Pre-AP For All Planning Guide

College Board believes that all students deserve engaging and challenging grade-level coursework. Increasing access to this type of coursework leads to increased opportunities for all students, including groups that have been traditionally underrepresented in AP and college classrooms. It is only through a sustained commitment to equitable preparation and access that true excellence can be achieved for all students, and the Pre-AP course designation requires this commitment.

Program Requirement: Pre-AP frameworks and assessments serve as the foundation for all sections of the course at the school.

School leadership may defer this requirement under the following conditions:

- School refrains from establishing any entry barriers (e.g., minimum test scores, previous grades, or teacher recommendation) which could hinder students' participation in the Pre-AP course.

- School develops a plan to increase enrollment of students in Pre-AP courses over time.

- The Pre-AP program will monitor course enrollment for schools who defer this requirement. Schools who do not demonstrate growth over time will be asked to submit their plan and Pre-AP designation may be suspended for the course.

In order to support schools who opt to defer this requirement, we have collected suggestions from Pre-AP Partner Schools for activities to help you develop your action plan.

Suggestions for School Leadership Teams

1. **Start simple.** Consider how you can build consensus around your goals for Pre-AP. How does it fit within your school's culture and vision?

2. **Involve all stakeholders**. Engage your leadership team, parent and community groups, teachers, and students in your planning. Ask questions and listen to feedback in designing your action plan. Find ways to include these groups throughout the school year.

3. **Create a goal for each year.** Change takes time, and some of your vision may be more challenging for some groups to adopt. Be sure to plan how you'll monitor each goal and share accountability metrics.

4. **Celebrate progress toward your vision.** This is hard work. Find ways to acknowledge and show appreciation for teachers and students stretching beyond their comfort zone, which will help them stay engaged and supported.

5. **Take advantage of our tools**. Refer to the Pre-AP website and Coordinator Community for resources and tools. We have assembled a collection of articles or books you might like to use, considerations for engaging parents and communities, PowerPoint slides to use in faculty meetings, to name a few.

6. **Consider using the planning guide and example that follow.**

Pre-AP For All Planning Guide Template

Program Requirement: Pre-AP frameworks and assessments serve as the foundation for all sections of the course at the school.

School leadership may defer this requirement if the following is in place:
- School refrains from establishing any entry barriers (minimum test scores, previous grades or teacher recommendation) which could hinder students' participation in the Pre-AP course.

- School develops a plan to expand inclusion of more students into Pre-AP courses.

Year 1 Goals:

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Key Performance Indicators:

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Date	Activity	Stakeholder Group	Goal

Year 2 Goals:

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Key Performance Indicators:

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Date	Activity	Stakeholder Group	Goal

Pre-AP For All Planning Guide Example

Program Requirement: Pre-AP frameworks and assessments serve as the foundation for all sections of the course at the school.

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Year 1 Goals:

- Implement Pre-AP (no barriers to enrollment) courses
- Implement Shared Principles in all courses
- Develop shared understanding of equity and implications on our school data
- Initiate conversations about how to spread Pre-AP to all students

Key Performance Indicators:

- Classroom observations reflect foundational use of Shared Principles
- Annual staff survey reflects basic understanding of equity

Date	Activity	Stakeholder Group	Goal
Summer 2020	Shared Reading	Instructional Leadership Team	Generate shared definitions of equity, quality instruction
Summer 2020	Equity Audit	Counseling Staff	Compare enrollment (gender, ethnicity, etc.) in AP and honors courses to overall school enrollment
Fall 2020	Opening Faculty Meeting	Faculty	Share equity audit findings, working definitions, gather questions and feedback from teachers
Fall 2020	Department Meetings	Teachers	Incorporation of Shared Principles into lessons
Fall 2020	Shared Reading	Parent-Teacher-Student Association	Begin to develop community understanding of issues relating to equity
Winter 2020	Focus Groups	Pre-AP Students	Get student feedback about engagement, instructional practices, and teacher expectations

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Winter 2020	Course Requests	Counseling Staff, Students	Actively market Pre-AP courses to all students and encourage enrollment
Spring 2021	Faculty Meeting	Teachers	Share feedback from student focus groups

Year 2 Goals:

- Expand # of students in Pre-AP
- Deepen community conversations about equity
- Deepen understanding of Shared Principles

Date	**Activity**	**Stakeholder Group**	**Goal**