

**Frequently Asked Question (FAQs)
Regarding Project Lead the Way
Rvsd. 03/03/08**

1. Can PLTW courses be used to meet one of the State secondary Career and Technical Program requirements?

Answer: Yes, The program can be offered in a way to meet all state requirements for minimum accreditation. A school that wants to offer Engineering Related - PLTW 15.15000000 as a CTE program to meet minimum accreditation requirement, would need to have all teachers within the program hold an industrial technology endorsement.

2. What is the program title that should be used for the PLTW program?

Answer: CIP number: 15.15000000
State Title: Engineering Related – PLTW

3. What are the suggested secondary NCES codes that high schools should use when submitting data to the Department of Education?

Answer: Local Title: Introduction to Engineering and Design
State Title: Drafting Related Topic
NCES Codes: 0795 5 1.00 0 0 3 0 7-9

Local Title: Principles of Engineering
State Title: Science Technology/Engineering
NCES Codes: 1781 5 1.00 0 0 High school identifies subject codes-9

Local Title: Digital Electronics
State Title: Electricity/Electronics
NCES Codes: 0494 5 1.00 0 0 3 0 7 - 9

Local Title: Computer Integrated Manufacturing
State Title: Research and Development
NCES Codes: 1627 5 1.00 0 0 3 0 7 - 9

Local Title: Civil Engineering and Architecture
State Title: Civil Engineering
NCES Codes: 2543 5 1.00 0 0 3 0 7 - 9

Local Title: Biotechnical Engineering
State Title: Biology – Specific Topic
NCES Codes: 1714 5 1.00 0 0 High school identifies subject codes-9

Local Title: Engineering Design and Development
State Title: Physic – Specific Topic
NCES Codes: 1734 5 1.00 0 0 High school identifies subject codes-9

4. What courses should be listed within the PLTW program?

Answer: A district should use the CIP number 15.15000000 and state name: Engineering Related – PLTW. This CIP number should contain only the PLTW courses. Any school that agrees to implement PLTW is agreeing to implement a minimum of four PLTW courses. Each course is one unit in length; therefore, the PLTW program will contain a minimum of 4 units of instruction. No additional courses should be included in the Program using the CIP number 15.15000000. Schools may find it appropriate to incorporate PLTW courses into other CTE programs. For example: Digital Electronics may be a course within an automotive technology program or Introduction to Engineering may be a course within the Manufacturing technology program. Although core courses are important for students within PLTW, core courses, such as Math and Sciences, should not be listed within the PLTW program.

5. What is the suggested sequence of PLTW courses?

Answer: The PLTW sequence should be as follows:

- Introduction to Engineering and Design – First foundational course
- Principles of Engineering - Second foundational course
- Digital Electronics – Third foundational course
- Select appropriate specialty courses. (A minimum of one is required)
 - Computer Integrated Manufacturing
 - Civil Engineering and Architecture
 - Biotechnical Engineering
 - Engineering Design and Development

6. Can a PLTW course be utilized in another secondary CTE program?

Answer: Yes, Schools are allowed to utilize PLTW courses in other CTE programs where the curriculum is appropriate. An example where schools are currently utilizing PLTW in other CTE programs would be the use of a mechanical drafting course in both Engineering Drafting and Design program and a Manufacturing Technology program. If a PLTW course is used in more than one program, the course must be designated as an Engineering Related – PLTW CIP # 15.15000000 course within Project Easier CTE plus section titled “Check core courses.” This designation is important in order for the state to collect and maintain accurate data on PLTW.

7. What articulation options exist for PLTW programs?

Answer: PLTW may be able to articulate to several levels of higher education. Currently PLTW aligns with the college of engineering at both Iowa State University and the University of Iowa. All eight PLTW courses are recognized as being college level courses and are eligible for transcribed credit. Access to this credit is provided through the PLTW certification and end of term assessment process with participating colleges. Information on PLTW alignment to ISU and U of I can be found on the Iowa PLTW website: www.pltwiowa.org

Iowa's community colleges are evaluating the alignment of PLTW courses into Career and Technical programs as well college parallel career option and transfer level programs.

8. Does PLTW meet the state requirements for a CTE program?

Answer: Yes, PLTW was developed within an Industrial Technology program and has incorporated all of Iowa's minimum requirements of a CTE program. Appendix A provides details on the PLTW alignment to Iowa CTE program requirements. If the PLTW credit that is granted is being used to meet the district's minimum accreditation "Offer and Teach" requirements, the teacher providing the instruction would need to hold the appropriate licensure endorsement commensurate with the credit being granted.

9. Does PLTW meet the requirements of Career Academy/Tech Prep? If so, what postsecondary programs can it articulate to?

Answer: PLTW can be developed to meet all requirements for a Career Academy/Tech Prep program. Question #5 addresses the CTE requirements. In addition to these requirements, a career academy/tech prep program must align to a program at a community college. This alignment will be determined by each community college and PLTW program. Programs with obvious alignment are manufacturing technology, precision machining, engineering design, architecture design and electronics. Articulation does not mean that every PLTW course will be offered for concurrent credit in a community college program.

10. What are the instructor qualifications to deliver a PLTW course?

Answer: Teachers who hold an Industrial Technology, Math or Science endorsement are considered eligible to teach a PLTW course if they successfully complete the PLTW two week training. PLTW provides an extensive training program to prepare teachers to teach a PLTW course. Each teacher who teaches a PLTW course must successfully complete a two week training program prior to teaching the PLTW course and participate in an ongoing professional development system that consists of an asynchronous library, electronic communication and annual professional development provided through Iowa's university affiliates.

11. May PLTW be offered through 28E Agreements and does it meet Supplementary Weighting eligibility.

Answer: PLTW may be offered through 28E Agreements. PLTW courses that are offered through a 28E agreement MAY be eligible for supplementary Weighing. If a secondary district wants to request supplementary weighing the district must ensure that all supplemental weighing requirement have been met. Supporting documentation regarding supplementary weighing is contained in Appendix B and C.

12. **May a high school grant Math or Science graduation credit to students for successful completion of a PLTW course?**

Answer: Yes, this is a local decision.

13. **Since PLTW may be offered as a Math, Science or a CTE credit, what are the licensure requirements for the teacher?**

Answer: If the PLTW credit that is granted is being used to meet the district's minimum accreditation "Offer and Teach" requirements, the teacher providing the instruction would need to hold the appropriate licensure endorsement commensurate with the credit being granted. If the PLTW credit is being granted in an area that exceeds the minimum accreditation requirements, the teacher providing the instruction may hold a teaching licensure endorsement in one or more of the following areas: Industrial Technology; Math; or Science Education.

14. **Are PLTW teachers who hold the licensure endorsements in either Industrial Technology; Math; or Science Education, considered highly qualified teachers, as defined in NCLB?**

Answer: Yes, A PLTW teacher is considered a highly qualified teacher if they hold a licensure endorsement in Industrial Technology, Math or Science Education and have successfully completed the PLTW two-week summer training program.

15. **Can 9th and 10th grade students who have successfully completed a PLTW course be awarded college credit?**

Answer: Yes, when determining college credit opportunities, the decision to grant college credit is a local college decision. There are no general restrictions that prohibit access to college credit based on age. The state of Iowa's Post Secondary Enrollment Option (PSEO) program does prohibit 9th and 10th grad students to access college credit under the PSEO program. Appendix B provides some information on PSEO.

There are several ways for a secondary district and students to acquire college credit for PLTW. Information regarding college credit may be accessed, www.pltwiowa.org and by visiting with the individual college offering credit opportunities.

16. **If a PLTW course meets the requirements within Supplemental Weighting, would the 9th and 10 grade students enrolled the PLTW courses be eligible for inclusion in supplemental weighting funding?**

Answer: Yes, supplemental weighing requirements do not prohibit inclusion of students based on age or year in school. Please refer to Appendix B and C for detailed information regarding Supplemental Weighting.

Appendix A

PLTW alignment to CTE program requirements:

A minimum of three units of instruction – PLTW’s curriculum contains eight units of instruction. A school that implements this program will have signed an agreement that they will offer a minimum of four units within the program.

Advisor council- PLTW has a requirement that each school develops and utilizes a Local PLTW partnership Team. This is verified through the program certification visit.

Competency based instruction – PLTW has developed the curriculum around major concepts and ABET standards. Each course has performance objective statements for each unit of instruction. These performance statements have been cross walked to the Iowa core academic standards.

Articulated with postsecondary programs of study – PLTW articulates to two year and four year institutions of higher education. The direct articulation is determined by institution of higher education. Information on PLTW alignment to higher education can be found on the Iowa PLTW website: www.pltwiowa.org

Include field, laboratory or on the job training – PLTW incorporates laboratory experience into each course within the program. The capstone course provides the opportunity for students to work with business partners on their capstone projects.

Each sequential unit shall include instruction in a minimum set of competencies related to the following:

New and emerging technologies – PLTW ensures the curriculum is meeting the expectations of industry and incorporating appropriate new and emerging technology by conducting a curriculum review of each course every three years. This review takes a period of one year and followed by professional development training to teacher on the changes to the curriculum.

Job seeking/job adaptability and other employment – PLTW provides instruction in a broad range of skills needed by the workforce. These skills include presentation, teamwork, time management and process management.

Self-employment and entrepreneurial skills – PLTW prepares student for the capstone course Engineering and Development and Design. In this class students employ the skills they have learned throughout the program through their capstone project. PLTW students learn the U.S. patent process and may seek a patent on their capstone project.

Labor Market needs – PLTW curriculum is reviewed every three years to ensure that the program is preparing students to enter engineering and engineering related programs.

Reinforce basic academy skills – PLTW has a strong emphasis of academic skills within the curriculum. Academic skills are taught within the curriculum and the PLTW program encourages students to take, parallel, rigorous math and science courses to better prepare them for engineering and engineering related careers.

Appendix B

DRAFT CHART

	PSEO	28E
Supplementary Weighting	Never Eligible	May be eligible, but not always
Enrollment	Student applies to a postsecondary institution to enroll; course must not be offered by the resident/serving district or be provided through a 28E agreement with any postsecondary institution	Student enrolls at school district to take community college offered coursework
Age Level	Jr, Sr. and 9-10 G/T students only	Unlimited
Payment	District if student passes & completes; otherwise parent; Paid not later than June 30 of each year	District regardless if student passes or fails; Paid on the time schedule negotiated.
Cost	Actual costs up to \$250 per course	Whatever cost negotiated by community college and district boards
Charge to students	None, unless fails course or does not complete course	None.
College Credit	Required	Only required if eligible for supplementary weighting
High School Credit	Required	Optional
28E Required?	No	Yes; should be established prior to any student enrollment
Notifications	Postsecondary institution notifies pupil, appropriate public school district, and DE; notification must include the course, clock hours, and credit hours	None required.
Summer session	Allowed up to 7 credit hours if student has not completed high school graduation requirements but has completed eleventh grade; HOWEVER, district does not pay for these summer session courses.	Allowed; district pays. Not eligible for supplementary weighting.
Full-time enrollment	Not allowed	Allowed
Transportation Responsibility	Parent	Generally district, might be parental reimbursement; determined on a course/case by course/case basis.
Tuition Refunds	Pro rata adjustments required based on federal guidelines	As negotiated
Code Reference	261C	257.11; 260C.1; 260C.14(2)
Location	Post secondary campus or any site established by the community college.	Site within the district boundaries, including the facilities of that district, or any site established by the community college.

Questions to Determine if a High School Student in a Community College (28E) Class is Eligible for Supplementary Weighting

THE ANSWER TO EACH OF THE FOLLOWING QUESTIONS MUST BE "YES"

Is the class listed in the Community College Catalog?
Is the course open to all registered Community College students?
Are all students taking the course for college credit?
Do all students receive credit 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?
Is the Community College either employing or contracting for the teacher?
Does the course utilize the Community College syllabus?
Is the course the same quality as the same course offered on the Community College campus?
Is the Community College in Iowa?
Is the student counted as a resident of the district on row 7 of the certified enrollment?

AND

THE ANSWER TO EACH OF THE FOLLOWING QUESTIONS MUST BE "NO"

Is the course necessary for the School District to meet minimum accreditation standards?
Has the local district offered an identical course in the past 2 years?
Is the student required to take an additional test for credit OR pay an additional fee for credit not required of all other Community College students in the same class OR delay the credit until the student enrolls in the Community College after high school graduation?
Is the class part of a GED program?
Is the class part of an alternative high school, alternative program or any program for at-risk students?
Is the class offered by televised or electronic media, other than ICN? (The non-ICN portion of an ICN class may be eligible for supplementary weighting at .48 weighting, and the ICN portion of the ICN class may be eligible for supplementary weighting at .05 weighting, but televised or electronic classes other than ICN are not eligible for any supplementary weighting.)
Is the class a PSEO Class?
Is the student served pursuant to an IEP?
Is the student tuitioned in other than a secondary CPI student included on row 5D of the certified enrollment?
Is the student open enrolled in other than a secondary CPI student included on row 5C of the certified enrollment?
Is the student whole-grade-shared (WGS) in?
Is the student a Nonpublic student who is not a shared-time student?
Is the student a high school graduate?
Does the student possess a GED?
Is the student a drop out?
Was the student eligible to receive a high school diploma, and if yes, has the class graduated in which the student was enrolled?
Is the class during summer session or otherwise outside of the regular school session?

Appendix C

Row 12 / Form 12 Supplementary Weighting for Resident Public Students in Eligible Sharing Arrangements

If the district is requesting supplementary weighting for resident students in a regular school program, during the regular school year, this form must be completed. A resident student is eligible for supplementary weighting if one of the following conditions are met, subject to certain limitations:

- A. Attends class in another school district excluding whole grade sharing arrangements, or
- B. Attends class taught by a teacher employed by another school district excluding whole grade sharing arrangements, or
- C. Attends class taught by a teacher jointly employed by two or more school districts excluding whole grade sharing arrangements, or
- D. Attends class in a community college for college credit (Iowa Code section 257.11(2) and Iowa Administrative Code Chapter 97), or
- E. Attends class in another school district under a whole grade sharing arrangement, or
- F. Attends class taught by a teacher employed by another school district under a whole grade sharing arrangement, or
- G. Attends class taught by a teacher jointly employed by two or more school districts under a whole grade sharing arrangement, or
- H. Attends class in a regional academy located in the district.

Do not include any sharing related to alternative schools or alternative programs. The weighting for those programs and classes are included directly on the aid and levy worksheet through a formula and are not part of the supplementary weighting reported on form 12 of the certified enrollment.

Courses taken during the summer months when school is not in session are not eligible courses.

In all cases, supplementary weighting is only available if the SBRC certifies to the Department of Management that the sharing of teachers or classes would not be implemented if the supplementary weighting is not available (257.11(2)).

Services such as guidance, health, and library/media are not classes. Students involved in these activities are not eligible for supplementary weighting.

Whole grade sharing is defined as an arrangement whereby students attend classes for all or a substantial portion of a school day pursuant to a whole grade sharing agreement executed under Iowa Code sections 280.10 through 280.12. Whole grade sharing may either be one-way or two-way sharing. If students in any grade are whole-grade shared with another one or more districts, then students in that grade level are eligible for supplementary weighting of .1 rather than .48 under certain circumstances.

A community college is defined as a publicly supported school. Not all courses provided by a community college are eligible for supplementary weighting.

Supplementary weighting for sharing with any entity other than an Iowa public school district or Iowa public community college is not available under Iowa Code. Supplementary weighting for shared administrators, shared superintendents, and special advanced classes are no longer available under Iowa Code.

Supplementary weighting for whole grade sharing is available under certain circumstances for a limited time. That weighting can be carried forward following reorganization as a reorganization incentive; however, the incentive is not included on the certified enrollment forms after reorganization. Instead, it will be entered on the aid and levy worksheet by the Department of Management.

Supplementary weighting on Form 12 is not available for students in special education classes, in at-risk programs, or in alternative schools or alternative programs. Do not include summer session classes.

Students who were counted on Forms 2, 4, 5, 6, 8, 9 or 10 would not be eligible to be counted on Form 12 for any sharing arrangement. Students who were counted on Form 3 would only be eligible to be counted on Form 12 for a qualified whole grade sharing arrangement.

In all eligible supplementary weighting, include only instructional time. Do not include any time for transportation. Do not use the percent of time for which the teacher is employed. Include only the time that students are taught.

If a resident student attends class in another school district (Conditions A and E) or attends class taught by a teacher employed by another school district (Conditions B and F) that student is eligible to be counted for supplementary weighting only if the district does not have a licensed and endorsed teacher available to teach the course(s) being provided.

Resident students in districts which are hosting the programs which are not community college courses provided by the community college are not eligible for supplementary weighting. Hosting is determined by such factors as location of the program and employment of teachers. A district cannot be designed as the host for a program or class provided outside of its own district boundaries.

If the sharing arrangement is condition A or condition B, the teacher of the class cannot also be an employee of your district.

Special education classes or programs, at-risk classes or programs, or alternative schools or alternative programs are not eligible for supplementary weighting under Condition A or Condition B.

If a resident student attends classes taught by a teacher jointly employed with another district (Conditions C and G), the following conditions of joint employment must be met if the student is to be eligible for supplementary weighting:

1. Joint teacher evaluation process and instruments
2. Joint Phase III Plan
3. One single salary schedule.

(10 DE Appeal Decision 219, and the Decision in the Matter of the Garwin and Green Mountain School Districts).

“The General Assembly chose the term ‘joint employment’ with the full knowledge of its legal meaning, and, indeed, did not equate it with mere ‘sharing’ of the salary and benefits of selected personnel by two more school districts.” (10 DE Appeal Decision 219).

If two or more school districts each employ the same teacher on a part-time basis, this is not a jointly employed teacher. If one school district purchases the services of a teacher employed by another district, this is not a jointly employed teacher.

Except for joint employment contracts that meet all of the requirements of a joint teacher evaluation process and instructions, a joint Phase III plan, and one single salary schedule, no two or more district shall list each other for the same shared classes/programs or shared teachers.

For supplementary weighting purposes, jointly employed personnel with any entity other than an Iowa public school district are not eligible.

Special education classes or programs, at-risk classes or programs, or alternative schools or alternative programs are not eligible for supplementary weighting under Condition C.

If a resident student attends a community college-offered class (Condition D), the following conditions must be met for that student to be eligible to be counted for supplementary weighting:

1. Course must supplement, not supplant, high school courses
2. Course must be included in the community college catalog or an amendment or addendum to the catalog
3. Course must be open to all registered community college students, not just high school students
4. Course must be 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
5. Course must be taught by a teacher meeting community college licensing requirements
6. Course must be taught utilizing the community college course syllabus
7. Course must be of the same quality as a course offered on a community college campus.

Supplant includes replacing an identical course that was offered at the high school in the preceding year or the second preceding year, or if the community college offers a course required by the school district in order to meet the minimum accreditation standards in Iowa Code section 256.11.

If the class has students enrolled that are taking the course for dual credit, for community college credit only, and for high school credit only, students taking the course for high school credit only are not eligible to be counted for supplementary weighting.

Advanced placement high school courses for which the community college will grant college credit, with or without testing, and for which the student, parent or guardian is responsible for the payment of the fee for the credit are not shared classes eligible for supplementary weighting.

Students must be enrolled in the public school district and sent by that district to the community college for classes. The student does not have the right to enroll directly into community college course if tuition is to be billed to the school district. The community college does not have the authority to bill the public school district for students it enrolled which were not sent to it by a public school district under a 28E sharing agreement.

The students included on Form 6 are generally not the same ones that are weighted on Form 12. Also students on Form 6 may be less than 1.0 FTE but be counted as 1.0 on Form 12 for number of students.

Special education classes or programs, at-risk classes or programs, or alternative schools or alternative programs are not eligible for supplementary weighting under Condition D. Extended programs are available to special education students under age 21 that have completed their high school work if included in their IEPs, but are not available to regular education students. Therefore, extended programs are not eligible for supplementary weighting.

If a resident student attends class in another school district (Condition E) or attends class taught by a teacher employed by another school district (Condition F) or attends classes taught by a teacher jointly employed with another district (Condition G) under a whole grade sharing contract, the student is eligible for supplementary weighting in the following situations:

1. The school district which was participating in a whole grade sharing arrangement in the 2001-2002 school year, and the affected boards adopt a resolution jointly to study the question of undergoing a reorganization or dissolution to take effect on or before July 1, 2006, will be eligible for supplementary weighting of 0.1 for a maximum of two years for resident students participating in the whole grade sharing. Receipt of supplementary weighting for a second year shall be conditioned upon submission of information resulting from the study to the SBRC indicating progress toward the objective of reorganization on or before July 1, 2006.

2. The school district which was not participating in a whole grade sharing arrangement in the 2001-2002 school year, and which executes a whole grade sharing agreement for the 2003-2004 school year, and the affected boards adopt a resolution to study the question of undergoing a reorganization or dissolution to take effect on or before July 1, 2006, will be eligible for supplementary weighting of 0.1 for a maximum of three years for resident students participating in the whole grade sharing. Receipt of supplementary weighting for a second and third year shall be conditioned upon submission of information resulting from the study to the SBRC indicating progress toward the objective of reorganization on or before July 1, 2006.

If a resident student attends class in a regional academy located in your resident district, the student is eligible for supplementary weighting in the following situation:

The school district which establishes a regional academy shall be eligible to assign supplementary weighting of 0.1 for its resident students attending classes at the academy for the FTE that the student attends classes at the regional academy. The maximum total weighting allowed is 15 FTE.

A regional academy is an educational institution established by a school district to which multiple schools send students in grades 7-12. A regional academy shall include in its curriculum advanced-level courses and may include in its curriculum vocational-technical programs.

Do not Include on Form 12:

- Non-resident students attending under any arrangement.
- Resident students taking courses taught via the Iowa Communications network (ICN) or any other television or electronic medium (Iowa Code section 257.11).
- Resident students taking courses during summer session.
- Special education students.
- At-risk students enrolled in at-risk programs or classes are ineligible for at at-risk program or class.
- Students enrolled in alternative schools or alternative programs are ineligible for that alternative school or alternative program.
- Whole grade sharing students, in or out, except as allowed by Code.
- Open enrolled students, in or out.
- Nonpublic students.
- Dual enrolled or home school assistance program (HSAP) students.
- Resident students in courses or programs taught by teachers employed by your district unless the employment meets the criteria of joint employment with another school district or if the criteria are met for students attending class in a community college.
- Resident students participating in shared services rather than classes (health, guidance, media/library...)
- Resident students taking courses under the post secondary enrollment option, Iowa Code chapter 261C, are ineligible for those PSEO courses.
- Students enrolled in a community college GED program (this program is available only to high school dropouts) or in the community college's own high school

completion program operated under Iowa Code section 260C.1 (this program is available only to post high school age students).

- Any student who was eligible to receive a diploma with the class in which that student was enrolled and that class has graduated and that student continues enrollment in the district to take courses provided by the district, or offered by a community college, or to take PSEO classes.

Example: Your board and the board of the local community college determine that your students would benefit if your district offered advanced (college) courses available at the community college but not available in your district for quantitative methods and geology, whether or not students have requested these courses. Your boards establish a sharing program for these courses. Student A enrolls in geology at the community college and student B enrolls in political science at the community college. Student A would be in a shared program for supplementary weighting; student B would be a PSEO student and is not eligible for supplementary weighting. Generally, classes which are student selected and which are not currently available through the high school, are PSEO classes. Generally, classes that are board selected to be part of a shared program with the community college would not be PSEO classes.

In order for students to participate in a GED program at a community college, those students must be high school dropouts. Public school districts may not count or weight students that have dropped out of school. Authority to provide a GED program is granted by Iowa Code to the community college but is not granted to the public school district.

Click the add button to go to an entry screen.

Form 12, Sharing Condition.

Select one of the follow Condition codes from the dropdown menu:

Condition A. Resident student attends class in another school district excluding whole grade sharing, or

Condition B. Resident student attends class taught by a teacher employed by another school district excluding whole grade sharing, or

Condition C. Resident student attends class taught by a teacher jointly employed by two or more school districts excluding whole grade sharing, or

Condition D. Resident student attends a community college-offered class for college or dual credit which supplements, not supplants, the high school courses.

Condition E. Resident student attends class in another school district under a whole grade sharing arrangement (requires a reorganization/dissolution resolution), or

Condition F. Resident student attends class taught by a teacher employed by another school district under a whole grade sharing arrangement (requires a reorganization/dissolution resolution), or

Condition G. Resident student attends class taught by a teacher jointly employed by two or more school districts under a whole grade sharing arrangement (requires a reorganization/dissolution resolution), or

Condition H: Resident student attends class in a regional academy located in the district. Only the host district is eligible to select this condition.

Form 12, Sharing District or Community College Name.

Enter the name and number of the public school district or Iowa Community College with which your district shares. Community college numbers are 4-digit numbers beginning with “99.” If the sharing condition is “regional academy,” enter the district name and number of the public school district that sends the largest number of its resident students to your regional academy for each subject/course.

Form 12, Course Code.

Select the subject/course code or name from the dropdown menu. Refer to the BEDS assignment codes in Appendix B for the course code that is most similar to the course shared. Do not enter any codes for services.

Form 12, Grade Span.

Select the start grade from the dropdown menu.

Select the end grade from the dropdown menu.

Form 12, Class Periods in a Year of this Class.

Enter the number of class periods for this class in the school year. For an elementary-level class, convert the minutes of class to periods for purposes of this calculation.

Form 12, Total Class Periods Available in a School Year.

Enter the total number of class periods in your district in a year. Include all class periods in a day and all days in a school year.

- Examples:
- 8 periods per day for 180 days = 1440 total periods per school year.
 - 7 periods per day for 180 days = 1260 total periods per school year.
 - 6 periods per day for 180 days = 1080 total periods per school year.
 - 4 double period blocks per day for 180 days = 720 total per school year.

Each class period needs to be considered separately to get the correct FTE. For example, a teacher having 4 out of 8 classes daily with 10 students in each class does not have 40 students for 4 class periods. That teacher has 40 students for the number of times that one of the classes will be held.

$(1 \text{ period} \times 180 \text{ days}) / (8 \text{ periods} \times 180 \text{ days}) = 180/1440$. This is the number of periods for each student.

If the class met 3 times per week instead of daily and met for 1 semester instead of 2 semesters, that teacher has 40 students for the number of times that one of the classes will be held.

$(1 \text{ period} \times 3 \text{ days} \times 18 \text{ weeks}) / (8 \text{ periods} \times 180 \text{ days}) = 541/1440$. That is the number of periods for each student.

If each class met for a different number of days then each class would have to be calculated separately on different rows.

Form 12, Number of Resident Students in Class.

For sharing conditions A through G, enter the number of resident students enrolled in the shared class in another district, or enrolled in a shared class taught by a teacher employed by another school district, or enrolled in a shared class taught by a teacher jointly employed by another district, or enrolled in a class at a community college for college credit under a sharing agreement. For sharing condition H, enter the number of resident students enrolled in classes shared with other districts and taught at a regional academy which your district hosts.

Form 12, Weighting Factor and FTE.

When the update button is clicked, the FTE will be calculated using the correct weighting factor.

The supplementary weighting factor for sharing conditions A through D is 0.48 and for sharing condition E through H is 0.10. Sharing Condition H has a maximum FTE allowed of 15.0. The formula is to multiply the quotient of the number of class periods in a year of this class divided by the total class periods available in a school year times the number of resident students in the shared class times the appropriate weighting factor.

Repeat this sequence of add—update until all eligible shared classes have been entered.

Use the dropdown menu to go to the next form.