



Broadening Access to **Advanced Placement**[®]

A TOOLKIT FOR EDUCATORS AND SCHOOL LEADERS
CREATED BY AP TEACHERS



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About AP

The Advanced Placement® Program (AP®) enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. Through AP courses in 38 subjects, each culminating in a challenging exam, students learn to think critically, construct solid arguments, and see many sides of an issue—skills that prepare them for college and beyond. Taking AP courses demonstrates to college admissions officers that students have sought the most challenging curriculum available to them, and research indicates that students who score a 3 or higher on an AP Exam typically experience greater academic success in college and are more likely to earn a college degree than non-AP students. Each AP teacher’s syllabus is evaluated and approved by faculty from some of the nation’s leading colleges and universities, and AP Exams are developed and scored by college faculty and experienced AP teachers. Most four-year colleges and universities in the United States grant credit, advanced placement, or both on the basis of successful AP Exam scores—more than 3,300 institutions worldwide annually receive AP scores.

AP Equity and Access Policy Statement

The AP Program strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The AP Program also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

About the Toolkit

This toolkit was created by AP teachers. Its purpose is to document and share strategies for improving the diversity, equity, and inclusion of AP programs in schools. Each strategy was identified by teachers as having helped their schools develop and maintain a culture of opportunity and inclusion for their advanced academic programs. Schools working to improve diversity of their AP program can adopt as many of these strategies as are appropriate for their communities.

Schools should begin with an honest assessment of their data, comparing schoolwide student demographics to the demographics of the students in the school's AP classes, in terms of both participation (in the course as well as on the exam) and performance—and in terms of both students and teachers. While the school's overall AP program might reflect their school's demographics, gaps in particular AP courses should be addressed. This is important because certain classes serve as gateways to college majors in which there's a significant underrepresentation of low-income, minority, and female students.

Each strategy can be adopted individually, and some strategies can be used simultaneously to reinforce one another. A long-term action plan might involve layering these strategies over time.

Here are the seven strategies for recruiting a wider diversity of students to your AP program and establishing a culture of inclusion:

1. **AP Leadership Team** – Establish a committee of teachers and administrators to examine data, create and model an access-centered vision, and maintain a general continuity in policy and programming for the school's AP classes.
2. **AP Listening Session** – Collect input from students on ways to improve the AP program and barriers to participation.
3. **AP Ambassadors** – Set up a program for students to take a leadership role in recruiting their peers for AP classes.
4. **AP Boot Camp** – Offer an event to build community, leadership capacity, and study skills in students enrolled in AP classes.
5. **AP Information Event** – Share information about AP with students and families, focused on AP course offerings and potential alignment with students' educational and career goals.
6. **AP Prep Sessions** – Host review sessions by experienced **AP readers** or other successful AP teachers to support students as they prepare for AP Exams.
7. **AP Course Availability and Sequencing** – Intentionally add AP courses that serve as a gateway for expanding access to rigorous coursework.

School leaders should tailor each strategy to their school's needs and resources. Although there's no instant, one-size-fits-all strategy to improve the diversity and equity of an AP program, awareness and action are key. Ongoing reflection leads to adjustments and expediciencies that can then be documented, shared, and adopted by other schools seeking to expand the AP opportunity to their own students.

The Seven Strategies

Strategy	What problem does this address?	How does this solve the problem?	What type of school could benefit from this strategy?
AP Leadership Team	Many successful AP programs are built around a single dynamic AP teacher and are more accidentally than intentionally successful. Policies and practices aren't documented and so might not be consistent or easily replicable.	The AP leadership team provides a common vision and takes intentional action to improve access and equity. The team ensures that policies and practices are well designed and documented in order to provide consistency across AP classes.	Schools that are beginning an AP program or that have an established program that isn't intentionally designed.
AP Listening Session	When schools discover a discrepancy between the demographics of their AP program and their overall school demographics, they're often at a loss as to why students aren't choosing to take AP classes.	This brings together students of equal ability who have chosen to take AP classes and those who didn't choose to take AP classes. Adult stakeholders need to listen to find out what differentiates these groups and to give students a chance to propose solutions.	Any school that discovers a gap between the demographics of their AP program and their overall school demographics.
AP Ambassadors	Students who aren't choosing to take AP classes are often more open to peer influence than adult influence. The AP Ambassadors group identifies and addresses issues preventing some students from taking advantage of the AP opportunity.	The AP Ambassadors group identifies and addresses issues preventing some students from taking advantage of the AP opportunity. Ambassadors help affirm the AP identity of students traditionally underrepresented in AP classes. Ambassadors also build community and cultivate leadership.	Schools that want to recruit students from a particular demographic group or that want to enlist students to help improve their AP program.
AP Boot Camp	Capable students who aren't choosing to take AP courses might lack a sense of community with other students in those courses or might not have confidence in their study skills.	An AP Boot Camp builds a sense of community for students who are new to the AP program. It develops study skills necessary to be successful in advanced coursework, helps students cultivate relationships with other students and AP teachers, and gives students a jumpstart on AP coursework.	Schools that have recruited more students to their AP courses and want to ensure that students who haven't yet experienced rigorous coursework have the confidence they need to be successful.

The Seven Strategies

Strategy	What problem does this address?	How does this solve the problem?	What type of school could benefit from this strategy?
AP Information Event	Some families aren't familiar with the AP program and so don't encourage their students to participate. Students also sometimes are unaware of the many benefits of participating in AP classes.	Having a variety of sources ensures students and their families can access information to make decisions that help fulfill their educational and career goals.	Schools that are adding new AP classes or trying to expand participation in existing AP classes.
AP Prep Sessions	Some less experienced teachers aren't familiar with the way in which AP Exams are scored in their subject area. They aren't confident in preparing students for the exams.	Bringing in more experienced and successful AP teachers provides equity for students in classes taught by less experienced teachers. This benefits the students who participate and provides professional development for their teachers.	Schools that have students participating in AP classes but aren't getting the exam results they want.
AP Course Availability and Sequencing	Schools with limited resources may only be able to add a small number of AP classes and want to start with classes that will help build a diverse enrollment.	Determining which to add should be informed by research as to which AP classes provide the best impact on students from under-represented populations.	Any school that is planning to add AP classes with the intention of broadening access to students who have traditionally been under-represented in the AP program.

AP Leadership Team

Giving AP Teachers Structure and Support

An AP Leadership Team can consist of an administrator, a counselor, and several AP teachers of varying levels of experience. The purpose of this group is to plan and execute events related to the AP program in the school, especially those designed to improve access and equity. The group sets priorities and determines goals so resources can be used to best serve students. They determine policies that relate to the AP program, funding for low-income students exam fees, and requiring AP students take the AP exam) and set clear expectations for AP teachers.

The AP Leadership Team meets throughout the school year with the primary goal of expanding participation and success of underrepresented student populations in their AP program. The AP Leadership Team members are expected to be familiar with the tools and resources that the AP Program provides so they can assist teachers who are struggling to make the best use of those tools and resources (e.g., AP Potential™ and AP Classroom) to improve diversity and inclusion in their AP classes.

The AP Leadership Team regularly reviews data on student participation and performance to identify opportunities for improvement. The leadership team should also stay up to date regarding stays up to date regarding the demographics of the AP teaching staff and identifies teachers who can support efforts to improve diversity and inclusion. Potential AP teachers are encouraged to attend training while experienced AP teachers are encouraged to become **AP readers** and **AP Program consultants**.

Because some districts consist of several high schools with AP programs, they often have an AP Leadership Team that meets at the district level to maintain consistency and communication among the AP teachers at different campuses.

“This strategy has allowed us to have a fuller grasp of how our students and teachers experience the AP program—we’re working to build capacity, leadership, and ownership so the program can thrive beyond the tenure of an exceptional teacher.”

Rebecca Embry,
Assistant Principal,
Former Pre-AP Math Teacher

August	Review previous year’s participation and performance to determine gaps among student demographic groups and to set goals for improvement in diversity and inclusion. Ensure all AP teachers have reviewed their Instructional Planning Report (IPR) and used their demographic data to establish individual goals to improve diversity and inclusion. Plan and execute AP Boot Camp for students new to the AP program.
September	Ensure all AP teachers have completed the necessary course audit and are using AP Classroom and related tools. Ensure students are being prepared for the October PSAT-related assessments administered to all sophomores and juniors.
October	Consider AP course additions for the following school year with the goal of adding classes that will help diversify the AP program. Identify and eliminate barriers to exam registration. Plan spring AP Prep Sessions .

December	Distribute access codes for AP Potential. Use the test results and the AP Potential tool, as well as other factors, to identify students who should be recruited to AP classes. Provide training in that tool for interested teachers. Help teachers plan recruitment efforts for their respective courses.
January	Plan and execute AP Information Event prior to registration for next year's classes. AP teachers are expected to assist with group events as well as use conversation starters with individual students and their parents. Based on course requests and enrollment numbers, new AP teachers might need to be identified and encouraged to attend summer training.
March/April	Help conduct AP Prep Sessions . Begin identifying training opportunities for teachers.
May	Gather student feedback on the AP program and how well prepared they were for their AP Exams.

Having an AP Leadership Team enables schools to maintain continuity in their program and provide support to newer AP teachers. The goal is to establish a culture of inclusion and to build sustainable structures that aren't dependent on any one dynamic teacher or highly committed administrator.

AP Listening Session

Giving Students a Voice

The purpose of the AP Listening Session is to allow students to identify school-level barriers to AP program participation and to give them the chance to identify solutions.

Step 1	Compare the school demographics (e.g., race/ethnicity, gender, and economic status) to the demographics of the AP program (in terms of course participation, exam participation, and exam performance) to identify underrepresented populations. Look at the data for the overall AP program, as well as the data for individual classes, because some participation gaps are course specific.
Step 2	Using AP Potential and teacher recommendations, identify students who were active participants in the AP program and students of the same demographic and equal potential who weren't participating in AP classes.
Step 3	Convene a listening session at a time convenient for the target population; for example, hosting at lunch with pizza, sodas, and cookies allows for students that ride the bus and can't stay after school to participate.
Step 4	Share the data on the discrepancies in participation with the students. Additionally, consider providing an anchor article, such as: "Black Students' Cruel Choice" by Harvard researcher John Tierney, and ask students for their reaction.
Step 5	The main portion of the listening session is devoted to having students answer the questions: Why did you choose to take or not take AP courses, and what can the school do to encourage underrepresented students to participate?
Step 6	The most difficult part of this process for the adults is to listen and take notes without being defensive—to simply listen to students and acknowledge the legitimacy of their viewpoints.
Step 7	Take what you hear and develop an action plan to address the issues identified by students.

“The listening sessions give us an opportunity to make sure students who are underrepresented in the AP program feel seen and heard.”

Dixie Ross,
AP Calculus Teacher

SUGGESTIONS:

Students may be more honest and forthcoming if there aren't AP teachers or counselors in the room. Consider training some of the initial listening session participants to conduct future focus groups. They can take notes on what their peers say and then write a report summarizing what they hear and action steps for the school administrators. In lieu of using students to lead the listening session, another trusted adult who isn't an AP teacher or counselor can be enlisted to lead the session, take notes, and report back to the **AP Leadership Team**.

If convening a listening session isn't possible, then conducting a survey of those students who have shown likelihood of succeeding in AP classes but aren't choosing to participate can provide an opportunity for students to provide input.

AP Ambassadors

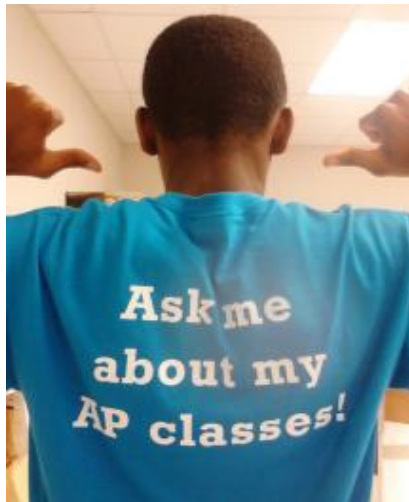
Giving Students Voice and Support

AP Ambassadors is a student-led group. Its goal is to help diversify the AP program by giving students information, leadership opportunities, and a sense of community.

After comparing the data for the overall school demographics to that of the AP program, identify target groups currently underrepresented in terms of course or exam participation. AP teachers are asked to recommend students from the target demographic to participate in the AP Ambassador program.

Students selected to participate in the AP Ambassador program are given a T-shirt as well as training in how to talk about the benefits of taking AP classes. They help plan and execute the AP Boot Camp at the beginning of the year, as well as the AP Information Event that's held prior to registration for next year's classes.

Within their classes, AP Ambassadors are expected to reach out to students new to the class or who are struggling academically or have expressed an interest in pairing up with an AP Ambassador. They also stage events to provide information to parents. For example, at a fall football game, Ambassadors staffed a table where parents could get information about the upcoming PSAT-related assessments, BigFuture® Scholarships, and



the benefits of taking AP classes. In some cases, the AP Ambassadors have also travelled to the state capital to provide testimony supporting legislation that would strengthen the AP Program in their state.

AP Ambassadors are strongly encouraged to volunteer for community events, such as fall carnivals at the elementary school or middle school science fairs, so they can serve as role models for younger students and inspire students to take AP classes as early as possible.

AP Ambassadors are rewarded with service hours for the work that they do and will often use their experience as the basis for college admission essays or as material for their

recommendation letters. Many of the AP Ambassadors return to campus for AP events even after they're enrolled in college so they can share the many ways that AP benefits them as they continue their academic journeys.

“When teenagers speak to other teenagers, it produces buy-in and insight that we adults cannot convey to students. This program builds student leaders and helps them find their voice.”

JD Coker, Social Studies Coordinator, AP Macroeconomics, AP Microeconomics

AP Boot Camp

Giving Students Support to Build Success

AP Boot Camps are events held to help students new to the AP program build community and sharpen study skills they'll need to be successful in AP coursework. Although they have a common purpose, the formats vary widely – from weeklong events held during the summer to one-day events held just before school begins to weekly after-school sessions that take place during the first few weeks of school. Some camps even include a parent component so parents can learn how to support their student's academic efforts. The format should be driven by the needs and resources of your particular school.

At some schools, the AP Ambassador group helps plan and conduct the AP Boot Camp. If your campus doesn't have an AP Ambassador group, then students from your targeted demographic groups who have been successful in AP classes can be asked to serve on the planning committee. In some schools, students who have signed up for their first AP class or who didn't earn recommended scores on their previous AP Exams are targeted for participation. Other schools invite first-year students who will be taking their first AP class or are positioned to take AP classes in the future.

SAMPLE ACTIVITIES:

Boot camp participants engage in team building activities and games in order to network with students already taking AP classes and to develop the trust necessary for students to discuss their fears about taking on the challenge of AP classes. In order to be successful, it's important that the boot camp be both fun and productive.

Boot camp participants write down on index cards their biggest concerns about taking AP classes. The cards are collected and then sorted. They're answered and addressed by current AP students, who provide strategies for dealing with those concerns.

Boot camp participants role-play different scenarios, such as inviting someone who has been left out to join their study group or reacting to a failing grade or asking a teacher for help. Students are encouraged to infuse their skits with comedy alongside the practical approaches. Sometimes teachers play the part of students, and students play the part of teachers to increase the entertainment value and allow students to model the behaviors they'd like to see in their teachers.

Boot camp participants attend sessions to learn specific study strategies and techniques such as notetaking, textbook reading, and time management. At one boot camp, local businesses made donations so that every session included a "gift" (e.g., a highlighter for notetaking, a calendar for planning, a set of index cards to make vocabulary flashcards). Sessions were led by an AP teacher and a student who felt they'd mastered that particular study strategy.

Some AP teachers choose to pre-teach concepts through the boot camp to allow students to get a jumpstart on the material of the course. Teachers might provide outlines and reading guides so students can begin reading the texts that would be assigned during the school year. This can be particularly important for students who have limited time during the school year because of work or other activities.

“We want to create a classroom climate where students can succeed while feeling some level of comfort and safety.”

Joshua Brown,
AP Recruitment and
Retention Coordinator,
AP English Language
and Composition

**QUESTIONS TO ANSWER AS YOU PLAN YOUR AP BOOT CAMP
(OR OTHER AP EVENT):**

Who will serve on the planning committee? (A combination of students, administrators, teachers, and community members can be helpful.)

Who is the target audience for this boot camp? How will you contact those students and their parents?

Who will conduct the boot camp?

Where will this event take place?

When will the event take place?

Will you serve food/snacks?

Will there be any items participants will take with them (e.g., T-shirts, calendar, highlighters, and index cards)?

In what sort of activities will the students engage? Will the focus be on team and confidence building, addressing study skills needed for college-level work, previewing AP coursework, or a mixture of these?

How will you measure the success of your event?

AP Information Event

Giving Students Choice

The purpose of an AP Information Event is to provide students and their families with information about available AP course offerings and how those courses can help them achieve their educational and career goals.

This event is held prior to course registration for the subsequent school year. Time and location should be carefully considered to attract families from populations that have traditionally been underrepresented in the school's AP program. Some schools hold their events in the evening while others find that a breakfast event is more productive. The event might be held in conjunction with another school activity that families are likely to attend such as a basketball game or a band concert.

Advertising through bulletins of various churches, temples, and mosques or through flyers posted at local businesses can encourage attendance from families who don't often attend school events. Inviting college representatives, particularly those from Historically Black Colleges and Universities (HBCUs) or from Hispanic Serving Institutions (HSIs) is another way to encourage attendance. In planning the event, it's helpful to have students and parents from your target demographics to serve on the planning committee because they'll often be aware of channels of communication that the school system doesn't typically use. They can also suggest guest speakers who can attract the families and students you're targeting.

The event can consist of a main presentation with information about the advantages of taking AP classes and then small breakout sessions or can be a course fair format with booths for different courses. Some schools use creative methods such as **playlets** to deliver information about their AP program. AP teachers can be in attendance to talk about their respective classes and might have current students present who can answer questions or even demonstrate a class experience. It's helpful to have students who are multilingual to answer questions that families might have in their home language. Some schools invite former students who are currently in college and experienced the **benefits of AP** to serve as guest speakers. Teachers are encouraged to provide **brochures** touting the advantages of taking their class and **posters** that show the college credits that can be earned and the money that can be saved through AP Exams.

In addition to providing large group information sessions, it's important to reach out to individual students in targeted populations. Using teacher recommendations, AP Potential, and other sources of information, teachers can generate a list of students who they would like to see enrolled in their AP classes and send them a **invitation to talk card**, inviting them in for a conversation about the benefits of taking their AP class and describing the supports that will be available to students. Because many teachers aren't experienced in actively recruiting students to their class, conversation starters can help break the ice. Because many students are strongly influenced by their parents in their choice of high school coursework, there are also **conversation starters for parents**.

“This introductory session helps to bring parents and students to the conversation about how to make the most of their education through the AP program.”

Dr. Donald L. Singleton, Esq.,
NBCT, AP U.S. Government
and Politics

AP Prep Session

Giving Support to Students and to Teachers

An AP Prep Session is an extra study session, often held on a Saturday, in which experienced **AP readers** or other successful AP teachers provide instruction to students over specific content on the AP Exam. Such a session can demonstrate effective teaching strategies and provide both the students and their teachers with valuable insights into the scoring of free-response questions to improve performance on the exam.

Ideally, school leadership will encourage their teachers to become **AP readers** as soon as they're eligible, but there will always be teachers who aren't able to take advantage of that valuable professional development experience. Bringing outside experts to their schools helps to provide their students with an equitable opportunity to perform well on the exams.

Presenters for these sessions are often lined up in the fall. Sessions take place during the spring as teachers begin the process of reviewing students and preparing them for their AP Exams. Since the pandemic, many of the prep sessions have been held virtually, which simplifies the logistics of the event—there's no need to secure a building or transport students to the site. It's also less expensive because there are no travel expenses for presenters. Some sites, with the presenters' permission, record the sessions so students who might have other obligations during the live event would still have access.

Process for planning AP Prep Sessions:

- Poll teachers/students to determine which subjects would be most impacted positively by an AP Prep Session.
- Determine dates and locations.
- Use IPR (Instructional Planning Reports) results and polling to determine needed topics
- Line up presenters and complete necessary paperwork.
- Advertise the event well in advance for students to put on their calendar.
- Determine attendance incentives for students (e.g., extra credit, gift card drawings, and partial payment of exam fees) as well as for teachers (e.g., professional development and exchange time).
- If in-person, make sure classrooms have necessary equipment, signage to direct students and handouts. Some events provide food or small snacks for participants and presenters.
- After conducting the event, gather feedback from students and teachers on the most impactful information they gained and how the event can be improved.

Ideally, these extra prep sessions can help build capacity so schools can eventually use their own teachers to conduct exam preparation.

“It was so helpful for me to learn the same topic from different teachers and students because the different approaches helped me master the content I struggled with.”

Roderick Alcantara,
Student, Pflugerville
High School

AP Course Availability and Sequencing

Building your AP Program

One of the best tools administrators can use to broaden access to their AP program is purposefully offering AP subjects in grades where many students can benefit from the skills taught in the course and the sequence in which the AP course is placed. School and district leaders should be intentional in adding AP courses that appeal to students from underrepresented populations and for which they can identify a teacher who is committed to recruiting a diverse enrollment to the class. Student and teacher surveys can be helpful in identifying the courses that should be targeted.

Certain AP courses have been shown to attract a diverse student population and serve as gateway courses that expand student participation in subsequent AP classes:

AP SEMINAR AS 10TH GRADE ENGLISH:

This course focuses on the development of critical thinking skills that are the foundation for success in many subsequent high school and college classes, so it is an especially good starting point for diverse students' AP journeys. Specifically:

- Project-based learning is a key focus of the course. The AP exam score is not based on a single exam, but on a combination of team and individual projects and essays submitted to be scored by AP Readers.
- Students learn not just study skills and how to work independently, but also how to work within a team and how to present and defend their work. Particularly as schools seek to accelerate rather than remediate as they recover from the disruptions of the COVID-19 pandemic, AP Seminar in 10th grade can be a powerful solution.
- 10th grade students are generally very successful in AP Seminar. For example, in 2021, despite the academic disruptions of the pandemic, 86% of 10th graders who took AP Seminar achieved a score of 3 or higher. This success typically translates into not just a readiness but also a confidence and desire to take further challenging courses in grades 11 and 12.

AP COMPUTER SCIENCE PRINCIPLES IN 9TH OR 10TH GRADES:

AP Computer Science Principles offered to 10th graders can **translate into enrollment in other STEM AP classes in subsequent years**, particularly for female, Black and Latinx students. This course is an especially good invitation to AP because:

- Project-based learning is a key focus of this course. Each student's AP score is composed not just of an exam score but also of an individual project in which each student generates a computing artifact related to a specific interest of theirs.

“A lot of my students go off to take more AP courses because they learned to believe in themselves through AP Computer Science Principles.”

Blythe Samuels,
AP Computer Science Principles

- Students who take AP Computer Science Principles, including those who take it in 10th grade, are much more likely to major in Computer Science than students who don't take CSP. This pattern is similarly strong for Black and Latinx students.
- Additional **recruitment materials** have been developed for AP Computer Science Principles that are easily accessed through AP Central.

AP WORLD LANGUAGE COURSES IN 9TH OR 10TH GRADES:

In schools with large populations of heritage speakers, AP world language courses can also be used to serve as a pathway to other AP classes. The key is to provide students with an initial AP experience that is successful so that they build confidence in their ability to tackle AP coursework and begin to identify as AP students.

Another strategy that schools are using to diversify their AP course enrollment is to adopt the **project-based learning** approach to teaching AP US Government and AP Environmental Science classes.

Research shows that to be prepared for the rigors of college-level coursework, students need: consistent opportunities to engage with challenging coursework, strong instruction that lets students do most of the work, deep engagement in what they are learning, and teachers who hold students to high expectations. Teachers working as vertical teams, often including grades 6-12, can support student preparation for AP by incorporating the concepts, skills and habits of mind that are needed for AP success into their courses. High-quality instructional materials and professional learning, like those included in **Pre-AP** and **SpringBoard**, can support this goal.

Appendix

The items in the appendix are meant to serve as examples that teachers/schools might use as they work to build a more inclusive and diverse AP program. All of the following items are referenced in the toolkit (underlined and bolded):

- AP Teacher Expectations
- AP Equity and Access Worksheets
- Playlet for AP Information Event
- AP Brochure
- Poster Outlining Potential Cost Savings with AP
- Invitation to Talk Flyer
- Conversation Starters for Students
- Conversation Starters for Parents

AP Teacher Expectations

This is an example that was developed from a collaboration of AP teachers and administrators. It can serve as a starting point for a policy for your school, but it should be adapted to fit your school's needs.

ADVANCED PLACEMENT PROGRAM

To improve participation and performance in the school's AP classes and on AP Exams:

Section 1. AP teachers will be expected to:

- A. Recruit students to their classes using at least two activities:
 - ◆ Make a brochure, flier or video promoting their class
 - ◆ "Guest-teach" in prerequisite classes
 - ◆ Send personalized invitations using data from AP Potential
 - ◆ Participate in the school's AP Information Night
- B. Support students who are new to AP by:
 - ◆ Explicitly teaching the study skills necessary for success
 - ◆ Sharing the safety nets that have been established for each class
- C. Share the benefits of exam participation, including the opportunities for earning college credit and the academic recognitions available.
- D. Make regular use of the tools and resources available in AP Classroom.
- E. Give at least two opportunities for students to take full-length AP practice tests and provide timely feedback for improvement.
- F. Participate in AP training at least once every three years, such as attending an AP Summer Institute or a fall or spring AP workshop, serving as an AP reader, or engaging in another approved activity.
- G. Use the data from their personalized AP Instructional Planning Report to identify at least one topic as their focus for improved instruction.

Section 2. Administrators will:

- A. Support teachers in attaining these expectations by providing funding, resources, and training opportunities as requested and when available.
- B. Meet with AP teachers regularly to help them establish realistic goals, determine needed support, and provide resources to help them attain their goals.

Equity and Access Worksheets

This is an example of a data worksheet that teachers can fill out each year to help them establish equity and access goals for their AP classes. It can also be used to facilitate conversations between AP teachers and administrators.

EQUITY AND ACCESS WORKSHEET

AP COURSE _____

Student Demographic Information

	School	AP Program	AP Course	Score 3+
American Indian/ Alaskan Native				
Asian				
Black/African American				
Hispanic Latino				
Native Hawaiian/ Other Pacific Islander				
White				
Two or More Races				
Female				
Male				
Non-Binary				
Low Income				
English Language Learners				
504 Plans				
IEPs				

Equity and Access Worksheets (Continued)

This year, I'll work to improve:

With whom will you work to achieve your goal?

How will you nurture and maintain multiple pathways to your AP class?

What barriers to enrollment in your class will you work to remove?

How will you **affirm students' identity** in your AP class?

Equity and Access Worksheets (Continued)

How will you intentionally **build community** in your AP class?

How will you **cultivate leadership** in your AP students?

Playlet for AP Information Event

This example playlet is performed by students for the parent audience at the AP Information Night. You may edit it to reflect the policies of your own school or to mention specific students' names. Consider having AP students write and perform their own script.

Characters: Parent 1, Parent 2, and Student

Scene: Kitchen—At home

Props: Apron, pan, spoon, newspaper, backpack, handouts, three chairs

PARENT 1 is stirring something in the pan as PARENT 2 sits reading the paper.

STUDENT comes rushing in with papers and puts backpack down.

PARENT 1 How was school today? Did anything interesting happen?

STUDENT Well, we got the registration papers for next year's classes. I've been thinking about signing up for some Pre-AP and AP classes.

PARENT 2 Really? I've heard those classes are hard!

STUDENT I've heard they're a little bit harder too, but I've also heard that they can be really interesting and fun. I think I can handle the work.

PARENT 1 But aren't you worried about getting lower grades? How will this affect your class rank?

STUDENT Because the classes are a little harder the grades are weighted in high school so that an 85 in a Pre-AP class is like getting a 95 in a regular class. If I want to be ranked near the top of the class, I think I'm going to have to take some of these classes.

PARENT 2 What about basketball? How will you have time for that and also for doing all of the homework?

STUDENT Oh, I plan to keep playing basketball! Bryan Beasley who now plays basketball for Texas A&M and Marlon Williams who plays football at Texas Tech were both taking AP Calculus as seniors. If those guys can handle it, then I'm sure that I can too.

PARENT 1 But, what if you should fail one of those classes? Wouldn't that make you ineligible?

STUDENT Well, first of all, I have no plans to fail any class. I really think I can do the work. If I need extra help, I'll be in for tutorials. BUT, if I were to fail, I can get an eligibility waiver if I really had put forth my best effort.

PARENT 2 Are your other friends taking these classes? What if you don't know anyone?

STUDENT Some of my friends are taking these classes, some aren't. I think I should do what's best for my future goals. Besides, I think I might enjoy meeting some new people. I'll have to do that when I go to college anyways. Might as well get used to it now.

PARENT 1 So, have you really been looking into this college thing?

STUDENT Yep, I sure have. AP classes will help me get into college, will help me qualify for scholarships and will help me get out of college on time. I think they're going to be worth the extra work.

PARENT 2 If it's likely to save us some money, then I'm all for it!

STUDENT Speaking of saving money, I need you to fill out this form for the free and reduced lunch program.

PARENT 1 But I make you a lovely lunch each day!

STUDENT I know that. I'm not interested in the food. If we qualify for the free and reduced lunch program, then I can get fee waivers for the PSAT test, SAT test, AP tests and college application fees. It could save you hundreds of dollars.

PARENT 2 I'm all about saving money! We'll fill out that paperwork and talk more about your classes after dinner.

STUDENT Okay, I'm going to go start on my homework. *(Student exits)*

Play can end here for the short version. For the longer version, the PARENT 1 and PARENT 2 continue their conversation.

PARENT 1 I'm worried about junior taking on these harder classes.

PARENT 2 I think he's making a smart decision that might save us lots of money and help him to achieve his goals. I think we should do everything we can to encourage him and to help him.

PARENT 1 But what can we do to help? We didn't even go to college ourselves.

PARENT 2 Well, we've always attended every basketball game. We now need to get up to the school and find out more about what's going on in the classroom. I'm sure the teachers for those classes will have suggestions for us.

PARENT 1 I would be more comfortable if more of his friends were taking the classes too.

PARENT 2 Well, then we should talk to other parents and encourage them to sign their kids up too. He's got plenty of friends who have the ability to be successful. If those kids were all taking the same classes, we could have them over here for study parties.

PARENT 1 They'll eat us out of house and home!

PARENT 2 That's true, but it will be a small price to pay if we can help him get a college degree. It sounds like junior is really putting his focus on the future. I'm proud of him.

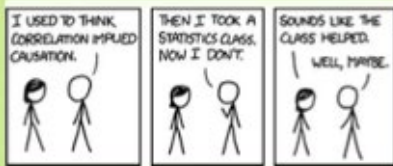
PARENT 1 Me too. I'm nervous about him trying something new, but you're right. We need to figure out every way that we can to support him.

Scene ends.

DISCUSSION QUESTIONS:

- Did you learn anything from the play?
- How can parents support their child as they choose to take harder classes?

AP Brochure



Which Statistics class should I take?

If you would say
"I want to learn about statistics, but I'm not ready to challenge myself with a college-level course"

then you may want to consider
(Regular) Statistics

If you would say
"I want to take a class that will help my GPA and give me a chance to earn college credit"

then you may want to consider
AP Statistics

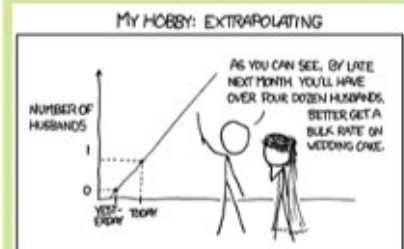


What do you plan to do in the FUTURE?

Here are just a few of the careers and majors that require the use of statistics:

- Journalism
- Political Science
- Law
- Psychology
- Sociology
- Business
- Research Scientists
- Nursing
- Mathematicians
- Engineers
- Statisticians
- AND MANY MORE!

AP STATISTICS AND WHY YOU WANT TO TAKE THIS COURSE



Talk to
Ms. Stevenson
if you have any questions.
Room B116

AP Brochure (Continued)

THE WHO, WHAT, WHY, WHEN, AND HOW OF AP STATISTICS

WHY SHOULD YOU TAKE AP STATISTICS IN HIGH SCHOOL?

- GET A HIGHER GPA!!!
- AP Statistics is taught as a one year course – in college you would have to cover the same amount of information in one semester...
- Many majors in college require statistics!!!
 - All business and psychology majors
 - Most engineering and social science majors
 - All natural science majors going into research
- Nearly all majors require a math class, and statistics almost always fulfills that requirement. In other words, this could be the last math class you ever have to take!
- Last year, more than half of the students who took the AP Statistics exam worldwide earned a 3 or better, which can count for college credit!
- If you earn recommended scores on three AP exams, you are designated an AP scholar, which looks great on college applications!



WHO CAN/SHOULD SIGN UP FOR AP STATISTICS?

Students who have completed Algebra II or Precalculus - *Students* who are also going to take Pre-Calculus or Calculus next year - *Students* who need their fourth math class - *Students* with good communication and reasoning skills - *Students* who don't want to take math in college - *Students* who hope to study psychology, sociology, business, a science, journalism, math, law...

WHAT IS AP STATISTICS?

Sampling & Experimentation: *Data Analysis:*

- ~Learn how to design an experiment like a researcher
- ~Learn how recognize a good survey
- ~Learn how to select individuals for a study

- ~Learn how create various types of graphs and displays
- ~Learn how to analyze data with one or two variables
- ~Learn how to compare sets of data to gain a deeper understanding of results

Probability:

- ~Learn how to use chance to make decisions
- ~Learn how to set up simulations of events
- ~Learn how probability applies to a wide variety of real-world situations

Inference:

- ~Learn how to make decisions based on data
- ~Learn how to take data from small groups and make discoveries about the larger population (this is incredibly powerful!!!)

HOW DO I SIGN UP?

You will be meeting with your counselor soon to sign up for next year's courses. Be sure to select AP Statistics.

WHEN DO I SIGN UP?

Sign up starts soon – listen for information from your teachers and counselors.



Poster Outlining Potential Cost Savings with AP

\$\$\$ POTENTIAL COST SAVINGS \$\$\$

AP Spanish Language and Culture

	Score of 3	Score of 4	Score of 5
Lamar University	3 credits = \$2,565	6 credits = \$5,131	9 credits = \$7,696
The University of Texas-Austin	6 credits = \$5,779	12 credits = \$11,558	18 credits = \$17,336
Texas A&M University	8 credits = \$8,011	11 credits = \$11,015	14 credits = \$14,019
Stephen F. Austin University	6 credits = \$5,028	9 credits = \$7,543	12 credits = \$10,056

Research policies at colleges in which you are interested:

<https://apstudents.collegeboard.org/getting-credit-placement/search-policies>

Invitation to Talk Flyer

LETS TALK ABOUT... AP

I am looking forward to talking to you on _____, during _____ period.

You can find me in room _____. Feel free to bring along friends who might be interested in my AP class!

Why take AP?

- Earn college credit.
- Broaden my college and career choices.
- Challenge yourself!**

Art by Granger Bowie

Conversation Starters for Students

In many schools, counselors take the lead in discussing coursework options with students, but they often have large caseloads and multiple responsibilities that prevent them from having in-depth conversations.

The people best prepared to encourage students to take AP classes are the teachers, but they often don't have training in how to discuss course options with students. These conversation starters are designed to help.

Make sure that you ask the student "What questions do you have?" so that it's more of a conversation than an interrogation.

Conversation Starters for Students

What are you most passionate about?	How do you view yourself as a student?
What subjects in school are the most interesting to you?	Have you thought about taking an advanced academic class?
In which subjects do you excel?	Are there AP courses that you are interested in taking or have thought about?
Which careers excite you?	How could you prepare for success in an AP course?
What are your academic goals?	Which AP Courses are you most interested in?
How do you want to achieve them?	What concerns about taking an AP class do you have?
What are your career goals?	Would you like to talk to an AP student about a class that interests you?

Conversation Starters for Parents

Teachers should be prepared to engage with parents and answer questions they might have about your school's AP program.

The list of questions below might be provided to parents as a conversation starter or serve as a basis for a frequently asked questions (FAQs) document that a school prepares and distributes to parents.

In addition to answering questions from parents, AP teachers should ask parents:

"Do you have any concerns about your child taking an AP class?"

Conversation Starters for Parents

How is AP different from an honors class?	Can my student take only the class but not the AP exam
How is AP different from IB or Dual Enrollment?	How are AP courses weighted for GPA and ranking purposes?
Which AP subjects are offered at our high school?	What is the benefit of being in the AP Capstone Diploma Program?
How many AP courses should a student take at one time?	Is there academic support if my student needs assistance?
Is there a school policy regarding how many AP classes a student can take at a time?	How do I know if my child is academically ready for an AP class?
How does taking an AP class lessen the financial load of college?	What is Pre-AP and why should my student take this course?
What is the course workload, and what are the out of school requirements?	How do I know that my child's teacher is teaching the right material in the AP course?
How much do AP exams cost?	How is a teacher qualified to instruct an AP course?

