.

22.4(1)

Q. Can a district prevent students who previously withdrew (or failed) from a concurrent course from taking a future concurrent enrollment course?

A. No. Districts may not place restrictions on SYP programming beyond that which is specified in statute or rule (281 IAC 22.4(1)(h)).

22.11(5)

Q. May a district assign a pass/fail grade on the student's high school transcript for a concurrent enrollment course which uses letter grades on the college's transcript?

A. Yes. For concurrent enrollment courses, districts grant high school credit upon successful completion and determine the number of high school credits awarded. In the same manner, a district may award different grading symbols (e.g. pass/fail) per its policy. The only restriction on grade assignment is that a district may not award a passing grade when a postsecondary institution awards a failing grade for a given course.

22.11(2)

Q. If an accredited nonpublic school contracts courses through a sharing agreement with a community college to provide concurrent enrollment coursework, can the public school district deny enrollment in concurrent enrollment courses to a student who attends the accredited nonpublic school?

A. No. Students attending an accredited nonpublic school may access concurrent enrollment and other Senior Year Plus programming through a public school district as authorized under subrule 281 IAC 22.11 (2). It is also simultaneously an option for students attending a nonpublic accredited school to access concurrent enrollment

programming contracted directly with a community college through the expanded nonpublic concurrent enrollment option.

Q. Can a concurrent enrollment section be delivered on the premises of an accredited nonpublic school?

A. Yes, provided the nonpublic accredited school has established a contractual agreement with a community college for delivery of courses for high school and college credit through an extension of the concurrent enrollment program. SYP requirements apply. See "[Nonpublic Concurrent Enrollment.](#)"

Accredited nonpublic schools may contract directly with a community college for delivery of courses for high school credit and college credit (similar to concurrent enrollment), but the nonpublic school will not receive supplementary weighted funding. Please note that if a comparable course is available at the public school OR the nonpublic school, then it is not eligible to be delivered through Senior Year Plus.

Accredited nonpublic schools who choose not to establish a contractual sharing agreement with a community college, may *not* deliver concurrent enrollment courses on the premise. To participate in concurrent enrollment, eligible students must enroll through the public school district. Only public school districts are eligible to receive supplementary weighted funding for concurrent enrollment through Senior Year Plus.

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. Is it possible for a district to contract with two community colleges for the same concurrent enrollment course? For example, may a district contract with one community college to provide a concurrent enrollment course onsite and simultaneously contract with another community college to provide a concurrent enrollment course at a community college site?

A. Yes. Under certain circumstances, it is possible

for a school district to contract with two community colleges for the same course.

Note: It is established in statute (260C.2(5)) that community colleges have defined service regions; and prevailing practice for each community college, except under extenuating circumstances, is to confine their concurrent enrollment practices to their own region. While this arrangement is not stipulated by law, colleges each serve their own region and are not required to establish concurrent enrollment contracts with districts or nonpublic schools outside of their service area unless there are extenuating circumstances (i.e., a college does not offer a certain program or course). The community colleges have also agreed that prior to entering into a concurrent enrollment contractual agreement which crosses a community college regional border, they will contact the community college in which the school district or nonpublic school is located to have the arrangement approved by each community college impacted and included in the contract. There is nothing preventing a school district or accredited nonpublic school from reaching out to another community college, but there is no guarantee or no requirement that the other community college agree to work with the requesting school district or nonpublic school.

Q. Is it possible for a concurrent enrollment course to supplant a district offering?

A. No. Guidance is clear that concurrent enrollment courses may not supplant district offerings. Supplanting would involve the district offering a concurrent enrollment course which consists of substantially the same concepts and skills as the content of a course provided by the school district. Once it is determined a concurrent enrollment course does not supplant a district offering, the district may contract with a community college to provide the concurrent enrollment course, at which time the concurrent enrollment course becomes part of the district's offerings.

Senior Year Plus is silent as to whether a concurrent enrollment course can supplant another concurrent enrollment course. Presumably this situation would only arise if a district contracted with two community colleges. Though it is possible for a district to contract with a community college outside of its region, the community colleges have agreed that prior to any such arrangement the community college outside of the district's service region will ensure the region's servicing community college has consented to the arrangement.

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 (i.e., academic year) and the courses and students meet applicable eligibility requirements.

Q. May a district contract with a community college to provide a course during interim periods, such as a winter term/session?

A. Yes. Students may enroll in interim sessions such as a winter term; provided the course is not offered outside of the district's academic school year. Courses offered during interim periods are eligible for supplementary weighting.

Please note that the summer session is not considered an interim session as it falls outside the academic school year. During the summer session, districts are *only* eligible to contract courses through the Summer College Credit Program and these courses are ineligible for supplementary weighted funding.

97.2

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. May asynchronously delivered online courses be eligible for concurrent enrollment?

A. Yes. The instructional minutes reported by each community college will be used in the supplementary weighting calculation. Please refer to the supplementary weighting section of the department's website for additional information.

Q. Which district receives the supplementary weighting funding for concurrently-enrolled whole grade sharing 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 receives the supplementary weighted funding for concurrently-enrolled open enrolled high school students?

A. The resident district.

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

A. The serving district.

Q. If a student is open-enrolled into an accredited online school, such as, Iowa Virtual Academy or Iowa Connections Academy is the student eligible to access concurrent enrollment programming?

A. Yes. The student is eligible to access concurrent enrollment opportunities offered through the serving district providing the accredited online school. For example, Iowa Virtual Academy is provided through Clayton Ridge CSD so open-enrolled students would access concurrent enrollment opportunities through this district.

For more information on online learning in Iowa and a list of fully approved district or accredited nonpublic online programs and providers see the [Department's website](#).

Postsecondary Enrollment Options Program (Division V)

The following questions within this section apply to the PSEO program.

22.17(3)

Q. May a community college prohibit PSEO enrollment?

A. Yes. A school district that has a contractual agreement established with *any* eligible postsecondary institution is ineligible to enroll students through the PESO program. Therefore, a community college may prohibit PSEO enrollment. Only in rare circumstances (e.g., a district without any concurrent enrollment agreement) is enrollment in a community college course through PSEO permissible.

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)).

22.2(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.

Q. May a postsecondary institution set a deadline for PSEO enrollment?

A. Yes, provided the deadline is reasonable and communicated to students and parents.

Q. May a district set a deadline for PSEO enrollment?

A. The district may set a reasonable deadline and address any issues related to the deadline on a case-by-case basis, provided the deadline is communicated to students (including home school students) and parents. Districts adopting deadlines for notices of intent to enroll in PSEO courses should consider setting fall and spring deadlines

that allow for proper enrollment of the student prior to the start of the semester. If a parent feels the deadline established by the district is unreasonable, they may appeal the district's decision to the State Board of Education.

NOTE: An example of an PSEO enrollment timeline is provided on page 35 of the guide, and is intended for planning purposes only.

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. Must a school district provide students information about this program?

A. Yes. School districts are required to notify students about PSEO 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). School districts do 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, 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 officially enrolled 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. 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 (CTE); courses in career option programs offered by community colleges.

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. 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 only included 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.” Districts should verify this aspect with the eligible postsecondary institution prior to approving a student’s enrollment.

Q. Is a district required to allow a student to retake a course under PSEO?

A. A district may, but is under no obligation to, allow a student to retake a course under PSEO. If the student had failed, the district could allow a subsequent passing grade to replace the F on the student’s permanent record as long as the student (if in extracurriculars) “sat out” the requisite 30 days for the initial F.

22.18

Q. May a student enroll in a course through 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?

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 a student can enroll in an eligible course under this program?

A. The school district must certify to the eligible postsecondary institution the eligibility of the student to participate under the program. If eligible, the student may then apply to the 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.

22.19(3)

Q. Can a district assign a "pass" grade on a student's 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 the PSEO 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 the PSEO 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(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.

Q. May a district sell a textbook used for a PSEO course to the student that took the course?

A. Assuming the district retains ownership of the text per agreement with the college, there is nothing that prevents a district from selling the book to a student if the student would like to purchase it (this could be done with other district textbooks as well).

22.21(3), 22.22

Q. What is the cost to a student for enrolling in a course under the PSEO 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 the PSEO program withdraws from the course?

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

Project Lead the Way® (Division IX)

The following questions within this section apply to PLTW courses.

Q. How is supplementary weighting handled for college-credit Project Lead the Way® (PLTW) courses offered over an entire year?

A. PLTW courses are the only courses which are eligible to receive supplementary weighting in more than one term for the same student. Supplementary weighting for a year-long PLTW course will be calculated twice per academic year - once in the fall and once in the spring. Based on enrollment totals per term as reported by the school district, the fall term of a PLTW courses will be funded in the fall while the spring term will be calculated and included in the following fall's certified enrollment/supplementary weighting calculation.

Q. What happens to a district's supplementary weighting if a student drops from a Project Lead the Way® (PLTW) course halfway through the course?

A. Enrollment for a PLTW course should be calculated per term, and districts will generate supplementary weighting based on each terms enrollment. Because enrollment is calculated per term, any variance in student enrollment between terms will be captured and reflected in the supplementary weighting.

Summer College Credit Program (Division X)

The following questions within this section apply to the Summer College Credit program.

22.33

Q. May a twelfth-grade student participate in the summer college credit program the summer immediately following graduation?

A. No. Students must be in grades 9-12, which include students who will be entering the ninth grade in the fall, as well non-graduated twelfth-grade students (i.e., students entering the twelfth-grade in the fall).

High school credit *must be awarded upon successful completion*; which exempts enrollment for twelfth-grade students from participating the summer immediately following graduation. A student who completed district requirements to earn a high school diploma and whose class has graduated is not eligible to continue enrollment in the district for the purpose of continuing enrollment in concurrent enrollment courses (Iowa Code 257.6(6)).



Appendix A: Advanced Placement and Concurrent Enrollment Courses

Under Senior Year Plus, a concurrent enrollment course may also be designated as Advanced Placement (AP®). Thus, a school district may claim supplementary weighting for those students in a concurrent enrollment course that has been designated by the College Board as an AP® course for which the district can demonstrate that all requirements listed in the table below are met.

Table 4: Interplay Between Advanced Placement and Concurrent Enrollment Courses

To meet both AP® and concurrent enrollment requirements:	
Instructor	The course must be taught by an instructor who is Board of Educational Examiners (BoEE)-licensed; meets minimum certification requirements of the College Board; is approved by the community college as meeting the college's requirements for adjunct instructors within the discipline; and is employed by or under contract with the community college for the instruction of the course.
Location	The course must be offered on-site at the district; be listed in the community college course catalog; and have a section made available to all registered students of the community college.
Course Description and Quality	The course must be described in the district's registration handbook, including the appropriate AP® designation; taught utilizing the community college course syllabus. The syllabus must be approved by the College Board; taught so as to result in student work and student assessment that meet college-level expectations; taught so that expectations in the core curriculum are met; and completed in a grading period that is less than an entire school year.
Prerequisites and Proficiencies	The district must show that each student for whom supplementary weighting is claimed is proficient in reading, math, and science as described in section 261E.3(1)(e), and meets any enrollment requirements of the postsecondary institution. The district may not impose additional restrictions that would be beyond what is permissible for accessing the concurrent enrollment course (281 22.4(1)(h)).
Supplement vs. Supplant	The course must supplement and not supplant a course provided by the district and be beyond the courses offered by the district to meet accreditation.
Credit	The course must be accepted by the community college for credit toward an AA, AS, AAA, or AAS degree or completion of a college diploma program.

Appendix B: Postsecondary Institutions Potentially Eligible to Participate in PSEO

Iowa's public 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.



Public Institutions

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

Community Colleges

- Des Moines Area Community College - Ankeny
- Eastern Iowa Community College District - Clinton, Scott and 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 - West Burlington
- Southwestern Community College - Creston
- Western Iowa Tech Community College - Sioux City

Private Colleges & Universities

- Briar Cliff College - Sioux City
- Buena Vista University - Storm Lake
- Central College - Pella
- Clarke University - Dubuque
- Coe College - Cedar Rapids
- Cornell College - Mount Vernon
- 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 University - Des Moines
- Grinnell College - Grinnell
- Iowa Wesleyan College - Mt. Pleasant
- Loras College - Dubuque
- Luther College - Decorah
- Maharishi University of Management - Fairfield
- Morningside College - Sioux City
- Mount Mercy College - Cedar Rapids
- Northwestern College - Orange City
- Shiloh University - Kalona
- Simpson College - Indianola
- St. Ambrose University - Davenport
- University of Dubuque - Dubuque
- Upper Iowa University - Fayette
- Wartburg College - Waverly
- William Penn University - Oskaloosa

Nursing & Healthcare Colleges and Universities

- Allen College - Waterloo
- Des Moines University - Des Moines
- Mercy College of Health Sciences - Des Moines
- Palmer College of Chiropractic - Davenport
- St. Luke's College - Sioux City

Proprietary Colleges & Universities

- Art of Education University (The) - Osage
- Orion Technical College - Davenport
- Waldorf College - Forest City

Appendix C: Contracted Courses and High School CTE Offer and Teach Requirements Example

The example on page 63 shows a school's CTE offerings. The courses (units) used to meet the state minimum accreditation "offer and teach" requirements 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 SYP offerings, unless the courses are delivered through a career academy.

You will notice three sequential units in the Agriculture CTE service area are shaded and also include dots. A district with a BEDS enrollment of not more than 600 may contract these three sequential units and be eligible for supplementary weighted funding provided all SYP requirements are met and course enrollment exceeds five. If a district contracts these courses, the courses are SYP offerings, and all SYP requirements apply.

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 SYP and concurrent enrollment program requirements are met. The offerings could include additional units delivered within the four listed CTE service areas, additional courses delivered in other CTE areas (e.g., information technology strand or health sciences career academy). If the school is not using the contracted course to meet offer and teach requirements, there is no student enrollment threshold required for each contracted course to be eligible for supplementary weighted funding.

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 Iowa Board of Educational Examiners.



Table 5: Example of Contracted Courses and CTE Offer and Teach Requirements

CTE Service Areas							
Business, Finance, Marketing, and	Human Services/ Family & Consumer	Applied Sciences, Technology, Engineering,		Health Science	Human Services/Family & Consumer Sciences		
Business Commerce/ General Strand	Culinary Arts Career Academy	PLTW Strand	STRANDS AND CAREER ACADEMIES				
CAREER AREAS AND COURSES/UNITS							
Career Area 1 (Business)	Career Area 2 (Family & Consumer Sciences)	Career Area 3 (Drafting/ Design Engineering)	Career Area 4				
Course 1	Course 1	Course 1 1 Unit	Course 1 1 Unit	Course 1 1 Unit	Course 1 1 Unit	Course 1 1 Unit	Course 1 1 Unit
Course 2	Course 2	Course 2 1 Unit	Course 2 1 Unit	Course 2 1 Unit	Course 2 1 Unit	Course 2 1 Unit	Course 2 1 Unit
Course 3 .5 Unit	Course 3	Course 3 1 Unit	Course 3 1 Unit	Course 3 1 Unit	Course 3 1 Unit	Course 3 1 Unit	Course 3 1 Unit
Course 4 .5 Unit				Additional Units	Additional Units		

* Courses offered in partnership with the community college must directly relate to the program pathway content and be appropriately sequences with respect to rigor.



**2017 National Concurrent Enrollment Partnership Standards and Evidence
Standards Revised May 2017, Effective 2018-19 School Year
Required Evidence Revised September 2019**

Partnership Standards

Partnership 1 (P1)	<p>The concurrent enrollment program aligns with the college/university mission and is supported by the institution’s administration and academic leadership.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Organization chart that shows how and where the concurrent enrollment program fits into the institution. 2. Description of concurrent enrollment staff structure, including services provided by other departments of the college/university. 3. A listing of all Faculty Liaisons by discipline and a description of Faculty Liaison role, including comprehensive faculty liaison procedures and practice guide or handbook. 4. College/university mission statement, strategic plan or other guiding document and description of how the concurrent enrollment program aligns. Both Program Director and Chief Academic Officer will sign the NACEP Partnership Form or provide a letter that both individuals sign.
Partnership 2 (P2)	<p>The concurrent enrollment program has ongoing collaboration with secondary school partners.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. A description of the ongoing collaboration between partners and the roles and responsibilities of each stakeholder. Include evidence that supports the collaboration, such as event materials, stakeholder survey results, partner meeting minutes, or advisory board feedback. 2. A sample Memorandum of Understanding (MOU) or partnership agreement, if available, between the college/university and district or high school. If not available, description of the process under which a school/district leadership and concurrent enrollment program establish a partnership and the extent of the relationship.

Faculty Standards

Faculty 1 (F1)	<p>All concurrent enrollment instructors are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Description of the process and timeline for appointing, approving, or denying concurrent enrollment instructors, and how the process is publicized or made available to high school partners. 2. Listing of minimum instructor credentials by course or discipline and a description of the process by which those qualifications are established by the institution's academic leadership. 3. Three completed samples of concurrent enrollment instructor applications, representing varied departments, that include documents required by the concurrent enrollment program (with secure information removed) and corresponding approval/appointment letters listing course/s for which instructor is approved.
Faculty 2 (F2)	<p>Faculty Liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. For each discipline, a sample of course-specific training materials and agenda for new concurrent enrollment instructor training. 2. For each of these examples, a description written by the faculty liaison of how new instructors are trained. Include a description on how the materials provided for evidence are used. 3. Attendance tracking report documenting the date each new concurrent enrollment instructor received initial course-specific training.
Faculty 3 (F3)	<p>Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Provide all seminar descriptions, materials, event minutes, conference reports, or individualized meeting summaries utilized from each discipline's annual professional development activity. 2. For each discipline a description of how the example of the concurrent enrollment program's annual professional development further enhances course-content and delivery knowledge and/or addresses research and development in the field. This description should include the format, delivery method, frequency, and an explanation of how annual professional development is distinct from new instructor training. 3. Procedures and/or policy describing how the concurrent enrollment program ensures and tracks professional development participation, and follows up with those who do not attend. A tracking report documenting when each concurrent enrollment instructor most recently participated in annual professional development.
Faculty 4 (F4)	<p>The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. A comprehensive concurrent enrollment instructor procedures and practice guide. 2. A description of the concurrent enrollment program's administrative orientation for new instructors, including agenda, materials, and format. 3. A copy of the procedures for instructor non-compliance. If you have had a non-compliant instructor/s, please provide documentation of the process followed.

Assessment Standard

Assessment 1 (A1)	<p>The college/university ensures concurrent enrollment students’ proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.</p> <p>Required Evidence:</p> <ol style="list-style-type: none">1. A Statement of Equivalency written by each discipline’s faculty liaison that follows the NACEP Statement of Equivalency Guidelines. A standard response is not appropriate.2. Paired student assessment tools from on-campus and concurrent enrollment sections – one paired example from each discipline for side-by-side comparisons (such as final exam, lab exercise, essay assignment, or grading rubric).
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Curriculum Standards

Curriculum 1 (C1)	<p>Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. A publicly available list of all courses offered through the concurrent enrollment program with descriptions that are linked to the college/university course catalog.
Curriculum 2 (C2)	<p>The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Paired syllabi from on campus and concurrent enrollment sections from one course per discipline, with the learning objectives highlighted. 2. A Statement of Equivalency for each discipline written by each discipline's faculty liaison that follows the NACEP Statement of Equivalency Guidelines. A standard response is not appropriate.
Curriculum 3 (C3)	<p>Faculty Liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. A description of what happens during a typical site visit and an explanation of how site visits are used to provide feedback from college/university faculty to concurrent enrollment program instructors. 2. A description of how site visits are tracked by the concurrent enrollment program and an explanation of the concurrent enrollment program-defined site visit frequency of (1) first time instructors and (2) veteran instructors. 3. Provide tracking documentation that lists the most recent site visit date for each instructor and the name of the site visitor and title. 4. One site visit report representing each discipline performed by a faculty member with content knowledge of the discipline.

Student Standards

Student 1 (S1)	<p>Registration and transcripting policies and practices for concurrent enrollment students are consistent with those on campus.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Official letter from the college/university registrar verifying compliance with the standard. 2. Sample student transcript from the college/university with identifying information redacted. 3. Registration calendar(s) for concurrent enrollment, with explanations of any notable differences in registration, add/drop, and withdrawal timeframes compared with those for on-campus students.
Student 2 (S2)	<p>The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Published outline of registration process and sample application provided to students and schools, including any prerequisites for each college/university course offered for concurrent enrollment. 2. Description of process used to verify that students meet prerequisites.
Student 3 (S3)	<p>Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college’s policies and expectations.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Provide example materials addressing topics including, but not limited to: <ul style="list-style-type: none"> • College/university student conduct policies such as academic integrity, consequences of plagiarism, and academic dishonesty; • Advising issues such as college programs of study, prerequisites, pre-testing, course load, grading standards, and credit transferability; • Enrollment processes such as course cancellations and registration; • Legal rights under FERPA and ADA; and • Impact on future financial aid. 2. Description of the process of advising students, including format, delivery method, timeline, who conducts advising, and what information is provided.
Student 4 (S4)	<p>The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. A description and documented evidence of the learning resources available to concurrent enrollment students, and how they are informed. 2. A description and documented evidence of the student support services available to concurrent enrollment students, and how they are informed.

Program Evaluation Standards

<p>Evaluation 1 (E1)</p>	<p>The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Survey instrument. If there is variation among departments, submit one sample of each type of evaluation instrument used. 2. Sample of an evaluation report that instructors receive regarding the college/university course. If there is variation among departments, submit one sample for each type of evaluation report used. 3. Description of process used to share student course evaluation results with concurrent enrollment instructors and faculty liaisons, as well as any follow-up actions that the concurrent enrollment program may take based on the results.
<p>Evaluation 2 (E2)</p>	<p>The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Provide a detailed report describing a research study or set of evaluations that the concurrent enrollment program conducted within or on progress during the last two academic years prior to applying. This report should include abstract or executive summary which includes why the study was needed (i.e. what question did it answer), methodology, results, and discussion sections. Provide the research instrument such as surveys and interview questions, as appropriate. Some studies will rely on data pulls from existing data systems and will not have a research instrument. 2. Describe how the results and any improvement plans are being communicated with the college and school leadership, as well as how the program continues to track whether the improvement plan is yielding beneficial results. 3. Describe the types and frequency of program evaluation methods used by the program to assess student success, impact on school partners and/or other program goals.

Appendix E: Crosswalk of NACEP Accreditation Standards and Senior Year Plus Requirements

Revised: April 2022

NACEP Assessment Standards	Iowa Statute
<p>(A1) The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.</p>	<p>281 22.3(2)(c). A teacher employed to provide instruction under this chapter shall... (c) provide curriculum and instruction that are accepted as college-level work as determined by the institution.</p> <p>281 22.3(2)(d). A teacher employed to provide instruction under this chapter shall... (d) use valid and reliable student assessment measures, to the extent available.</p> <p>281 22.4(1)(e). 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.</p> <p>257.11(3)(b)(7). The class must be (7) taught in such a manner as to result in student work and student assessment which meet college level expectations.</p>

NACEP Curriculum Standards	Iowa Statute
<p>(C1) Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.</p>	<p>257.11(3)(b)(2, 3, 6). The class must be (2) included in the community college catalog or an amendment or addendum to the catalog; (3) open to all registered community college students, not just high school students...; (6) taught utilizing the community college course syllabus.</p>
<p>(C2) The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.</p>	<p>281 22.4(1)(e). The institution 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.</p> <p>257.11(3)(b)(6). The class must be (6) taught utilizing the community college course syllabus.</p>
<p>(C3) Faculty Liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.</p>	<p>281 22.4(1)(f). 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.</p>

NACEP Faculty Standards	Iowa Statute
(F1) All concurrent enrollment instructors are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus.	281 22.3(1). The 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.
(F2) Faculty Liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.	<p>281 22.4(1)(d). The institution shall ensure that teachers and students receive appropriate orientation and information about the institution's expectations.</p> <p>281 22.4(1)(j). 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.</p>
(F3) Concurrent enrollment instructors participate in college/university provided annual discipline specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.	<p>281 22.4 (1)(i). 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.</p> <p>281 22.3(2)(a). Teachers employed to provide instruction under this chapter shall... (a) collaborate, as appropriate, with other secondary or postsecondary faculty of the institution that employs the teacher regarding the subject area.</p> <p>281 22.4(3)(b). 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.</p>
(F4) The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures	<p>281 22.4(1)(d). The institution shall ensure that teachers and students receive appropriate orientation and information about the institution's expectations.</p> <p>281 22.3(2)(a). Teachers employed to provide instruction under this chapter shall... (a) collaborate, as appropriate, with other secondary or postsecondary faculty of the institution that employs the teacher regarding the subject area.</p>

NACEP Student Standards	Iowa Statute
<p>(S1) Registration and transcripting policies and practices for concurrent enrollment students are consistent with those on campus.</p>	<p>281 22.2 (1)(a). The student shall meet the enrollment requirements established by the eligible postsecondary institution providing the course credit.</p> <p>281 22.4(1)(a). The institutions shall ensure that students or in the case of minor students, parents or legal guardians, receive appropriate course orientation 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 for academic transfer.</p> <p>281 22.4(1)(c). The institutions shall ensure that students are properly enrolled in courses that will carry college credit.</p> <p>257.11(3)(b)(4). The class must be (4) 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.</p>
<p>(S2) The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.</p>	<p>281 22.2 (1)(c). The student shall have taken the appropriate course prerequisites, if any, prior to enrollment in the eligible postsecondary course, as determined by the eligible postsecondary institution delivering the course.</p>
<p>(S3) Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations.</p>	<p>281 22.4(1)(a). The institutions shall ensure that students or in the case of minor students, parents or legal guardians, receive appropriate course orientation 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 for academic transfer.</p> <p>281 22.4(1)(d). The institution shall ensure that teachers and students receive appropriate orientation and information about the institution's expectations.</p>
<p>(S4) The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services.</p>	<p>281 22.4 (1)(b). 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, and computer labs, and student activities, excluding postsecondary intercollegiate athletics.</p>

<i>NACEP Partnership Standards</i>	<i>Iowa Statute</i>
(P1) The concurrent enrollment program aligns with the college/university mission and is supported by the institution's administration and academic leadership	Comparable requirement not in statute.
(P2) The concurrent enrollment program has ongoing collaboration with secondary school partners.	281—22.6(261E). "Concurrent enrollment" means any course offered to students in grades 9 through 12 during the regular school year approved by the board of directors of a school district or authorities in charge of an accredited nonpublic school through a contractual agreement between a community college and the school district or authorities in charge of an accredited nonpublic school.

<i>NACEP Program Evaluation Standards</i>	<i>Iowa Statute</i>
(E1) The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.	281 22.4(1)(f). The institutions shall review the course on a regular basis for continuous quality 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 programs and outcomes with the collaborative partners involved with the delivery of the programming and with the department, as needed.
(E2) The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.	281 22.4(1)(f). The institutions shall review the course on a regular basis for continuous quality 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 programs and outcomes with the collaborative partners involved with the delivery of the programming and with the department, as needed.

***NOTE:** This does not represent an exhaustive list of statutory Senior Year Plus requirements. Only those requirements directly related to a NACEP standard are included in this crosswalk.

Appendix F: Establishing Measures of College Readiness



Establishing Measures of College Readiness

In order to ensure Iowa high school students continued access to Senior Year Plus opportunities, postsecondary institutions will need to work with their school districts to jointly establish measures of college readiness. Measures of college readiness established should demonstrate an equivalent level of proficiency as the statewide assessment benchmark for reading (English-language arts), math and science and align to measures of college readiness used by the postsecondary institution. The measures of college readiness should be implemented consistently across school districts to ensure equitable access is maintained for all students.

Therefore, the Department strongly encourages postsecondary institutions, in cooperation with their school district partners to jointly establish the measures of college readiness as outlined below. One or more of these measures can be used collectively to create a more complete understanding of a student who does not test proficient on the statewide assessment to demonstrate their college readiness and may be utilized when determining placement for Senior Year Plus opportunities.

Postsecondary institutions are granted flexibility to be specific about required testing requirements as well as add additional measures of college readiness; however, the standards that are set for testing requirements and any additional measures should not be higher than what is expected for a traditionally enrolled freshman student attending the postsecondary institution and measures should apply equally to all eligible students. It would not be permissible for a school district or postsecondary institution to place additional restrictions on student enrollments based on grade level.

Institutions should incorporate these agreed-upon measures of college readiness into formal contracts to ensure transparency and consistent application across all students. These contracts should be approved by the board of the respective institutions.

Measures of College Readiness

1. **Testing:**
 - a. The student shall satisfy admissions placement and/or entrance requirements established by the postsecondary institution, **or**
 - b. Complete the ACT or SAT assessment (or other college readiness exam). Acceptable placement scores should be established by the postsecondary institution and applicable to the intended course enrollment (discipline/subject specific), **or**
 - c. Have a RIT score equivalent to the 41st percentile or higher (rating of average) on most recent administered Measure of Academic Progress (MAP) test and applicable to the intended course enrollment (discipline/subject specific).
2. **Proficiency in the corresponding content area on most recent administration of the statewide assessment.**
 - a. Example: If the student tested proficient in English language arts, but not math or science – the student would be eligible to access humanities and social/behavioral science coursework but not STEM.



3. Individual review of student transcripts.

Does the student show progress in improvement in coursework? Are grades improving over time? Evaluation of a student's transcript may be reviewed in entirety or may be evaluated within a specific discipline or subject area.

4. Coursework:

- a. The student shall have previous high school course performance of a "C" or higher linked to the intended college course enrollment (discipline/subject specific), **or**
- b. Student success in prior concurrent enrollment coursework of a "C" or higher (inclusive of *all successes*; including CTE coursework), **or**
- c. The student's coursework may be assessed as proficient by the high school counselor or team of faculty/staff using a related coursework portfolio, **or**
- d. Proficiency in previous corresponding high school coursework based on a standards-based grading system, this would be a score of a "3" or "4" which indicates proficiency in most standards-based grading systems.

5. Grade Point Average (GPA):

- a. The student's GPA shall show improvement over time versus a certain point on a four-point scale, **or**
- b. Have a high school GPA of 2.0 in the corresponding discipline or subject area, **or**
- c. Have a cumulative high school GPA of 2.0, **or**
- d. Utilize the GPA established by the postsecondary institution which reflects that of traditionally admitted first-time freshmen within the corresponding discipline or subject area.

Nonacademic Measures of College Readiness

Critical behaviors needed for success in college often include those aligned to nonacademic measures. School counselors and academic advisors play a critical role in helping students understand the rigor and expectations of college-level coursework in order for students to be adequately prepared to be successful in these opportunities.

The nonacademic measures of college readiness provided below would be appropriate to use when advising students and assist in determining college readiness. These measures *should not* be used alone in determining whether a student should access Senior Year Plus opportunities as they are less objective than the academic measures listed above or the assessment scores students will have received to demonstrate proficiency through the ISASP. Rather, these measures may be utilized in conjunction with both assessment test scores and measures of college readiness to look at a student holistically and to help guide conversations with students when discussing course opportunities.

6. High school discipline specific instructor recommendation.

7. The student's skills may be assessed as proficient by a high school counselor or teacher using the following criteria:

- a. Maturity
 - Demonstrates self-advocacy and communication of academic needs
 - Successfully manages academics, work, extracurriculars and other commitments
 - Takes responsibility for their learning and success



- b. Academic skills or standing
 - Satisfactory attendance record
 - Successfully completes related high school coursework
 - Completes assignments by due date, including assigned readings
 - Demonstrates self-motivation as a learner
 - c. Personal traits/dispositions
 - Demonstrates respect for others
 - Exhibits intellectual curiosity and openness to new ideas
 - Works well as part of a team
 - Demonstrates honesty and ethical decision-making
 - Willingness to devote time each week outside of class to study, review and prepare for coursework
8. **Monitored academic support from a counselor, teacher or designated staff member at the secondary or postsecondary institution.** Research indicates that students who may fall below what is deemed “college ready”, but are close to college-ready range, are likely to succeed in college-level coursework with additional academic support.
9. **Postsecondary Academic Advising**
The student may meet with an academic advisor for evaluation at the postsecondary institution prior to enrollment in a college-level course. The advisor should evaluate the student to determine if they are prepared to be successful in college-level coursework and provide a recommendation to the high school counselor.

The Division of Community Colleges and Workforce Preparation within the Iowa Department of Education administers a variety of diverse programs that enhance Iowa's educational system and help to prepare a skilled and knowledgeable workforce. Divided between two bureaus — the Division is committed to providing and supporting opportunities for lifelong learning. In addition to working with Iowa's 15 public community colleges on state accreditation, program approval, equity review, and data reporting, guidance is also provided in the areas of career and technical education, workforce training and economic development, adult education and literacy, military education, the state mandated OWI education program, the GAP Tuition and PACE programs and Senior Year Plus.



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