

Review of State Policies Supporting Advanced Placement, International Baccalaureate, and Dual Credit Programs

Jennifer Brown Lerner

Betsy Brand

American Youth Policy Forum



Guiding Principles for Policy Work

- Be Transparent
- Be Consistent – Have the same policies in place for AP, IB, dual credit, to the extent possible (e.g. credit transferability)
- Be Clear – use simple, clear language to describe policies
- Provide Lots of Information
- Collect and use data to determine impact and effectiveness of policies



Terminology

- ▶ Advanced Placement
- ▶ International Baccalaureate
- ▶ Dual Credit
- ▶ Acceleration Mechanism

AP/IB Professional Development & Teacher Credentials

- Arkansas
 - State investment in professional development through Summer Institutes & graduate certificate
- Maine
 - State supported mentoring program
- West Virginia
 - Center for Professional Development
- IB requires teacher certification/professional development

AP/IB Credit Acceptance

- ▶ Common acceptance scores
 - Mandated by state policy
 - Set by Higher Education
- ▶ Use of AP/IB assessments as end-of-course exams
- ▶ Need for centralization location of information
 - Florida's Office of Articulation



AP/IB Distance Learning

- ▶ AP Distance Learning typically sponsored by state
- ▶ IB is piloting distance learning option
- ▶ Potential intersect for AP/IB and dual credit to share best practice

AP/IB Enforcement

- ▶ Limited efforts for enforcement, especially in states that have mandated all high schools offer AP/IB
- ▶ Professional development dollars often linked to student success on end-of-course exams
- ▶ Florida's pilot efforts to link acceleration mechanisms to school grades

Dual Credit Delivery Strategies

- A high school teacher certified by a postsecondary institution offering a college course in the high school classroom;
- A postsecondary instructor teaching a college course in a high school classroom;
- A high school student attending a course, specifically for high school students, on a college campus;
- A high school student attending a college course on a college campus alongside traditional postsecondary students; and
- A high school student participating in a distance learning college course.

Dual Credit Regulatory Framework

▶ NACEP

- Typically not required by state policy
- More comprehensive than other state regulatory mechanisms
 - Curriculum
 - Faculty
 - Students
 - Assessments
 - Program Evaluation



Dual Credit Regulatory Framework

States with Oversight Policies

<u>Program Feature</u>	<u>#</u>	<u>States</u>
Quality control	8	Arizona, Georgia, Nevada, North Carolina, Oregon, Utah, Virginia, Washington
Policy Compliance	1	Missouri
Financial reporting	2	California, Michigan

Dual Credit Funding

- **Double Funding:** Neither institution loses funds, and both are funded at their full rate.
- **High Schools Lose Funds:** High school loses average daily attendance (ADA) funding for dual credit students.
- **Colleges Lose Funds:** Colleges do not receive full-time equivalent (FTE) funding for dual credit students.
- **Both Colleges and High Schools Lose Funds:** Both colleges and high schools lose some, but not all, of their FTE and ADA funding for dual credit students.
- **Partial Policies:** Precise funding is not specified, but it is clear that at least one institution's FTE or ADA funding is affected by dual enrollment students.

Dual Credit Entrance Requirements

- Articulation Agreements typically set entrance requirements
- States use the following criteria:
 - Age
 - Grade
 - GPA
- Critical that entrance requirements not restrict access as it might inhibit program development
- Value of entrance requirements as early indicator for need for remediation



Cross-Cutting Issues

- ▶ Guidance and Information Dissemination
- ▶ Capacity Building/Professional Development
- ▶ Accountability/Quality

For More Information Contact:

American Youth Policy Forum

1836 Jefferson Place, NW; Washington, DC 20036
202775-9731; Fax: 202-775-9733

aypf@aypf.org

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