

Supplemental Weighting Guidance

Beginning with the Spring 2011 EASIER collection, concurrent enrollment information will be collected and used to calculate supplementary weighting for the Fall 2011 supplementary weighting report. The fall report will include Spring 2011 concurrent enrollment courses as well as Fall 2011 concurrent enrollment courses. The two parts will become the concurrent enrollment supplementary weighting which will drive funding in fiscal year 2013.

The transition from the old supplemental weighting application to the EASIER collection will change the process. It is important to note that the Department of Education is not at this time changing the calculations used for supplemental weighting.

The goals of moving the collection to EASIER are to:

- 1) increase reliance on a single set of data to answer many questions (reduce data collection burden)
- 2) decrease the variability in FTE course calculations that currently show under-reported as well as over-reported weighting
- 3) develop equity and consistency in the supplementary weighting being calculated across all districts
- 4) eliminate errors being reported through selection from drop-down lists
- 5) provide an ability to edit data submitted for supplementary weighting
- 6) ensure each high school is meeting the minimum offer and teach requirements for accreditation prior to the allocation of supplementary weighting funds.

Supplementary Weighting Calculation

Supplementary weighting for each non-ICN concurrent enrollment course will be generated using the following formula:



For concurrent enrollment courses eligible for supplementary weighting, section FTE will be calculated two different ways, depending on the delivery location of the course.

- a) If the course is taught on-line, at the community college, or at a community college satellite location, the section FTE can be calculated by dividing either
 - 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 180)

or

 - 2) instructional minutes as reported by each community college by the number of minutes in one regular high school class. Then divide that answer by the total

class periods available in a year. In mathematical terms, section FTE = (Community Course Numbers CCN) instructional minutes by community college / minutes in one high school class)/total high school class periods available in a year.

Both calculations provide identical section FTE values.

Community college instructional minutes by course is located at http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=44&Itemid=1261 (DE Home page ▶Data Reporting ▶Project EASIER under Course Coding and Supplemental Weighting).

- b) If the course is 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 180)

or

 - 2) total class periods for the course by total periods available in a school year.

Both calculations provide identical section FTE values.

Guidelines for Section FTE Calculation

- 1) Only concurrent enrollment courses that meet the requirements of Iowa Code section 257.11, subsection 3 are eligible for supplementary weighting. (See pages 4-5.) Any concurrent enrollment course that does not meet all eight criteria shall be assigned a value of 0.000.
- 2) Any Vocational/CTE concurrent enrollment course that is also used to meet the minimum 12.0-unit accreditation minimum shall be assigned a section FTE value of 0.000. In all other accreditation areas, a school must meet the minimum unit requirement prior to entering into an agreement with a community college to offer concurrent enrollment courses within a particular accreditation area. A course will not receive supplementary weighting if the minimum offer and teach requirement is not met. A school district must meet accreditation requirements in Iowa Code 256.11(5)(h)
- 3) You can not spread a semester course across an entire school year and claim supplement weighting for this course. For example, a one-semester calculus course at the community college must be taught within the same time constraints as a traditional high school semester.
- 4) A community college course that is offered and taught during multiple terms must have a section FTE calculated as a one-term course. The course is not a year-long course just because the same course is offered in the fall and spring terms.
- 5) Many community college courses do not fit exactly into the high school schedule. Most high school schedules allow for more instructional minutes than sections offered on the community college campus.

Editing of Data

While the section FTE is not a change from the prior years' calculation method for concurrent enrollment supplementary weighting, additional information will be collected that will allow for edit checks to be run on the reported section FTE values.

1. Total instructional minutes for 2010-2011 and 2011-2012 will be collected in Spring 2011 BEDS.
2. Community college instructional minutes for each contracted course will be reported from each community college through the MIS.

Each community college must submit all instructional minutes (lecture, lab, clinical, and work experience) for each contracted course to the Department of Education. Since all community college courses must be identified with the common course number (CCN), the CCN on your community college courses will provide the link to the instructional minutes. Each school district will submit yearly instructional minutes by building in the Spring BEDS report. A school's yearly instructional minutes will be utilized to find excessive section FTE values. For example, a claim of an FTE value that is 10 times the amount of the instructional time is considered excessive. Any course that is in excess of the community college instructional minutes is eligible to be reviewed. Courses with excessive section FTE values on concurrent enrollment courses will be reported to the auditors for verification.

Example

A typical 3-credit college course taught in a lecture format meets 3 times each week for 50-minute class periods during a 16-week semester. The total instructional minutes at the community college would be (50 minutes x 3 days per week x 16 weeks) 2400 instructional minutes. A typical 8-period high school class period may meet no less than 40 minutes. (40 minutes x 180 days = 7200 minutes or 1 Carnegie unit). This typical 3-credit college course taught at the high school might meet 40 minutes five days each week for 18 weeks in a semester. This equates to (40 minutes x 5 days per week x 18 weeks) 3600 instructional minutes at the high school.

By teaching the community college course utilizing the high school schedule, the student has a 50% increase in instructional time when compared to a student taking the same course on the community college campus. The instructional minute variation created by the location difference raises the question of comparability between the two sections. The necessity for additional instructional time for a section taught following the high school schedule implies the two sections are not similar. If the high school section is comparable to the on-campus section, then the amount of instructional time will likely be similar.

PSEO versus Concurrent Enrollment

Chapter 261E, Senior Year Plus Program, includes community college credit courses offered through written agreements between school districts and community college (concurrent enrollment) as well as the postsecondary enrollment options program (PSEO) as two possible avenues available to high school students for earning college credit.

When a district enters into an agreement with a community college, the agreement is for specific courses. The courses become district offerings and are then available through concurrent enrollment. Nonpublic school students and dual enrolled students may also access the same concurrent enrollment courses. If a student cannot be scheduled into the high school section, the student may enroll in a different section of the community college course. The student enrollment into a different section continues to qualify as concurrent enrollment, even if the student is taking the course online or on the community college campus. If the school's section of the course is eligible for supplementary weighting, then additional student enrollments within the same course at the same community college would also qualify for supplementary weighting. However, a student is not eligible to enroll in the same course through another postsecondary institution as a PSEO course at any time during the year.

A district chooses to enter into an agreement with a community college. Terms of the contract are negotiable.

A comparison of these two types of courses illustrates some key differences:

PSEO Course	Concurrent Enrollment Course
On campus or online	Often at high school or regional community college site or via ICN designed exclusively for high school students
Follows community college calendar (typically 16-weeks)	Follows school district calendar (typically 18 weeks)
Follows community college instructional time (3 credit course meets 150 minutes/week)	Follows high school daily schedule (3 credit course meets minimum of 200 minutes/week)
Same content	Same content. Community College course syllabi must be used.
Same student outcomes expected	Same student outcomes expected
District pays for course from general budget	District receives supplementary weighting to offset increase in cost of course