

List of Appendices

Please note that AYPF did not develop all of these resources (sources are indicated within each appendix), rather we have pulled together summary resources that we believe will be helpful for additional information

Appendix A: Dual Enrollment Annotated Bibliography

Appendix B: Notes on AP State Policy

Appendix C: Notes on IB State Policy

Appendix D: Summaries of Dual Credit Policy in 10 States

Appendix E: 50 State Table of Critical Issues to Indiana

Appendix F: State Policy Chart developed by CCRC for US Department of Education Project

Appendix A

Dual Enrollment Bibliography

Bailey, T., & Karp, M. M. (2003), *Promoting college access and success: A review of credit-based transition programs*, Washington, DC: U.S. Department of Education.

Available online at

http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED482497&ERICExtSearch_SearchType_0=no&accno=ED482497

The paper reviews 45 published and unpublished reports, articles, and books on the most common credit-based transition programs: dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), Tech Prep, and middle college high schools (MCHS). The report examines the programs and their characteristics and reviews what is known about their ability to increase college access and success for a wide range of students.

Data Quality Campaign (2008), *Using Longitudinal Data Systems: How ACT, SAT and AP Results Can Increasingly Inform Policymaking, School Improvement and Student College Readiness*. Available online at http://www.dataqualitycampaign.org/files/publications-ap_sat_act_inform_policy_making-082208.pdf

Describes how ACT, SAT and AP student data can be increased by linking assessment results with other student and school data included in longitudinal data systems.

Florida Department of Education (2004), *Impact of dual enrollment on high performing students*, Data Trend #26, Tallahassee, FL:

Available online at <http://www.fldoe.org/cc/OSAS/DataTrendsResearch/DT26.pdf>

Demonstrates the difference in postsecondary education outcomes for dual enrollment students compared to those who did not participate in dual enrollment.

Hughes, K. L., Karp, M. M., Fermin, B., & Bailey, T. (2006), *Pathways to College Access and Success* CCRC Brief No. 27, New York: Columbia University, Teachers College, Community College Research Center.

Available online at <http://ccrc.tc.columbia.edu/Publication.asp?UID=340>

Case studies of credit-based transition programs highlighting findings regarding four key program features: student recruitment and selection processes; curriculum; support services; and data collection and use.

Hughes, K. L., Karp, M. M., Bailey, T., & Fermin, B. (2005), *Update to state dual enrollment policies: Addressing access and quality*, Washington DC: U.S. Department of Education, Office of Vocational and Adult Education.

Available online at

<http://www.ed.gov/about/offices/list/ovae/pi/cclo/cbtrans/statedualenrollment.pdf>

Explanatory information on state dual enrollment policies.

Hughes, K. L., Karp, M. M., Bunting, D., & Friedel, J. (2005), Dual enrollment/dual credit: Its role in career pathways, in D. Hull (Ed.), *Career pathways: Education with a purpose*, Waco, Texas: CORD.

Excerpt available online at <http://www.cord.org/uploadedfiles/CareerPathwaysExcerpt.pdf>

Karp, M. M., & Jeong, D. W. (2008), *Conducting research to answer your questions about dual enrollment* (prepared for the Council of Chief State School Officers and the U.S. Department of Education, Office of Elementary and Secondary Education), New York: Columbia University, Community College Research Center.

Available online at

<http://www.ccsso.org/content/pdfs/Conducting%20Research%20to%20Answer%20Your%20Questions%20about%20Dual%20Enrollment.pdf>

Provides information to policymakers emphasizing the importance of conducting research on dual enrollment programs.

Lerner, J. & Brand, B. (2006), *The college ladder: Linking secondary and postsecondary education for success for all students*, Washington DC: American Youth Policy Forum.

Available online at

<http://www.aypf.org/publications/The%20College%20Ladder/TheCollegeLadderlinkingsecondaryandpostsecondaryeducation.pdf>

This compendium identifies and describes schools, programs, and policies that link secondary and postsecondary education to help students earn college credit or take college-level courses while in high school.

National Center for Education Statistics (2005), *Dual credit and exam-based courses in U.S. public high schools: 2002–03*, Washington, DC: U.S. Department of Education.

Available online at <http://nces.ed.gov/pubs2005/2005009.pdf>

This public school survey is the first national survey to provide baseline data on dual credit and exam-based courses, including Advanced Placement (AP) and International Baccalaureate (IB) courses, for public high school students.

National Center for Education Statistics (2005), *Dual enrollment of high school students at postsecondary institutions: 2002–03*, Washington, DC: U.S. Department of Education.

Available online at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005008>

Survey respondents at selected postsecondary institutions were asked to report on the prevalence of college coursetaking by high school students at their institutions during the 2002–03 12-month academic year, both within and outside of dual enrollment programs.

Michalowski, S. (2007), *Positive effects associated with College Now participation*, Available online at

<http://web.cuny.edu/academics/CUNYPublicSchoolPrograms/databook/library/cnparticipationpositive917.pdf>

Analysis of the effects that *College Now* participation on students' postsecondary outcomes.

Reindl, T. (2006), *Postcards from the Margin: A National Dialogue on Accelerated Learning*, Boston, MA: Jobs for the Future.

Available online at

<http://www.jff.org/KnowledgeCenter/Postcards+from+the+Margin%3A+A+National+Dialogue+on+Accelerated+Learning+.html>

Summary and analysis of Accelerated Learning: Shaping Public Policy to Serve Underrepresented Youth forum.

Western Interstate Commission on Higher Education (2006), *Moving the Needle on Access and Success*, Available online at www.wiche.edu/Policy/Accelerated_Learning/report/ALO.pdf

Describes existing state and institutional policies and practices associated with four accelerated learning programs: Advanced Placement (AP), dual/concurrent enrollment, the International Baccalaureate (IB) Diploma Program, and Tech-Prep. Part of a larger effort to examine issues of effectiveness, quality, financing, and availability in order to determine if accelerated learning was a viable option to increase access to and success in postsecondary education among low-income and underrepresented students.

Appendix B: Notes on AP

Alabama:

1. Student Support
 - a. Governor has the goal of every Alabama high school offering two English, math, two social science, and two science AP courses on site or through distance learning.
 - b. AP exam fee assistance is available to pay for AP exams for public school students no eligible for the federal Advanced Placement Test Fee Program.
 - c. Funding to help pay for PSAT/NMSQT exam fees for students in grades 9-11. The PSAT/NMSQT results can help identify prospective AP students.
2. Professional Development
 - a. A minimum of 250 scholarships of no more than \$1300 to attend AP workshops and institutes for teachers, counselors, and administrators.
 - b. In 2006, \$1200 of funding for instructional materials available to teachers who attend College Board summer institute in the last three years.
 - c. Funds are provided for Pre-AP training for Vertical Teams and mentoring programs for new AP teachers.
3. Distance Learning
 - a. Alabama's ACCESS Distance Learning offers AP courses free of charge to Alabama public school students.

Florida

1. Student Support
 - a. The state has mandated that each district must administer the PSAT/NMSQT or the Preliminary ACT. This will help schools assess students for inclusion in AP courses. The state will provide funding contingent on the state's annual general appropriations act.
2. Professional Development
 - a. As part of the "Florida Partnership for Minority and Underrepresented Student Achievement Act" training will be provided to instructors in order to teach AP classes.
3. Credit Acceptance
 - a. Florida statutes define an AP exam grade of 3 as the minimum for postsecondary credit
 - b. Florida statues have authorized the State Board of Education to establish a statewide articulation agreement for secondary and postsecondary education. This includes AP credit acceptance and transferability.
4. Distance Learning
 - a. The state mandates that schools communicate and coordinate with the Florida Virtual School, an online provider of AP courses.

5. Enforcement
 - a. The administrators of the Florida Partnership for Minority and Underrepresented Student Achievement must submit a report to the State Department of Education evaluating the success of the program and achievement gains in the Advanced Placement program.

Georgia

1. Student Support
 - a. 2007 Appropriations bill that includes money for AP exam and college entrance exam fees for public school students.
2. Professional Development
 - a. In 2006, School districts could apply for a grant up to a maximum of \$2,500 per teacher for training expenses.
 - b. Priority for grant awards was given to applicants with the fewest number of AP courses and students.
3. Credit Acceptance
 - a. The Board of Regents of University System of Georgia adopted the SAT writing section as an alternative to the Regents Writing Skills test.
4. Distance Learning
 - a. The Georgia Virtual School, an internet-based public school housed in the Georgia Department of Education provides any student in the state access to AP courses.

Illinois

1. Student Support
 - a. State Board of Education is required by law to encourage school districts to:
 - i. Offer rigorous courses in grades 6-11 to prepare students for AP courses
 - ii. Make it a goal that all grade 10 students take the PSAT/NMSQT so test results can be used to identify prospective AP students
 - iii. Disseminate to parents, subject to appropriations, materials that emphasize the importance of the AP to a student's ability to gain access to and succeed in college.
2. Professional Development
 - a. Subject to appropriations, AP teachers must obtain appropriate training in order to prepare student for success in AP courses and exams.
 - b. The state Board of Education is instructed by mandate to seek federal funding to support AP and Pre-AP teacher training.
 - c. State and federal funding is targeted towards districts serving high concentrations of low-income students.

3. Distance Learning
 - a. Illinois Virtual High School offers AP classes to students from registered public or private high school.

Maryland

1. Student Support
 - a. Project GREAT EXPECTATIONS awarded grants to 10 Maryland school districts to increase AP performance and participation among students from low-income families and under-represented groups.
 - b. Project NEXUS grants to 12 middle schools focus on increasing access, participation and performance of students from low income families in rigorous courses leading to AP courses, exams, and college.
2. Professional Development
 - a. A Grant from the AP Baldrige in Education Initiative provides preparation and training for AP English Literature and Composition teachers in 10 Maryland high schools.
3. Credit Acceptance
 - a. State Department of Education has approved specific AP exams as alternatives to the state's end-of-course assessments required for graduation
4. Distance Learning
 - a. Maryland Virtual School offers online Advanced Placement classes for a fee.

Minnesota

1. Student Support
 - a. In 2006-07 exam subsidies were available to pay for AP exams for public and nonpublic school students.
2. Professional Development
 - a. Scholarships available to public and nonpublic teachers attending AP summer Institutes.
3. Credit Acceptance
 - a. Public colleges and universities in Minnesota must award college credit to high school students who receive an AP Exam grade of 3 or higher.
4. Distance Learning
 - a. \$400,000 appropriated once in 2007-08 and again in 2008-09 for the University of Minnesota and the Minnesota State Colleges and Universities to provide courses to high school students living in remote and underserved areas where the school district lacks the resources to provide academically

rigorous courses, such as AP. Courses may be delivered by a high school or postsecondary faculty member, online or through distance education.

5. Enforcement
 - a. Accountability: the commissioner of education is required to submit an annual report to the legislature with the number of students enrolled in AP in each district, the number of teachers attending training programs in each district, and the expenditure related to the state's AP funding.

Mississippi

1. Student Support
 - a. There is no fee each AP Examination taken by students from public and private schools whose family does not exceed 150% of the poverty income level, the following will occur
2. Workforce Development
 - a. Beginning with the 2007-08 school year, each teacher planning to teach an AP course must have completed the College Board-endorsed AP Summer Institute for the course and must have obtained the AP certification through the state Department of Education. AP teachers must complete the AP Summer Institute at least every five years. Teachers who have served with the ETS® as AP Exam Readers may have the initial training waived and will automatically earn the AP certification.
3. Credit Acceptance
 - a. Mississippi Code defines an AP grade of 3 as the minimum for postsecondary credit.
4. Distance Learning
 - a. State code states that the use of virtual AP courses is an appropriate alternative for the delivery of AP courses.
 - b. The Mississippi Virtual Public School Program is a free web-based educational program offers AP courses to Mississippi students.
5. Enforcement
 - a. Mississippi Code, requires each school district, beginning with the 2007-08 school year, to offer at least one AP course in each of the four core areas of math, English, science, and social studies for a total of four courses.
 - b. The Mississippi Department of Education must approve all classes designated as Pre-AP courses.

New Mexico

1. Student Support
 - a. Legislative mandated workplace readiness assessment system at state expense.

- i. A high school readiness assessment in English, reading, mathematics, and science in grade 9.
 - ii. A college readiness assessment in English, reading, and mathematics in grade 10.
 - iii. A Workplace readiness assessment in applied skills in reading, mathematics, and locating information in grade 11.
 - b. School boards must inform students about AP courses
 - c. Students entering grade 9 in the 2009-10 school year will be required to take at least one required course as an AP, honors, dual enrolment, or distance learning course.
- 2. Workforce Development
 - a. In 2006-07, the state of New Mexico provided a series of state-funded AP professional development opportunities.

New York

- 1. Credit Acceptance
 - a. The State Department of Education has approved specific AP Exams and SAT Subject Tests as alternatives for the Regents exams.

Ohio

- 1. Student Support
 - a. Students who are on free or reduced price lunches do not have to pay anything to take any AP test.
- 2. Workforce Development
 - a. 2007-09 budget includes \$750,000 in 2008-09 for AP Summer Institutes for 150 English, social studies, and world languages teachers and 600 science and mathematics teachers.
- 3. Credit Acceptance
 - a. Standards will be adopted by the state Board of Regents that will require each state higher education institution to award college credit for AP consistent with the standards.
- 4. Distance Learning
- 5. Enforcement
 - a. The Board of Regents, in collaboration with the State Board of Education, must publish an annual report describing programs that enable students to earn college credit in high school.
 - b. AP participation and performance data are included on the Ohio Local Report Card beginning with the 2006-07 report card.

Oregon

- 1. Student Support

- a. The Oregon Advanced Placement Test Fee Program pays for Advanced Placement and International Baccalaureate examinations for students that qualify for free or reduced lunch programs.
2. Workforce Development
3. Credit Acceptance
 - a. In 2005, the legislature required community colleges and state higher education institutions to develop uniform standards for awarding college credit for AP grades.
4. Distance Learning
 - a. Oregon's "CoolSchool" offers online AP courses as a distance learning alternative.

Texas

1. Student Support
 - a. In 2006-07 the state paid \$30 of each public school student's AP exam fee. Low-income students received further reductions.
2. Workforce Development
 - a. In 2006-07, teacher training reimbursements of up to \$450 per teacher were available for AP Summer Institutes.
3. Credit Acceptance
 - a. In 2005 the state required that all Texas public institutions of higher education to give college credit to all students who have achieved qualifying scores on one or more AP exams.
4. Distance Learning
 - a. The Texas Virtual School offers AP prep courses for a fee.
5. Enforcement
 - a. Schools receive \$100 bonuses for each student who receives a grade of 3 or higher on an AP Exam. In May 2005, 54,625 students earned their campuses awards of \$100 each, enabling over \$5.4 million to be used to expand academic services in local districts.
 - b. The state requires each school district to implement a program allowing students to earn at least 12 semester credit hours of college credit in high school through AP, IB, or dual enrollment.

West Virginia

1. Student Support
2. Workforce Development

- a. Beginning in 1989 the State Board of Education was required by the state legislature to establish a program, coordinated through colleges and universities, to provide training to AP teachers.
 - b. West Virginia subsequently created the Center for Professional Development, which coordinates AP teacher training.
 - c. The state currently provides \$2 million for AP teacher training.
3. Credit Acceptance
 - a. Students earning a 3 or higher on an AP Exam will receive credit from any state college or university. Individual departments at institutions of higher learning may require higher grades on AP exams when the credit is to be used toward meeting the requirement of the core curriculum.
4. Distance Learning
 - a. The West Virginia Virtual School facilitates AP courses using other online schools as content providers. While the courses are not free of charge, local school districts may pay the fees, particularly if they do not offer the class in school.
5. Enforcement
 - a. Starting in the 1990-91 year, schools are required to offer AP courses in grades 9-12. Effective with the 2008-09 year, the State Board of Education requires all high schools to offer a minimum of four AP courses, or the IB program.

Appendix C: IB Notes

International Baccalaureate

States with an IB Statute:

- **Arkansas** * - In 2005 the Advanced Placement Incentive Program was expanded to include IB Diploma Program as well. All schools must offer at least one AP or IB course by 2009 in the four areas of math, English, science, and social studies. Pre-IB courses are required...
 - Professional Development: \$650 can be directed toward a teacher for reimbursement of training expenses.
 - All schools must offer IB or AP courses by 2009 Teacher training
 - Distance Learning: Arkansas views the primary purpose of distance learning technologies as assisting schools achieving AP/IB availability.
 - Enforcement: The Arkansas Dept. of Education must approve all pre- IB courses
 - Bonuses
 - \$50 may be given to a school for each student they instruct that scores a 3 or higher in their IB exam.
 - Exam funding
 - State will pay a share of the cost of the test fee, not to exceed \$65
 - State will pay \$50 for each test taken to each public school student who takes more than two IB courses

- **California** * (majority of laws toward AP): Two year program. Law states that IB program is comprehensive and rigorous two year program. Fosters geographic, cultural mobility, and international acceptance. (Cal Education Code 52920- 52922)
 - Professional Development: California IB schools have access to \$1.05 million annually for IB professional development and materials ([International Baccalaureate Partnerships Document](#)).
 - Enforcement: Must submit to the California Dept. of Education number of students working toward an IB diploma, number of teachers attending training programs, number of teachers in pre-IB support programs, and amount of money spent by school district on IB program.
 - Teacher training
 - IB schools throughout California share \$1.05 million annually for IB professional development and materials
 - Credits
 - Students entering the University of California system with an IB Diploma of 30 points or above earn 30-quarter (or 20-semester) units total toward the UC undergraduate degree.
 - State DOE accesses AP test fee funds for exam fee payment and includes TOK and EE for Diploma candidates

- **Colorado** * Colorado indicates that students in the IB Diploma Program are viewed as highly attractive because of work habits, scholarship, and ambition. (Colo. Rev. Stat. 23-1-113.2)

- Credit Acceptance: Postsecondary institutions are required to have policies regarding offering credit to IB students. Each institution can determine the performance score needed for credits rewarded.
 - State supported post secondary schools will grant 24 college credits to IB Diploma holders who score a 4 or higher on each of their exams.
- **Florida**
 - Scholarships
 - 100% of tuition and fees are paid for IB Diploma holders that score a minimum of 28 on their ACT or 1270 on the SAT.
 - 75% of tuition and fees are paid for IB Diploma holders that score a minimum of 20 on their ACT or 970 on their SAT.
 - Credits
 - Postsecondary institutions must grant college credit to students that obtain a Florida State Board of Education determined score on an IB exam.
 - Bonuses
 - \$50 is given to an IB teacher for each student they instruct who scores a 4 or higher in their IB exam, not to exceed \$2000 in any given school year
 - Additional \$500 to each IB teacher in a school designated performance grade category “D” or “F” who has at least one student scoring 4 or higher on the IB examination, regardless of the number of classes taught or of the number of students scoring 4 or higher
 - School districts can calculate an additional full-time membership of 0.3 for an IB Diploma holder
- **Georgia ***
 - Credit
 - Board of Regents urged by Senate resolution to consider creation of a program of granting undergraduate course credit to entering freshman students who have successfully completed the curriculum and examinations leading to an International Baccalaureate Diploma.
 - Scholarships
 - For purposes of identifying and qualifying graduating seniors for the HOPE scholarship programs and other identified programs, grades for coursework classified as international baccalaureate shall be weighted an additional 0.5 for each subject grade
- **Kentucky**
 - Assessment
 - Successful completion of at least four (4) courses the International Baccalaureate (IB) program curriculum satisfy the state’s pre college curriculum (PPC) requirement for admission to postsecondary study.
 - IB Diploma courses being considered for inclusion in proposed changes to the Commonwealth of Kentucky high school diploma.
- **Minnesota ***

- 19 November 2007: The Minnesota Department of Education announced over \$2 million in International Baccalaureate grants to six Minnesota School Districts to increase student achievement and prepare students for post-secondary education. The grants will be used, among others, to increase IB pathways (sites/opportunities) to low income students and students of color and other underrepresented students specifically through all three programs and to promote smooth articulation between the programs.
 - Teacher training
 - The state pays a portion of the costs incurred by school districts to send teachers to IB workshops
 - Exam funding
 - The state pays all or part of the IB exam fee for low-income students
 - Credit
 - All colleges and universities in the Minnesota State Colleges and University system offer credit for IB scores of 4 or better.
 - All colleges and universities in the Minnesota State Colleges and Universities system must offer students who complete an IB Diploma with a score of 30 or higher 12 quarter or 8 semester credits for each for 3 higher level examinations, plus 3 quarter units for each of the standard level examinations, for a total of 45 quarter or 30 semester credits
- **Oklahoma ***
 - Exam funding
 - Share of test fee for those demonstrating financial need
 - Bonuses
 - \$100 for each score of four or better on an IB examination
 - Credit
 - State system institutions awarding credit for extra institutional learning accept the IB program as an acceptable method of validation.
 - Admissions standards - postsecondary
 - Institutions add a standard weighting to IB HL courses
- **South Carolina**
 - Credit
 - Commission on Higher Education policy requires each public institution of higher education to adopt and implement by Fall 2008 the acceptance of IB credit for first time freshmen students who have scored “4” or above on any higher level IB course examination.
- **Texas**
 - Exam funding
 - 25% of the IB exam fee is paid by the state
 - A student receiving a 4 or better on an IB examination may receive reimbursement for the testing fee.
 - The commissioner may enter into agreements with the IB to pay for all examinations taken by eligible public school students

- Teacher training
 - \$450 may be given to a teacher to subsidize costs incurred to attend training.
 - Bonuses
 - \$250 one-time award for teaching IB courses
 - Teachers get a share of the teacher bonus pool, which is distributed by the school in shares proportion to the number of courses taught
 - \$100 is awarded to a school for each student that scores a 4 on at least one of their IB exams
 - \$50 is give as a bonus for each student that scores a 4 or higher on an IB exam
 - \$3000 one time equipment grant is allocated to a school starting an IB program.
 - Credit
 - Higher education institutions shall grant at least 24 semester credit hours or equivalent course credit in appropriate subject areas to an entering freshman student for successful completion of the IB Diploma
- **Virginia**
 - Assessments
 - Students are considered proficient for multiple SOL subjects if they obtain a score of 2 on the corresponding IB subject exams
- **Washington**
 - Teacher Training
 - State legislature provides incentives for IB Math and Science teacher training. Funds available for one math and one science teacher at each public high school and middle school in the state
- **Wisconsin**
 - Credits
 - Board of Regent policy requires all University of Wisconsin System campuses to award college credit for scores of 4,5, 6, or 7 on higher level (HL) IB examinations. Additional credit will be awarded to students who complete the full diploma program.

The following taken from [International Baccalaureate Partnerships Document](#)

- **America COMPETES Act of 2007**
 - On August 9th, 2007, President Bush signed the America COMPETES (Creating Opportunities To Meaningfully Promote Excellence In Technology, Education, and Science) Act of 2007 into law. This bill shares the President’s American Competitiveness Initiative (ACI) [see below], a comprehensive strategy to keep America the most innovative nation in the world by strengthening scientific education and research, improving technological enterprise, attracting the world’ best and brightest workers, and providing 21st Century job training. In addition, there are several federal competitive grants available to public schools for the implementation of IB programs:

- **GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs)**
 - A discretionary federal grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education

- **SLC (Small Learning Communities)**
 - A discretionary federal grant program supporting the implementation of SLCs and activities to improve student academic achievement in large public schools with enrollments of 1,000 or more students.

- **American Competitive Initiative - February 2006**
 - To prepare US citizens to compete more effectively in the global marketplace, in 2006 the *American Competitiveness Initiative* proposed \$380 million Federal support to improve the quality of math, science, and technological education in K-12 schools and engage every child in rigorous courses that teach important analytical, technical, and problem-solving skills. The *American Competitiveness Initiative* includes a number of new and expanded programmes, including funding for teacher training accessible to IB world schools:
 - *The Advanced Placement/International Baccalaureate (AP/IB) Program* to expand access of low-income students to AP/IB coursework by training 70,000 additional teachers over five years to lead AP/IB math and science courses;
 - *Increasing the number of students taking AP/IB math, science and critical languages from 380,000 to 1,500,000 by 2012; and*
 - *Triple the number of students passing AP/IB tests to 700,000 by 2012.*
 - Additionally, the IB programme may be included in grants for targeted interventions, such as modern language teaching and curriculum development as outlined below.

- **Implementation of Advanced Placement Programs in High-Poverty Schools**
 - The Secretary of Education has made funding support of approximately \$15.3 million available through application. The purpose is to develop, enhance, or expand access to advanced programs in high schools with a high concentration of low-income students and a pervasive need for access to advanced programs. Included are both the College Board and **International Baccalaureate** programmes. Allowable activities include:
 - teacher training;
 - pre-course development;
 - coordination and articulation between grade levels to prepare students for success in advanced programs;
 - purchase of books and supplies;
 - activities to increase the availability of, and participation in, on-line courses; and
 - any other activity directly related to expanding access and participation for low-income individuals.
 - There are also two invitational priority areas:
 - Development, enhancement or expansion of advanced courses in Critical Foreign Languages of Arabic, Chinese, Korean, Japanese, Russian, and languages in the Indic, Iranian, and Turkic language families
 - Development of advanced courses in public schools identified for improvement, corrective action, or restructuring under Title 1, Part A of the ESEA in English, mathematics, science, foreign languages, or other core academic areas in schools with a high concentration of low income students

- **Advanced Curriculum Test Fee Program**
 - Based on information received in a meeting with US Office Elementary & Secondary Education, the following states receive funds for the fiscal year 2007 through the federal **AP Test Fee Program** that allows them to partially reimburse both the IB and AP exam fees for students in financial need.
 - Alabama, Alaska, Arizona, California, Colorado, Connecticut, Delaware, Hawaii, Idaho, Indiana, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, West Virginia
 - Philadelphia School District, PA also receives funds through this program.

- **Academic Competitiveness Grant (ACG) and National SMART (Science Mathematics Access to Retain Talent) Grants**
 - ACG grants are available to students for their first and second academic years of college. Up to \$750 will be awarded to eligible first year students and to \$1,300 for second-year students. National SMART Grants are available to students for their third and fourth academic years of college. Up to \$4000 will be awarded to eligible students. The grants encourage students to take more challenging courses in high school--making success in college more likely, according to research--and to pursue college majors in high demand in the global economy, such as science, mathematics, technology, engineering and critical foreign languages. As a recognized rigorous secondary school program of study, International Baccalaureate Diploma courses have been included as an eligibility option for students graduating from secondary school. Students must take a minimum of two International Baccalaureate (IB) courses in high school and must achieve a minimum passing score of 4 on the IB exams.

Appendix D: Summaries of dual credit policy in 10 states

Dual Enrollment Florida:

The Commissioner of Education approves new courses to Florida's mandatory dual enrollment program, which is structured by a statewide course numbering system. A faculty committee first identifies postsecondary courses that satisfy high school graduation requirements. The committee also establishes the number of postsecondary semester and equivalent high school credit hours awarded based on comparable course content, rather than "seat time." The committee's proposals are then recommended to the state board of education and if adopted all high schools must recognize the selected postsecondary courses as meeting requirements for graduation. Career dual enrollment is another curricular option for high school students who wish to be awarded credit toward a high school diploma and a certificate or degree from a career preparatory program. Currently, 80% of dual enrollment courses are located on the college campus and the remaining 20% in the high school. For funding, students enrolled in dual enrollment may be included in the calculations of full-time equivalent student memberships for basic programs by a district school board. Students enrolled in a joint dual enrollment and AP course cannot be funded from both programs, but rather the district school board needs to report the funding formula that is most appropriate for the cost of conducting the course. Applying students must take a common placement examination and have a 3.0 unweighted GPA for college credit dual enrollment or a 2.0 unweighted GPA for career certificate dual enrollment.

Dual Enrollment North Carolina:

North Carolina is unique in that it does not have any state policies regarding Advanced Placement and International Baccalaureate Programs but only Dual Enrollment and Tech Prep policies. The dual enrollment policy states that programs are allowed to be established by both the boards of trustees of community colleges and local boards of education, however it is not specified whether these programs are mandatory. Dual enrollment is targeted toward high school students who are drop out risks and students who would value accelerated education. Each dual enrollment program has the flexibility to decide whether to be located within a high school or college campus. Resources, personnel, and facilities are shared between public schools and community colleges. Both colleges and high schools lose some, but not all, of their FTE (Full Time Equivalent) or ADA (Average Daily Attendance) funding for dual enrollment students. North Carolina lacks policy language addressing student eligibility requirements.

Dual Enrollment Minnesota:

The Postsecondary Enrollment Options Act is Minnesota's mandatory dual enrollment policy. Students are encouraged to enroll in full or part time college programs and must be given counseling services before doing so. Course credit can be received for either secondary or postsecondary education, which is chosen upon enrollment. Beginning with fiscal year 2011, all dual enrollment courses offered by a district must be accredited by the National Alliance of Concurrent Enrollment Partnership or possess clear, comparable standards. Location of classes

can be on either campus. Minnesota pays for the students' tuition in a dual enrollment program; however state funding cannot be received for a course taken for postsecondary credit. Dual enrollment courses are doubly funded so that both institutions lose neither FTE nor ADA funds. Although controversial, double funding allows both secondary and postsecondary schools to view dual enrollment as beneficial. Student eligibility for juniors is a class rank in the top third or a score at or above the 70th percentile on national, standardized testing. The requirements are lessened for seniors to a ranking in the top half of their class or scoring at or above the 50th percentile on national, standardized testing.

Dual Enrollment Washington:

Washington's mandatory dual enrollment program, Running Start, facilitates 11th and 12th grader earning both secondary and postsecondary credit. High schools are required to inform all 9th through 12th graders of the Running Start Program opportunities in the local area. Running Start students will most often leave their high school and attend all of their courses on a college campus. However, a small number of students will still take some secondary courses directly from the high school. The state policies allow educators the freedom to choose which model of dual enrollment is best suited for their particular student body and also the postsecondary environment within which they function. School districts, where students are participating in Running Start, reimburse the colleges an amount per each full-time-equivalent college student at the state uniform rates. There are no costs to students aside from books. Washington's student eligibility standards for Running Start are high, excluding all but the most advanced students. High school students are tested similar to other matriculating college students to determine whether they are prepared for postsecondary academic rigor.

Dual Enrollment Oregon:

The Expanded Options Program in Oregon promotes 11th and 12th graders to continue their education by simultaneously earning both high school and college credits and gain early admission to a postsecondary institute. Expanded Options also supports existing dual enrollment programs and the creation of new programs targeted toward a community's unique secondary and postsecondary relationships. A main focus of the dual enrollment program is informing at risk students and those who have already dropped out about Expanded Options. Dual enrollment courses can be taught by either a college instructor or secondary school teacher. Although both meet college approval, secondary teachers do not need to have the same qualifications as the college instructor to be approved. Funding is negotiated between school districts and eligible postsecondary institutions for the payment of tuition, fees, and other instructional costs. The student is not required to pay any of these expenses. Students must be enrolled in an Oregon public school, are in grade 11 or 12, and have developed an educational learning plan to be considered eligible. Further admissions requirements are left to the postsecondary institute's discretion.

California

There is very little state government oversight of dual enrolment programs in California, the government is mostly interested in how schools and postsecondary institutions count students for funding. The state does not have any mandatory eligibility requirements; instead it relies on local community colleges to restrict enrolment by age, grade level, or other assessments. Students must obtain the approval of their principal. In general, dual enrolment programs in California seem to be geared towards advanced scholastic achievement. Credit is awarded by both the high school and the postsecondary institution by their individual governing boards. Legislation in California allows High Schools to claim average daily attendance (ADA) status for their students in dual enrolment programs as long as the students spend four hours a day in their high school, this means that both the postsecondary institutions and the high schools can receive funding for their students. If they spend less than four hours a day in high school, then they cannot claim full ADA, instead they can only claim partial ADA. Likewise, colleges can claim full time equivalency (FTE) for the students in their dual enrolment program. The state government leaves it up to the local district community college governing boards to decide whether or not students receive a tuition waiver. Expenses such as books, special class fees, and transportation cost are generally the student's responsibility, unless their high school or their postsecondary institution agrees to help with the costs.

Illinois

Dual enrolment programs in Illinois exist primarily for advanced students. The programs are administered through the Illinois Community College Board, and every community college in Illinois has some sort of dual enrolment program with local school districts. Most of these programs take place away from the college in the high school setting, but some students do leave their high school and take classes at a community college. Unlike many states, in Illinois both the high school and the postsecondary school are allowed to count dual enrolled students for funding, this has encouraged community colleges to expand their dual enrolment programs. The state provides grants to community colleges that pay for student's tuition, books, and other fees.

While the dual credit system in Illinois does not have a lot of state regulation, recently the legislation has mandated that a task force be set up to study the issue and report back to the state government. The group is charged with answering several questions, including how dual credit is being done in Illinois and other states, how effective it is, and what can be done to improve dual credit. The task force was established in mid 2008 and is set to report its findings at the beginning of December 2008.

Ohio

The state of Ohio has enacted legislation mandating a postsecondary enrolment options program that allows any public or nonpublic school students to enroll into college on a full or part-time basis in order to complete college and high school credit. As part of the mandate, school administrators are required to inform students about their postsecondary enrolment options. The classes must be non-sectarian to count as dual credit. The student must be in grades 9-12 and can choose whether the credits count towards high school, college, or both. If the student counts the credit towards both high school and college, they can choose to include it with the total academic time spent towards high school graduation. Depending on which is lower, a formula

that calculates the cost of the percentage of time the student is away from high school or, the cost of college tuition, textbooks, and other class fees are paid by the state department of education. The state will not pay any fees if the student does not successfully complete the course.

Pennsylvania

As part of a larger legislative mandate called Project 720, the Pennsylvania Department of Education awards grants to districts with dual enrolment programs that meet criteria established by the department. Each district is responsible for creating its own local partnership with one or more postsecondary institutions. After agreeing to a partnership, the school district must establish a dual enrolment committee following the membership guideline outlined by the state Department of Education. The committee is responsible for developing the dual enrolment agreement, overseeing it, and making recommendations for further improvements to the dual enrolment program. The dual enrolment agreement must include how students qualify for the program, what classes will be offered as part of the program, and minimum criteria for student's success in the program. Student eligibility for the program should be based on their progress towards successfully graduating, their performance on national achievement tests or postsecondary credit tests, and any other eligibility requirements defined by each individual district. Students must be in grades 11 and 12. The courses offered as part of the dual enrolment agreement must be from one of the core academic subject areas defined by No Child Left Behind, non-remedial, and identical to courses offered to postsecondary students if no postsecondary students are enrolled. Non-public or charter school students are eligible to apply to their district's dual enrolment program if they meet all of the district's eligibility requirements. The State Department grants will help cover costs including tuition, books, transportation, and other fees. Supplemental grants can be provided to districts with at least one low-income student enrolling in their program.

Pennsylvania's Project 720 also encourages Early College and Middle College High Schools. These small autonomous schools are designed to support and provide academic acceleration to low income students as well as students who are under-represented in postsecondary education. Early and Middle College High Schools are funded through dual enrollment mechanisms and can provide students with as much as 60 college credits in high school. The state Department of Education also provides funds for Gateway to College programs. Gateway to College is a dropout recovery program that allows former dropouts to not only come back to school and earn high school credit, but college credit as well.

Utah

Utah state law requires that all students create a Student Education Occupation Plan (SEOP) with their teachers, counselors, and other school officials. Their SEOP is designed to help them establish individual goals and develop future plans. Their SEOP should help them identify if they should explore dual enrolment options, and what classes they should take. Students in Utah are not allowed to take part in dual enrolment programs if they do not have a SEOP.

Dual enrolment opportunities in Utah are provided by partnerships between the school districts and Utah System of Higher Education (USHE) institutions. The state does not support dual enrolment agreements that include a post secondary institution other than one that is part of USHE, and only public school and charter school students are eligible. In general, students must be in good standing academically, have a SEOP, and be in grades 11 or 12, students at other grade levels may also be admitted in exceptional cases. Further eligibility requirements can be added if they are agreed to by the school district and the USHE institution. Credit is only given in classes that are part of Utah's core subject areas or in career technical education. The Utah State Office of Education (USOE) maintains a master list of courses that are eligible for dual credit. Dual credit course teachers are required to hold adjunct or part-time faculty positions at the partnered USHE institution, the teachers can be faculty from the institution or faculty from the school district who have had adjunct or part time status conferred upon them. The dual credit course instructors are expected to take part in the academic life of the USHE institution department they are attached to. Funds are allocated by the USOE to districts with students in dual enrolment programs according to the number of hours successfully completed by the students. The funds provided by the state can only be used for expenditures related to the dual enrolment programs, including distance learning related expenses, book fees, and aid for staff or adjunct faculty development. The student's costs, including tuition, lab fees, books, and other material costs are subject to a fee waiver that is the responsibility of the student's district. Only courses taken from the USOE's master list will be eligible for the fee waiver.

Appendix F: 50 State Table of Critical Issues to Indiana

State	States that require ALL high school to offer AP and/or IB and/or dual credit	Grants for AP Summer Institutes or IB training	Have a common course numbering system or core transfer library	Have standardized AP/IB credit acceptance for state institutions	Offer AP/IB course virtually
Alabama		250 scholarships of no more than \$1300 to attend AP workshops	Unknown		Alabama's ACCESS Distance Learning offers AP courses free of charge to Alabama public school students.
Alaska			The state university system does have a common course numbering system as well as Cooperative agreements for the transferability of core curriculum requirements.		
Arizona		The Options for Excellence program at Arizona State University provides AP teacher mentoring and training.			The Arizona Virtual Academy offers AP courses.

Arkansas	High schools are required to offer at least 4 AP courses by 2008-2009. High Schools that offer the IB diploma are exempt from the 4 Course AP requirement.	\$650 per teacher contingent upon appropriated funding	The Arkansas Course Transfer System (ACTS) includes 88 general education courses that are guaranteed for transfer between state institutions.	Arkansas lacks standardized AP credit acceptance and institutions enact their own standards. For example, Arkansas State University will consider rewarding AP credit, however caps it at 25% of the overall credit hours toward an Associate or a Baccalaureate degree.	Arkansas Virtual High School offers some AP classes
California		The High School Mathematics Professional Development Institutes in the state are required to help prepare teachers for AP and college coursework.	The state community college system has a common core. There is not a common course number system for upper level postsecondary schools.		The University of California's College Prep Online offers AP courses for a fee. A priority of the state's Education Technology Grant Program is to provide accessibility through technology to schools offering three or fewer AP courses.

Colorado			For community colleges only, common course number system database includes all courses taught both at the community college level and at area vocational schools. Each course listing included credit hours, a description, expected competencies and a course outline along with information on recommended prerequisites and co-requisites that students can access.	Postsecondary institutions mandated to adopt policies to offer IB credit (not standardized).	Colorado Online Learning AP courses, and partners with Aventa Learning to provide additional AP coursework. Colorado students pay \$300 per course per semester; out-of-state students pay an additional \$50 per course per semester.
Connecticut		Connecticut does provide some state funds for AP teacher professional development.	Common Course numbering system for community colleges in the state. Not mandated by legislature.		
Delaware		Through a partnership the State pays half of a teacher's registration fee, the school district pays the other half.			Some districts have partnered with APEX Learning to make AP courses available. Delaware is taking part in a Virtual School pilot program. No AP/IB classes offered, but content providers, Florida Virtual Schools and APEX, could both offer AP courses.

Florida		The Florida Partnership for Minority and Underrepresented Student Achievement is required to provide AP and other advanced course teachers with training and professional development, however, the partnership does not offer training specific to IB.	All state-wide community colleges and universities are required to participate in a common course numbering system.	System equivalencies have been determined for AP and IB.	The Florida Virtual School, the country's first statewide Internet-based public high school, offers AP courses at no cost to Florida residents.
Georgia		The state provides workshops for education professionals. In 2006, grants up to \$2500 were made available to teachers to cover training costs.	Students who complete the core curriculum at an institution in the University System of Georgia are guaranteed full credit in transfer at all public two-year and four-year colleges and universities, if they do not change majors or programs of study.		Yes. The Georgia Virtual School, administered by the Georgia Department of Education, offers AP courses in a variety of subjects. Courses taken as part of a student's regular daily class schedule are free to public, private and home school students.
Hawaii					The Hawaii Department of Education's E-School offers AP Computer Science, U.S. History and World History. Courses taken during the regular school day are free.

Idaho	Starting in the 2007-08 year, all high schools must offer “advanced opportunities,” meaning AP courses, dual credit courses, tech prep, IB, or classes on a postsecondary campus.		State system has both a common course numbering system and a common core.		The Idaho Digital Learning Academy (IDLA) offers a variety of AP courses. All IDLA fees are paid by the district directly to IDLA.
Illinois		Legislation requires teachers to obtain training. Legislation in 2005 requires the state board to seek federal funding for training	iTransfer or the Illinois Articulation Initiative. A voluntary Agreement Between the Community Colleges and the Four-Year Institutions - Administered by the Illinois Board of Higher Education		The Illinois Virtual High School offers AP courses. Course fees for the 2006-2007 school year are \$225 per semester enrollment; scholarships are available.

Indiana		The state appropriates funds out of the Department of Education to help pay for math and science teacher attendance at AP summer institutes.	Indiana Core Transfer Library	Each public postsecondary institution in the state must work with the department to develop a policy on granting academic credit and advanced placement to students who receive a satisfactory score (as determined by the institution) on the AP exam.	
Iowa		AP summer program created by statute. Funds appropriated for the program can pay for teacher's attendance related costs.	No core library or common course numbering, but does have a public college statewide transfer/articulation policy for core subjects.		The Iowa Online AP Academy (IOAPA) at the University of Iowa offers AP courses. Content may be provided by APEX.
Kansas					

Kentucky	High Schools mandated to offer a core curriculum of AP, IB, or dual enrolment/credit courses.	Funds received from the National Governors Association (NGA) are being used to provide professional development to AP teachers, administrators and counselors in select schools in the state with high minority and/or low-income student populations.	The Department of Education has Common Course Codes that each high school is required to link their own courses to but are still able to use local course terminology.	Effective with the 2003-2004 school year, all public postsecondary institutions are to grant credit toward graduation to a student who scores at least "3" on an AP exam.	The Kentucky Virtual High School offers AP courses virtually.
Louisiana			The Louisiana Board of Regents has established a statewide student transfer guide and articulation system.		The Louisiana Virtual School offers AP European History, AP Psychology and AP U.S. History, as of August 2007. Courses are free, although schools must provide an onsite facilitator.
Maine		Funds from the National Governors Association have been used to offer professional development for AP instructors.	Yes, All courses taken within the system will transfer to any system college/university but may not fulfill all degree requirements. Departments decide.		
Maryland			The state does not have a common course numbering system but does have a common core.		The Maryland Virtual Learning Opportunities offers a number of AP courses.

Massachusetts		The state is offering summer institutes to teachers from high schools with more than 40% of their students receiving free or reduced cost lunches. Funded through a US DOE Advanced Placement Incentive Program grant.			
Michigan					The Michigan Virtual High School offers a number of AP courses.
Minnesota		The state may pay a portion of the tuition or traveling costs of an instructor who is participating in a College Board training program.	The Minnesota Transfer Curriculum enables you to complete an approved course at one of the 34 Minnesota State Colleges and Universities and at the University of Minnesota.	Institutions in the Minnesota State Colleges and Universities system must award credit to any student scoring 3 or higher on an AP exam. The University of Minnesota does not, however it is encouraged to.	

Mississippi	Starting with the 2007-08 year, all high schools must offer 1 AP course in English, math, science, and social studies. Schools offering the IB diploma are exempt.	Teachers are required to attend the AP Summer Institute every 5 years but no state funding is legislated for this training.	The public community college system does share course numbers		The Mississippi Virtual School, administered by the Mississippi Department of Education, offers a variety of free AP courses.
Missouri		The state provides funding for teacher training at two universities in the state.	The state does not have a common course numbering system but does have a common core.		The Missouri Virtual School offers AP courses. Tuition is paid by the local school district.
Montana		Grants are offered to support AP teacher training in schools that have a student population that is at least 40% free or reduced lunch eligible.	unknown		The office of public instruction awards Advanced Placement Incentive Program grants for online AP course delivery to high schools and middle schools in districts whose student population is at least 40% free- and reduced-lunch eligible.
Nebraska					

Nevada		Targeted minority and low income school teachers receive training cost funds from the state. These funds come from grants by the National Governors Association and the federal Advanced Placement Incentive Program.	YES		The Clark County School District Virtual High School Program offers a variety of AP courses to students living in Clark County, other districts can sign agreements and also enroll students.
New Hampshire					
New Jersey					
New Mexico		A district or charter school can apply for grants from the state education department to support its “core curriculum framework” which might include AP coursework.	The state does not have a common course numbering system but does have a common core.		
New York			Unknown		
North Carolina			Public community colleges in the state do share a common course core.	The state department of education requires that each Institution within the state postsecondary education system determine minimum IB scores for credit.	The North Carolina Virtual Public School offers AP courses.

North Dakota			The state does have both a common course numbering system and a common core.	Students may receive credit in some classes outlined by the state for minimum scores on AP and IB exams.	The North Dakota Center for Distance Education offers AP courses, some are free and others for a fee.
Ohio	Each school district must develop a plan of option for dual/concurrent credit and accelerated learning options. No specific classes are mandated.		YES	YES	
Oklahoma		One-time \$5000 grant to schools to provide an AP course, this includes teacher training. The state board is also authorized to award schools subsidized training for AP courses.	State “Course Equivalency Project” that provides matrices for disciplines and courses that transfer within those disciplines for confidence in transferable coursework.		

Oregon	All districts must offer opportunities for 11 th and 12 th graders to earn postsecondary credit. This includes dual credit, AP, and IB courses.		Oregon House Bill 2913 directed the Oregon University System and Community Colleges to jointly develop, to the extent possible, a common course numbering system for lower-division transfer courses.	The state's community colleges and universities have established an AP alignment policy to award common credit for minimum scores on numerous AP exams. Each university in the system also awards credit for IB, however minimum scores and the amount of credit is determined by each institution.	The Oregon Virtual School District provides AP courses.
Pennsylvania		Unknown	Unknown	Unknown	Pennsylvania Homeschoolers offers 18 AP online courses. Courses are approved by the College Board Audit. Only high school homeschoolers are eligible
Rhode Island					

South Carolina	South Carolina Schools must provide AP courses if it has enough students who are academically prepared to take them.	The South Carolina Department of Education funds and coordinates AP teacher training courses.	South Carolina statute directed the adoption of a common statewide course numbering system for common freshman and sophomore courses of the technical colleges, two-year regional campuses of the University of South Carolina and the senior institutions. The statute also required the adoption of common course titles and descriptions to help reduce confusion among students about the equivalency of their two-year coursework with lower-division coursework at the four-year level.	Credit from public postsecondary institutions for a 3 or higher on an AP test and the successful completion of the corresponding AP course. There is also a statewide IB credit articulation policy for the entire public postsecondary system.	South Carolina Virtual School offers AP classes in Micro Economics and Statistics
South Dakota		The Department of Education is funding teachers in public school districts to attend summer institutes	Does have a common course numbering system for public postsecondary system.	Yes for IB. I assume so as well for AP	Through South Dakota Virtual School for most AP courses. State suggests Apex for remaining courses.
Tennessee			unknown		

Texas	All districts are required to offer students at least 12 postsecondary semester credits. This can be done through IB, AP, or dual credit programs.	AP or Pre AP teacher can receive a subsidy of no more than \$450 for teacher training.	The Texas Common Course Numbering System is a voluntary, co-operative effort among Texas community colleges and universities to facilitate transfer of freshman- and sophomore-level general academic coursework.	State requires institutions to award credit for AP and IB, but allows them to choose minimum scores.	The Texas Virtual School offers AP courses.
Utah		Each participating school receives funds based on the number of exams scoring higher than a 3 on AP tests. This funding can be used for teacher training.	The state does not have a common course numbering system but does have a common core.	For both AP and IB, the state board is required to define qualifying scores and identify the minimum credit for each score. A higher score might earn the student more credit hours.	
Vermont	Requires high schools to offer students the opportunity to take advanced course work such as college level courses and AP.		The state does not have a common course numbering system but does have a common core.		

Virginia	Schools must provide a combination of three AP, IB, or dual credit courses.	National Governors Association Honor State funds are being used to offer three \$1000 scholarships to teachers of AP or dual enrollment classes at honor schools.	Both liberal arts and vocational courses use a uniform a common course prefix in the Virginia Community College System, but not the rest of the postsecondary system.	The Commonwealth College Course Collaborative (CCCC) is a group of agreed-upon subjects that any student in Virginia can complete in high school, either through Advanced Placement (AP) or dual-enrollment programs, and receive college degree credit. However, there is no state mandated credit acceptance policy.	The Virginia Department of Education's Virtual Advanced Placement School offers a variety of AP courses.
Washington		Two AP Incentive Program grants provide the state with federal funds which allows the state to provide subgrants to selected schools with at least 40% free or reduced lunch in order to train teachers.	Washington State Community and Technical Colleges (not state 4 year universities) have a common course numbering system.		Insight School of Washington is a virtual school that offers a variety of AP courses tuition free to Washington students.

West Virginia	Beginning in 2008-09 all high schools must offer at least four AP courses or the IB diploma.		YES	Any state college or university for a score of 3 or higher on an AP exam. A higher score may be required if the credit is to count towards a course requirement in a major or department.	The West Virginia Virtual School offers AP courses. Local school districts are supposed to pay tuition if they do not offer the course at the school.
Wisconsin		The state is using National Governor Association Honor State funds to provide AP teacher training in selected schools.	Has a Credit-Transfer wizard program that allows students to figure out how and if their credits will transfer. It is set up to work with the state public university and technical college system.	All University of Wisconsin System campuses must award college credit for scores of 4 or higher on an IB exam.	The University of Wisconsin Madison facilitates The Wisconsin Advanced Placement Distance Learning Consortium which offers AP classes through distance education. Tuition is paid by the student's district. In addition the Wisconsin Virtual School also offers AP classes for a fee that either the district or the student may pay.

Wyoming			Common course numbering system in which over 3000 courses are transferable between the community colleges and the University of Wyoming, and over 400 general education courses share common titles, numbers, and expected learning outcomes.	As the University of Wyoming is the only public senior institution, its policy can be seen as statewide. It provides credit for minimum scores on IB and AP exams.	Wyoming Equality Video Network offers AP coursework for distance education.
---------	--	--	---	--	---

Appendix F: State Policy Chart

The matrix below provides a brief overview of the 50 states' policies. A check indicates that the policies address one of the ten programmatic features that framed the analysis. To further guide your interpretation, a legend of all terms used follows the matrix. If a state's profile is blank, there are no state-level policies affecting program operations. For a richer perspective, the full report provides greater depth along with examples.

State	State Policy	State Oversight	Target-Population	Admissions Requirements-Student Age	Admissions Requirements-Academics	Location	Student Mix	Instructor	Course Content	Tuition	Funding
Alabama	Not Specified			Freshmen and Sophomores Permitted	State Requirements: Advanced	Either				Student Pays	
Alaska											
Arizona	Mandatory	Quality Control		Freshmen and Sophomores Permitted	State Requirements: Combination	Either		College Credentials	Standardized; College Approval; Limits	Institutional Decision	Double Funding
Arkansas	Mandatory			Freshmen and Sophomores Permitted	Secondary Institution Discretion	Either				Student Pays	
California	Mandatory	Financial Reporting	Enrichment		Secondary Institution Discretion	Either	Mixed		College Approval	Student Pays	Double Funding
Colorado	Mandatory		Enrichment			College Campus				Institution Pays	Double funding
Connecticut											
Delaware											
Florida	Mandatory		Enrichment Technical Students		State Requirements: Combination	Either			Limits	Institution Pays	
Georgia	Mandatory	Quality Control		Juniors and Seniors Only	State Requirements: Advanced			Postsecondary Instructors Only	State Approval	State Pays	Both Lose Funds
Hawaii	Not Specified			Juniors and Seniors Only	Postsecondary Institution's Discretion	College Campus				Student Pays	
Idaho	Mandatory			Juniors and Seniors Only	State Requirements: Advanced	Either				Institution Pays	Double Funding
Illinois	Not Specified		Advanced Students			Either				State Pays	Double Funding
Indiana	Mandatory			Juniors and Seniors Only	State Requirements: Advanced					State Pays	Partial
Iowa	Not Specified			Juniors and Seniors Only					Limits	Institution Pays	
Kansas	Voluntary		Enrichment	Juniors and	Postsecondary				State Approval	Student Pays	

State	State Policy	State Oversight	Target-Population	Admissions Requirements-Student Age	Admissions Requirements-Academics	Location	Student Mix	Instructor	Course Content	Tuition	Funding
				Seniors Only	Institution Discretion						
Kentucky	Voluntary				Postsecondary Institution Discretion						
Louisiana											
Massachusetts	Not Specified		Enrichment		State Requirements: Combination						
Maryland	Voluntary				Postsecondary Institution Discretion					Institution's Decision	Double Funding
Maine	Mandatory			Dual System	State Requirements: Combination					State Pays	
Michigan	Mandatory	Financial Reporting			State Requirements: Proficient	Either	Mixed or High School Only	Professional Development		Institution Pays	Both Lose Funds
Minnesota	Mandatory					Either			Limits	State Pays	Double Funding
Missouri	Voluntary	Policy Compliance	Advanced Students		State Requirements: Advanced	Either		College Credentials; Professional Development	Standardized; Limits	Institutional Decision	Double Funding
Mississippi	Voluntary										Partial Policy
Montana	Not Specified			Juniors and Seniors Only	Secondary Institution Discretion					Institutional Decision	
Nebraska											
Nevada	Mandatory	Quality Control									
New Hampshire											
New Jersey	Mixed		Enrichment			Either	Mixed or High School Only				
New Mexico	Not Specified	Quality Control			Postsecondary Institution Discretion					Institution Pays	Double Funding
New York											
North Carolina	Not Specified	Quality Control	Enrichment			Either	Mixed or High School Only			Institution Pays	Both Lose Funds
North Dakota	Mixed			Juniors and Seniors Only	Secondary Institution Discretion	Either		College Credentials	College Approval	Student Pays	Partial Policies
Ohio	Mandatory			Freshmen and Sophomores Permitted	State Requirements: Combination		Mixed			Institution Pays	Both Lose Funds
Oklahoma	Mandatory				State Requirements: Advanced	Either	Mixed or High School Only	College Approval		Student Pays	
Oregon	Voluntary	Quality Control		Juniors and Seniors Only	Postsecondary Institution Discretion	Either		College Approval	State Approval		
Pennsylvania											

State	State Policy	State Oversight	Target-Population	Admissions Requirements-Student Age	Admissions Requirements-Academics	Location	Student Mix	Instructor	Course Content	Tuition	Funding
Rhode Island											
South Carolina											
South Dakota	Mandatory			Freshmen and Sophomores Permitted		College Campus				Student Pays	
Tennessee	Mandatory	Quality Control	Advanced Students	Freshmen and Sophomores Permitted		College Campus		College Approval	High School Approval		Partial
Texas	Voluntary				State Requirements: Proficient	Either	Mixed or High School Only	College Credentials		Institutional Decision	High Schools Lose Funds
Utah	Not Specified	Quality Control			Joint Decision	Either		College Credentials	College Approval	State Pays	
Virginia	Mandatory	Quality Control		Juniors and Seniors Only	State Requirements: Advanced	Either		College Credentials	College Approval; Limits	Institutional Decision	Double Funding
Vermont	Voluntary		Technical Students		Postsecondary Institution Discretion	College Campus				Institution Pays	
Washington	Mandatory	Quality Control		Juniors and Seniors Only	State Requirements: Advanced	Either				Institution Pays	High Schools Lose Funds
West Virginia	Not Specified									Institutional Decision	
Wisconsin	Not Specified			Juniors and Seniors Only	State Requirements: Combination					Institution Pays	
Wyoming	Voluntary				Postsecondary Institution Discretion	Either	Mixed or High School Only	Secondary or Postsecondary Instructor		Institution Pays	Double Funding

From *State Dual Enrollment Policies: Addressing Access and Quality*. U.S. Department of Education. Office of Vocational and Adult Education **Available online at**
www.ed.gov/about/offices/list/ovae/pi/cclo/cbtrans/statedualenrollment04.doc

Update available online at

<http://www.ed.gov/about/offices/list/ovae/pi/cclo/cbtrans/statedualenrollment.pdf>

LEGEND

State Policy

Mandatory: High schools must inform students of program opportunities and colleges must accept credit.

Voluntary: High schools and colleges have the option of participating in program opportunities.

Not Specified: State policies do not specify whether the program is mandatory or voluntary.

State Oversight

Financial Reporting: Require annual reporting of program finances.

Policy Compliance: Programs must provide evidence that they are complying with state dual enrollment requirements.

Quality Control: Programs must report annually on their course offerings or student outcomes.

Target Population

Advanced Students: Dual enrollment programs are intended to meet the needs of academically advanced or gifted students.

Enrichment: Dual enrollment programs are intended to provide enrichment for students who have special or academic or vocational needs.

Technical Students: Dual enrollment programs are intended to provide technical education.

Admissions Requirements - Student Age

Juniors and Seniors Only: Student participation is limited to juniors and seniors.

Freshmen and Sophomores Permitted: Participation is made available to students in grades 9 or 10 and above.

Dual System: Participation is open to all students but admissions requirements vary depending upon students' age.

Admissions Requirements – Academics State Requirements

Advanced: Students must be academically advanced, as evidenced by meeting criteria such as a grade point average of 3.0 or above and/or 1,000 or above on the Scholastic Aptitude Test (SAT).

Proficient: Students must be academically proficient, as evidenced by meeting criteria such as a grade point average of 3.0 or below and/or below 1,000 on the SAT.

Combination: Students must meet criteria that vary depending upon the course of study they intend to undertake.

Postsecondary Institution Discretion: Admission requirements are set by the postsecondary partner.

Secondary Institution Discretion: The secondary partner sets admission requirements.

Joint Decision: Both the secondary and postsecondary partners set admission requirements.

Location

College Campus: Courses must take place on the campus of a postsecondary institution.

Either: Courses may take place at either the high school or the college.

Student Mix

Mixed: Dual enrollment students must take the same classes as regularly matriculated college students.

Mixed or High School Only: Dual enrollment students may take their classes with regularly matriculated college students, or in classes consisting only of high school students.

Instructor

College Credentials: High school instructors must have the same credentials as college faculty.

College Approval: College approves high school instructors; instructors need not have the same credentials as the college faculty.

Postsecondary Instructors Only: Only college instructors may teach the courses.

Professional Development: High school teachers must participate in professional development.

Secondary or Postsecondary Instructor: Instructors may hold either a high school or a college teaching credential.

Course Content

Limits: States limit the types of courses that may be offered through dual enrollment.

College Approval: College must approve course syllabus, textbook and/or exams.

High School Approval: High school must approve course syllabus, textbook and/or exams.

Standardized: Courses must use a standardized curriculum, books and/or textbook.

State Approval: State education agency must approve course syllabus, textbook and/or exams.

Tuition

Student Pays: Student is responsible for tuition costs.

Institutional Decision: College and/or high school decides who is responsible for tuition.

Institution Pays: College or high school is responsible for tuition costs.

State Pays: State is responsible for tuition costs.

Funding

Double Funding: Neither institution loses funds—both are funded at their full rate.

High Schools Lose Funds: High school loses average daily attendance (ADA) funding for dual enrollment students.

Colleges Lose Funds: Colleges do not receive full-time equivalent (FTE) funding for dual enrollment students.

Both Lose Funds: Both colleges and high schools lose some, but not all, of their FTE and ADA funding for dual enrollment 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.