



COLLEGE & CAREER PATHWAYS

AP Partnership Model Policy

ExcelinEd Policy Toolkit - 2018

MODEL POLICY - PARTNERSHIP FOR TRADITIONALLY UNDERREPRESENTED STUDENT ACHIEVEMENT

A bill to be entitled

An act relating to the establishment of a partnership to assist underrepresented students succeed in Advanced Placement courses.

The Legislature of _____ enacts:

§1. Section _____ is created to read:

Section _____. Partnership for Traditionally Underrepresented Student Achievement—

A. Intent.—It is the intent of the state to enhance access and encourage students to enroll in and successfully complete rigorous advanced courses to better prepare students for postsecondary success. The partnership will provide assistance to all public secondary schools with a primary focus on low-performing middle and high schools and traditionally underrepresented students.

B. Definitions.—As used in this section, the terms have the following meanings:

1. “Department” means the {state} Department of Education.
2. “Partnership” means the {state} Advanced Placement Partnership for Traditionally Underrepresented Student Achievement.
3. A “traditionally underrepresented student” means a public secondary student who has been determined by the department to be low-income, minority, or rural.

C. Partnership.—The department shall seek a partner, such as the College Board, to form a partnership to assist traditionally underrepresented students in improving college readiness and to assist secondary schools to ensure that students have access to Advanced Placement courses.

D. Partner.—In order to implement its responsibilities under this section, the partner selected by the department shall do the following:

1. Provide professional development to enable teachers of Advanced Placement courses to have the necessary content knowledge, instructional skills, and materials to prepare students for success in Advanced Placement courses and examinations and mastery of postsecondary course content.
2. Provide teachers of students in grades 7 through 12 with professional development and materials that prepare students for success in Advanced Placement courses.
3. Provide assessment of student potential success in Advanced Placement courses.
4. Work with school districts to identify traditionally underrepresented students for participation in Advanced Placement.
5. Provide a plan for communication and coordination of efforts with providers for the delivery of Advanced Placement courses online.



6. Work with school districts to provide information to students and parents that explains available opportunities for students to take Advanced Placement courses, including enrollment procedures and the benefits of Advanced Placement, and the value of taking 10th grade diagnostic assessments to determine Advanced Placement potential.

7. Report to the department on the implementation of its responsibilities under this subsection by _____ of each year.

E. Diagnostic Assessment.—Each public high school, including, but not limited to, schools and alternative sites and centers of the Department of Juvenile Justice, shall provide for the administration of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMQST) and ACT Aspire to all enrolled 10th grade students.

1. A written notice shall be provided to each parent, which includes the opportunity to exempt his or her child from taking the PSAT/NMSQT or ACT Aspire.

2. The results of the 10th grade PSAT/NMSQT or ACT Aspire shall be used to identify students who are prepared to enroll in and succeed in Advanced Placement courses.

3. Funding for the PSAT/NMSQT or ACT Aspire for all 10th grade students shall be contingent upon annual funding in the General Appropriations Act.

4. Public school districts must choose either the PSAT/NMSQT or ACT Aspire for districtwide implementation.

F. Reporting.—By _____ of each year, the department shall report to the Governor and the Legislature on Advanced Placement participation and performance in the state. The report shall include, at a minimum, the following information:

1. The partner's report required by this subsection and the department's assessment of that report.

2. Number of students enrolled in Advanced Placement courses and taking Advanced Placement examinations, including demographic information by gender, race, free and reduced-price lunch status, and rural status.

3. Student performance on Advanced Placement examinations, including the percentage of students scoring a 3 or higher on the Advanced Placement examination, categorized by demographic information by gender, race, free and reduced-price lunch status, and rural status. The student performance shall also be categorized by Advanced Placement course, school district, and school.

4. Number of students participating in 10th grade PSAT/NMSQT or ACT Aspire testing.

5. Number of teachers attending summer institutes offered by the partner and the number of teacher trained.

6. Distribution of funding appropriated for Advanced Placement course testing fees, incentives for student scoring a 3 or higher on an Advanced Placement exam, and professional development offered under this section.

G. Privacy.—Reports under this section of student performance data shall be conducted in a manner that protects the rights of students and parents under law.

H. Funding.—Funding for the partnership shall be contingent upon annual funding in the General Appropriations Act.

I. Matching.—The participating partner is required to match at least one-third of the allocation provided to the partnership in the General Appropriations Act in materials and services to the program.

§2. This act becomes effective _____.