



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING




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SUPERINTENDENT OF  
PUBLIC INSTRUCTION

June 5, 2006

**MEMORANDUM**

**TO:** State Board of Education

**FROM:** Michael P. Flanagan, Chairman 

**SUBJECT:** Report on Early College/Dual Enrollment

At the April 11, 2006 State Board of Education meeting, the NGA Leadership Team was charged with developing a comprehensive plan for the expansion of college credit opportunities for students in Michigan. The State Board of Education provided feedback that such a plan would include the following recommendations:

1. Expose all students to college success opportunities and preparation activities that will introduce them to the world of higher education.
2. Increase the number of students earning college credit while in high school through expanded college credit opportunities and school-based offerings.
  - a. Advanced Placement program
  - b. International Baccalaureate program
  - c. Dual enrollment programs
    - i. Direct credit
    - ii. Campus-based programs
    - iii. CTE articulated programs/Tech Prep
    - iv. Early and middle college high schools
  - d. Online college credit courses
3. Double the number of students participating in dual enrollment, advanced placement, early/middle college high schools and/or other college credit opportunities and school-based programs by the end of the 2008-2009 school year as recommended by the Cherry Commission.

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4. Promote collaborative efforts between high schools and higher education institutions.
5. Prepare all middle school students for rigorous high school academic studies that will lead to college level coursework and/or career readiness.
6. By 2015, increase the number of students receiving college credit through participation in college credit earning options while in high school to 50 percent of all students (Cherry Commission recommendation).

With this vision in mind, the NGA Leadership Team submitted a set of recommendations to me and I offer the following recommendations for your consideration.

## Recommendations to the State Board of Education for College Credit Earning Opportunities

### I. Recommendations – College Credit Expansion

1. **Recommendation:** All high schools in the State of Michigan establish college credit opportunities and school-based offerings for students. Students should have access to a number of college credit opportunities that meet their needs. Schools should offer the college credit opportunities that match the diverse needs of their student populations. The following timetable for adoption is in keeping with the implementation of new graduation requirements and the Cherry Commission recommendations:
  - Beginning with the 2007-2008 school year, every high school will have two (2) college credit program opportunities and school-based offerings in the core areas available for all students. At least one of these opportunities must be an Advanced Placement (AP)\* or international baccalaureate course.
  - Beginning with the 2008-2009 school year, every high school will have four (4) college credit program opportunities and school-based offerings in the core areas available for all students. At least two (2) of these opportunities must be AP\* or international baccalaureate courses. Preferably, these courses would be offered on-site.
  - Evidence of college credit program opportunities and school-based offerings should be factored in as an indicator on the "Education YES" Report card.

\*Note: Students should be strongly encouraged to take the AP/IB examinations associated with the courses they complete.

**Rationale:** Perhaps the greatest challenge in the expansion of college credit program opportunities and school-based offerings will be addressing the beliefs of many that AP course offerings and earning college credits through dual enrollment is for an elite few. Consequently, some high schools have a full complement of AP classes and dual enrollment offerings, while other schools have very few or none.

Only 4.14 percent of Michigan high school students in the Class of 2004 participated in known dual enrollment opportunities as allowed by current law. The College Board, in its recent report to the nation, reported that 18 percent of Michigan students in the Class of 2005 took an AP exam, with 11.6 percent demonstrating college mastery by earning a 3 or higher. By comparison, in the nation, 22 percent of all high school students took an AP exam and 14.1 percent achieved college mastery. However, data from the College Board show that many

more Michigan students have the potential to do well in college credit opportunities like AP, yet are not enrolled in these courses or in other dual enrollment opportunities.

This recommendation gives a timetable for expansion and ties the accountability measure of the Education YES report card to the recommendation to reinforce our commitment to this initiative. Arkansas, which saw a dramatic increase in AP and concurrent enrollment in 2005, used a similar approach to expand its college credit programs.

The recommendation for AP and IB courses comes because of the extensive and positive research of advanced placement course and exam taking, the wide acceptance of AP among colleges and universities, the high level of support and professional development opportunities for teachers of these courses, and the belief that school-based college credit offerings such as AP/IB alleviate some of the barriers to on-campus access such as parking, transportation, books, etc. that students may face in other college credit opportunities. AP courses are also offered online for students whose schools do not offer a particular AP course or who do not live near a college or university, or who have physical difficulties that may impede their access to other college credit opportunities.

2. **Recommendation:** Establish at least six (6) new Early College High Schools and six (6) new Middle College High Schools in strategic locations across the state by 2010. Early College High Schools are located in areas (primarily urban areas) with a high drop out rate and focus on dropout prevention and recovery. Middle College High Schools do not specifically focus on dropouts.

**Rationale:** Early and middle college high schools establish meaningful alternatives for youth who do not fulfill their academic potential in traditional school environments. They provide a mechanism to ease the complexity of the transition from high school to college and assure that students stay in school, attend college and get the postsecondary education required in today's society.

### Examples of College Credit Opportunities and Offerings

College Credit Program	Practices and Benefits that address College Credit Opportunities
Advanced Placement and International Baccalaureate Programs	
Advanced Placement Program	Rigorous, college level courses; Courses audited to ensure quality; High standards that are measured through a national AP assessment; Widely accepted for college credit, even highly selective universities, with a qualifying score on the AP exam; Highly developed resources and support systems from College Board™

International Baccalaureate Program	Established rigorous college level curriculum; High standards that are measured through international assessments; Widely accepted for college credit, even highly selective universities, with a qualifying score on the IB exam; Highly developed resources and support system through the International Baccalaureate Organization
<b>Dual Enrollment Programs</b>	
Direct Credit	Collaborative partnership with high school and higher education institutions; Access to college information and support; Increased rigor of the high school academic program; High school students take college level courses and potentially earn college credit; Courses are usually offered at the high school site.
Campus Based Programs	Exposure to college expectations and experiences; Access to college information and support; Increased rigor of the student's academic program
CTE Articulated Programs Tech Prep	Alignment of high school and college curricula; Increased rigor of academic coursework; Guidance for students with regards to postsecondary options; seamless transition from high school to higher education
Early and Middle College High Schools	Middle College High Schools are high schools on a college campus designed to meet the needs of underserved youth; Early College high schools are small schools designed to graduate underserved and at risk students with a high school diploma and, simultaneously, an associate's degree or up to 60 transferable credits; Early college high schools also serve students who are academically capable, but do not fit well in the traditional high school setting; Support networks for early/middle college high schools are in place
Online College Credit Courses	Provides "any time any where" learning experiences; Provides a rigorous college level curriculum; Expands or adds AP courses without the expense of adding on-site courses; Provides access for students in geographically-remote areas; Addresses the needs of AP students with scheduling or physical challenges; Reduces the cost of offering small enrollment AP classes; Meets the online high school graduation requirement

- 3. Recommendation:** Seek funding, beyond foundation funds, to support college credit program opportunities and school-based offerings.
- a. Advanced Placement/International Baccalaureate Programs
    - Provide funds for start up
    - Pay for AP/IB exams. Currently, a College Board grant to Michigan enables low-income students to be reimbursed for AP exam fees
  - b. Dual Enrollment
    - Retain the funding language in the current legislation but provide new state funds to pay for needy students' books and any other fees not already covered. Students would be eligible for the support on a sliding scale. Students of need may academically qualify for participation in college credit opportunities, but still find that costs not covered by paid tuition are prohibitive. Students of need should be able to apply for funds for books, transportation, and exam fees.
  - c. Early/Middle Colleges

Provide funds for start up

**Rationale:** States that have moved forward in the expansion of college credit opportunities have appropriated state funds for this purpose. Private foundations have been willing to contribute, but often need to see some financial commitment from the state.

## II. Recommendations – Student Access and Eligibility

1. **Recommendation:** Eliminate all high school-based eligibility criteria for students who wish to participate in college credit earning opportunities.
  - a. Encourage local districts and schools to eliminate criteria such as attendance, grade point average, grade level restriction, teacher recommendation, or discipline record for students who wish to participate in dual enrollment, AP, International Baccalaureate, career and technical programs, Early or Middle College programs.
  - b. Allow enrolled Early and Middle College high school students to remain eligible for college credit opportunities for more than 4 years but not more 5 years. Allow a waiver for the very few students who turn 21 during the fifth year. This waiver would no longer be available after 2011.
  - c. Allow community colleges and universities to determine readiness upon admission of student for dual enrollment.

**Rationale:** Colleges are already assessing the college-readiness of dual enrollment students in the same way other incoming students are being assessed. Allow colleges to continue this practice so that colleges' current assessment procedures are the only eligibility requirement.

- a. The current testing requirement creates an equity issue. If a school district does not pay for the qualifying test, the qualifying test (PLAN® or PSAT/NMQT®) is at the student's expense. Many school districts, particularly wealthier ones, have a long-standing practice of giving the PLAN or PSAT/NMQT to all 10<sup>th</sup> grade students. Many of the underserved students, as well as the students of need whom we are trying to reach, reside in districts that do not offer this service to students. The inability of students of need to pay for the assessment is a barrier to access.
- b. The recommendation to remove school-based eligibility requirements is in keeping with the College Board™ AP Equity statement:

### **Access for All Students**

*"The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the*

*challenge of a rigorous academic curriculum should be considered for admission to AP courses. The Board encourages the elimination of barriers that restrict access for AP courses to students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population."*

**Jobs for the Future (JFF) Vision Statement**

*"Jobs for the Future believes that **all** young people should have a quality high school and postsecondary education, and that all adults should have the skills needed to hold jobs that pay enough to support a family. As a non-profit research, consulting, and advocacy organization, JFF works to strengthen our society by creating educational and economic opportunity for those who need it most."*

**Our Vision**

- ***All** young people make a successful transition to adulthood. By age 26, they obtain a strong high school education and an advanced educational credential.*
- ***All** adults have the education and skills they need to get and keep a job—and to advance in a family-supporting career.*
- *The nation has a workforce that meets the demands of a changing global economy.*

**Gates Foundation**

*"**All** students in the United States can and must graduate from high school, and they must leave with the skills necessary for college, work, and citizenship. To meet this goal, the foundation identifies and invests in organizations that are working to improve the U.S. education system."*

I recommend that the vision of "all students" reflected in the above statements extend to all college credit programs and opportunities and school-based offerings.

2. **Recommendation:** Students be allowed to take dual enrollment courses in English/language arts, mathematics, science, social sciences, career and technical education, world languages, and the arts not offered by the school district unless the eligible students have a scheduling conflict beyond their control.

**Rationale:** This is the current language in legislation that limits the courses that a student can take. These areas also represent the core areas of No Child Left Behind law.

3. **Recommendation:** Regularly enrolled college students should be given preference for enrollment in college courses.

**Rationale:** As more students take on campus dual enrollment, the colleges and universities need the flexibility to address capacity issues at their sites. This is a provision in current legislation.

4. **Recommendation:** The language from the Career and Technical Preparation Act 258 of 2000 should be added to the dual enrollment legislation to eliminate differences in program requirements.

(8) If an eligible student enrolled in an eligible course under this act does not complete the eligible course, and if the school district has paid money for the course on behalf of the student, all of the following apply:

(a) The career and technical preparation program shall forward to the school district any funds that are refundable due to noncompletion of the course. If applicable, the school district shall then forward to the student any refunded money in excess of the amount paid by the school district for the course on behalf of the student.

(b) The student shall repay to the school district any funds that were expended by the school district for the course that are not refunded to the school district by the career and technical preparation program. If the student does not repay this money, the school district may impose sanctions against the student as determined by school district policy. This subdivision does not apply to a student who does not complete the course due to a family or medical emergency, as determined by the career and technical preparation program.

**Rationale:** The Postsecondary Enrollment Options Act and the Career and Technical Preparation Act should be merged so that there is one document to avoid confusion.

### III. Recommendations – Student Support

1. **Recommendation:** All students, beginning in the sixth grade, should have access to early student preparation for college credit opportunities. The educational development plan begun in the seventh grade should ensure that every middle and high school student can acquire the skills, habits of mind, and concepts they need to succeed in college and the workforce. Some examples of these early student preparations could include:
  - Field trips (live and virtual) to college campuses
  - Pre-AP and pre-IB programs
  - The Career Education In A Global Economy on-line course currently being developed at the Michigan Virtual University with funds from the



Microsoft Corporation. This on-line course will be made available free to all Michigan students.

- CollegeEd™ and SpringBoard™ programs from the College Board™ EPAS™ (Educational Planning and Assessment System) and Discover® program from ACT®  
College Attendance and Awareness programs

**Rationale:** Students, who are prepared in middle school and the early high school years for higher level learning, will be equipped to accept the challenge of college level schoolwork while in high school.

### Examples of College Attendance and Readiness Programs

College Attendance and Readiness Programs	
AVID (Advancement Via Individual Determination)	Eliminates remedial classes; Students taught academic skills needed for success in rigorous courses and college; Close relationships between students, teachers, among students, and close ties to students' families ensure strong academic and social support
TRIO Programs (Upward Bound, King Parks Chavez program)	Expectation of college attendance established in early high school years; Alignment between K-12 and higher education; summer/after school enrichment experiences; supported with federal funds
GEAR UP	Early (middle school) information to students regarding college application process; Expectation of college attendance established early; Alignment between K-12 and higher education; Summer/after school enrichment experiences; supported with federal funds

2. **Recommendation:** Districts are encouraged to make funds available for all sophomore status students to take PSAT/NQMT® or the PLAN® examinations to link to postsecondary resources.

**Rationale:** These examinations provide some valuable support to students. They serve as an early diagnostic assessment for students by providing predictive information about how well students will do on the actual ACT or SAT college placement tests. Students, parents, and school staff can use the data generated from these tests to adjust students' educational development plans, and identify students' potential for success in college credit opportunities. Students can get a preview of the structure and format of a college placement examination, attract interest from colleges and universities, and in the case of the PSAT/NQMT, qualify for national scholarship programs.

The PSAT/NQMT® costs \$12 per pupil. Assistance from the College Board is available to students of need. The PLAN® costs \$9 per pupil.

3. **Recommendation:** In order to encourage communication between high schools and colleges regarding the academic performance of dual enrollment students, as a condition of participation, students and their

parents should sign a document allowing the institutions to bypass FERPA regulations with regard to dual enrollment courses.

**Rationale:** This will enable high schools and colleges to share grades and other information about dual enrollment students, thereby increasing the academic support given to such students.

#### **IV. Recommendations--Professional Development**

1. **Recommendation:** Professional development is provided to teachers, counselors, and administrators of college credit programs.

An excerpt from Arkansas statute addresses this concern:

"A teacher of an advanced placement course must obtain appropriate training. The State Board of Education shall establish clear, specific and challenging guidelines that require teachers of College Board advanced placement courses and teachers of pre-advanced placement courses to obtain College Board sponsored or endorsed training."

- High school teachers who serve as adjunct professors and teach dual enrollment classes in building sites must receive appropriate professional development in collaboration with the partnering postsecondary institution. This professional development will ensure that the classes are aligned with the institution's curriculum, and promote collaboration between the high school and college faculty.
- High school counselors should be provided professional development and ongoing information in current transfer policies of higher education institutions, ACT® planning, understanding college success and content expectations, communications strategies to engage more students in college credit program opportunities and school-based offerings, career planning, etc.

**Rationale:** Well-trained teachers make college credit earning opportunities valuable experiences for students. This intensive professional development also has a "trickle down" effect, enhancing teachers' individual practice and positively influencing the entire school environment, as more teachers gain professional development in best practice teaching strategies and college level content knowledge and expectations. Districts should be encouraged to have AP teachers teach other classes. The College Board offers competitive grant funds that could assist with funding for this recommendation.

Counselors play a vital role in the expansion of college credit program opportunities and school-based offerings. They should receive on-going professional development and up-to-date information about college credit programs and offerings.

## **V. Recommendations -- Credit Transfer and Communication**

- 1. Recommendation:** Retain current legislative language stating that students may enroll in postsecondary courses for high school credit or postsecondary credit, or both, and that students shall designate which type of credit they desire at the time of enrollment. All institutions should be strongly encouraged to accept college credit earned by high school students in a consistent and transparent manner.
- 2. Recommendation:** Students should be made aware, through counselors or principal's designees at their high schools, which college credits earned through dual enrollment may or may not transfer to Michigan institutions other than those where the credits were earned.
- 3. Recommendation:** The Michigan Department of Education shall publicize the MACRO (Michigan Association of College Registrars and Admissions Offices) website that explains course transfer policies among Michigan higher education institutions.

### **Recommendations--Communication**

- 1. Recommendation:** The Department of Education shall produce an informational brochure that outlines available college credit opportunities at colleges and universities in Michigan. Postsecondary institutions that accept dually enrolled students must supply the sending schools with pertinent information about student support and services.
- 2. Recommendation:** The Department of Education shall develop a comprehensive communications plan that highlights a common theme: "You Can Go to College Early--Get a Head Start on Your Future" to introduce students and their families to college credit program opportunities and school-based offerings. Some methods of communication include:
  - Brochures
  - Websites
  - Public Service announcements
  - Implementation Toolkits
  - Videos
  - Information Sessions

### **I. Recommendations--Procedures and Administration**

- 1. Recommendation:** Retain current legislative language that requires all school districts to provide information about college credit opportunities available in their district (such as AP, dual enrollment, Early/Middle College programs, college attendance and readiness programs, etc.) to all students in grades 8 and higher by March 1 of each year. Also, current language should be retained which requires

schools to provide counseling to students and their parents or guardians regarding postsecondary enrollment options and the benefits and risks of such options. Language should be added requiring colleges to share with sending high schools information about student support services on their campuses that are available to dual enrollment students.

2. **Recommendation:** When the dual enrollment program model is such that dual enrollment students are not attending classes on the college campus with other regularly enrolled college students, the sponsoring college should file with the Department of Education or other government agency its policy for governing dual enrollment programs, in particular specifying the quality control measures taken to ensure the courses are college-level. Policies may include information on the following: instructor qualifications, location of classes, methods for selecting student participants, means of ensuring student awareness of available student supports, assurances that classes will be transcribed by the college, and guarantees of quality control, i.e., assurances that subject-matter and materials are college-level.

#### **VIII. Recommendations--Data Collection and Analysis**

1. **Recommendation:** The Center for Educational Performance and Information (CEPI) assist with the collection of data to a) determine whether the new legislation is having its intended effect of increasing the amount of participation in dual enrollment, and b) determine if participants in dual enrollment are more successful in their transition to college than similar peers who do not participate. MDE will work with CEPI to collect information on the number of students who take AP or IB courses and the number of students who are enrolled in early/middle college high schools and online college credit opportunities. Data within the CEPI system should enable us to demonstrate student progress through college transition and college completion.
2. **Recommendation:** The state should, at a minimum, continue to collect the data currently recorded regarding the number and percentage of students enrolled in dual enrollment courses, the number of credits attempted and awarded, and whether such credits also served as high school credit. CEPI should add the collection of the number of students enrolled in AP and IB programs.

## Glossary

### **Advanced Placement (AP)** <http://apcentral.collegeboard.com>

The AP program was started in 1955 and is administered by the College Board. AP programs offer high school students the option to take one or more college-level courses and possibly earn college credit upon successful completion of an end-of-course examination. The College Board provides general course guidelines and national exams for 35 college-level AP courses in 19 different subject areas. These courses include art history, biology, calculus, chemistry, foreign languages, and history.

### **AVID** [www.avidonline.org](http://www.avidonline.org)

The Advancement Via Individual Determination (AVID) program was developed to prepare underachieving students, defined as those with a C average, for a four-year college education. The program aims to restructure high school curriculum and pedagogy so that all students receive a college preparatory program. The program reflects the belief that if students are given strong academic and social support, they can complete higher-level coursework. AVID can be implemented as a pullout program or a whole school change model. In either case, teachers are trained to use pedagogical tools that support AVID principles and practices, such as heterogeneous grouping. The AVID program is centered on an AVID class, where students learn basic skills, such as note-taking, test-taking, study skills, time management, effective textbook reading, research skills, and college entrance exam preparation. Students also are given instruction in an AVID-developed writing-to-learn process, critical inquiry, and techniques for collaborating with other students. AVID is also identified as an effective dropout prevention strategy. (From *The Link between High School Reform and College Access and Success for Low-Income and Minority Youth*; American Youth Policy Forum)

### **College Attendance and Awareness Programs**

While most college attendance programs do not grant college credit, many offer students a need to learn more about college and how to prepare for college while in high school. Students can potentially earn high school credit for summer on-campus experiences, Saturday classes, and after school tutorial programs.

### **CollegeEd®** <http://www.collegeboard.com/collegeed/collegeed/>

CollegeEd is designed to give all students the college planning and academic preparation advice. Lessons help students discover for themselves the power of a college education. CollegeEd is aligned to American School Counselor's Association National Standards for School Counseling Programs and No Child Left Behind strategic goals, and includes learning-style options and assessment criteria.

CollegeEd's new High School Edition also includes access to [MyRoad.com](http://MyRoad.com), an interactive website that includes a validated personality assessment, as well as in-depth information about colleges, majors and careers, and an electronic portfolio with which students can track their college and career planning.

### **Dual Enrollment/Dual Credit**

Dual enrollment (sometimes called concurrent enrollment) programs allow high school students to take college-level courses and potentially earn college credit; when students simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate the programs are referred to as dual credit. Dual enrollment does not always yield dual credit. Dual enrollment courses are actual college courses, rather than college-like or college-level courses, and result in students' grades and credits being recorded on a college transcript from the sponsoring postsecondary institution. Dual enrollment programs vary depending on their particular state and local program requirements for enrollment, program structures and funding streams.

### **Early/Middle College High Schools**

<http://www.laguardia.edu/mcnc/>

Early/middle college high schools focus on providing at-risk high school students with a program that provides academic and social preparation for college. While there is no one model that all programs follow, early/middle college high schools are usually located on community college campuses and enroll fewer than 100 students per grade level. Students at middle college high schools take academic preparatory and skill building classes during their 9th and 10th grade years, and beginning in the 11th grade may begin to take college level classes. College credit may be earned upon satisfactory completion of the college courses. Early/middle college high schools offer students the chance to ease their transition from high school to college through small class sizes, close relationships with teachers, and developing familiarity with a college campus.

### **The EPAS™ System** <http://www.act.org/epas/index.html>

ACT's EPAS™ (Educational Planning and Assessment System) was developed in response to the need for all students to be prepared for high school and the transitions they make after graduation.

The EPAS system provides a longitudinal, systematic approach to educational and career planning, assessment, instructional support, and evaluation. The system focuses on the integrated, higher-order thinking skills students develop in grades K-12 that are important for success both during and after high school.

**GEAR UP** <http://www.ed.gov/programs/gearup/index.html> (USDOE)  
[http://www.michigan.gov/mdcd/0,1607,7-122-1680\\_2735\\_31474---,00.html](http://www.michigan.gov/mdcd/0,1607,7-122-1680_2735_31474---,00.html)  
(GEAR UP Michigan!)

The GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) program is a discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income students.

**International Baccalaureate (IB)** <http://www.ibo.org/>

The IB program was begun in 1968 as a liberal arts course of study for students in international schools around the world. The program is administered by the International Baccalaureate Organization (IBO), which oversees curriculum, examinations, professional development, and standards for exam review. IB students take examinations in specific fields and earn credit, at the discretion of the college, based on the exam score. The program allows students to take college-level classes, possibly earning college credit upon successful completion of exams during the 11th and 12th grade years. Courses taken before the 11th and 12th grade years are classified as Pre-IB classes. The IB program has six core academic subject areas: English, second languages, experimental sciences, arts, mathematics, and individuals and societies. In addition to taking classes and exams in the six academic subject areas, students must perform community service, write a 4,000 word essay, and take a Theory of Knowledge class to receive an IB diploma. Students not pursuing the diploma may receive certificates for each IB exam they take and pass. Colleges and universities set their own policies regarding credit for successful completion of IB exams.

### **Online College Credit Courses**

<http://www.mivhs.org/content.cfm?ID=122#Success> (Michigan Virtual High School)

[http://apexlearning.com/catalog/catalog\\_ap.htm](http://apexlearning.com/catalog/catalog_ap.htm) (Apex Learning)

Developed specifically for AP students at the high school level, Apex Learning's online Advanced Placement curriculum aligns to the scope and sequence specified by the College Board and to widely used textbooks. The online AP curriculum makes extensive use of multimedia in direct instruction tutorials to present key concepts. Multiple forms of representation address different learning styles, allowing students to learn visually, tangibly, verbally, or formally. Students have numerous opportunities to practice skills and apply concepts, often in real-world context. Open-ended activities promote the development of higher order skills. The rigorous online AP curriculum has a proven track record of preparing students for success on the AP exams and in college.

**Tech-Prep** <http://www.mccte.msu.edu/ct/tp/whatistp.asp>

[http://www.michigan.gov/documents/E\\_TechPrep\\_46108\\_7.doc](http://www.michigan.gov/documents/E_TechPrep_46108_7.doc)

Tech-Prep is a nation-wide, federally supported program emphasizing career and technical education and the creation of linkages between high schools and community colleges. At the federal level, Tech-Prep was designed to be a sequenced program of study that combines at least two years of high school and two years of postsecondary education. Tech-Prep programs are implemented by consortia of local education agencies and community colleges and typically begin during the 11th and 12th grades of high school and continue into the first two years of college. They are designed to help students gain academic knowledge and technical skills, and often earn college credit for their secondary coursework. Programs are intended to lead to an associate degree or a certificate in a specific career field, and ultimately, to high-wage, high-skill employment or advanced postsecondary training.

**TRIO Programs** <http://www.ed.gov/about/offices/list/ope/trio/index.html>

The Federal TRIO Programs are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. TRIO includes six outreach and support programs targeted to serve and assist low-income, first-generation college students, and students with disabilities to progress through the academic pipeline from middle school to postbaccalaureate programs. TRIO also includes a training program for directors and staff of TRIO projects and a dissemination partnership program to encourage the replication or adaptation of successful practices of TRIO projects at institutions and agencies that do not have TRIO grants.