



Frequently Asked Questions

- **What are the costs associated with participating in the State-Supported Pre-AP® Program?**
 - Districts who participate in the state-supported Pre-AP® program can provide all available Pre-AP® courses at no cost to the district. The state-supported program includes virtual training modules that will meet the College Board training requirements for teachers and leaders and meet the DESE training requirements for teachers. Any additional training outside of the state-supported contract will be at the expense of the district.
- **UPDATED 2/1/22 - Will there be a minimum number of course offerings required by the state-supported Pre-AP® program?**
 - During full implementation, schools must **enroll ALL learners** in at least Pre-AP® Algebra 1 and Pre-AP® English 1 starting in grade 9. Since the new Pre-AP® courses are on grade-level courses, the school will provide Pre-AP® Algebra 1 and Pre-AP® English 1 in lieu of the regular section to all learners.
 - If a new Pre-AP® course is offered prior to 9th grade, it would not be grade-level and can be offered to students based on readiness for the content.
 - Under the state-supported contract, there are additional Pre-AP® courses available through College Board. Schools will decide whether to offer additional courses beyond the required Pre-AP® Algebra 1 and Pre-AP® English 1.
 - In the early stages of implementation, schools may utilize a deferment of the Pre-AP® for all requirements if they are in need of additional time to fully implement the courses. Under deferment, schools must **offer** at least Pre-AP® Algebra 1 and Pre-AP® English 1 to all learners, with no restrictions or minimum qualifications (e.g. minimum test scores, teacher recommendations, grades) set on enrollment. Non-Pre-AP® sections of the course may be offered during the deferment option.

- **UPDATED 2/1/22 - What is full implementation? How is it different from implementation with the deferment option?**
 - **Full implementation** is defined as implementing Pre-AP[®] courses for all learners, as is intended in the program design of on grade level content and in accordance with the goals of DESE to provide equitable access to these courses for all learners. If a Pre-AP[®] course is provided, it is in lieu of the regular course and all sections of the course are Pre-AP[®]. All learners are **enrolled** in the Pre-AP[®] courses.
 - Implementation with the **deferment** option is defined as implementing Pre-AP[®] courses with a deferment of the Pre-AP[®] for all requirement. This is allowable as schools are in the early implementation stages of Pre-AP[®]. Prompted by feedback from stakeholders regarding needing additional time to be able to fully implement, DESE is extending the allowance for deferment of the Pre-AP[®] for all requirement. Schools may provide Pre-AP[®] under the state-supported program and utilize a deferment of the Pre-AP[®] for all requirement during the full length of the current state contract (three years). While under a deferment option, schools must **offer** Pre-AP[®] courses to all students, with no requirements or minimum criteria (e.g. minimum test scores, teacher recommendations, grades) set that hinder learners' participation in Pre-AP[®] courses. They may have non-Pre-AP[®] sections of the course while they are operating under deferment. Schools need to clearly communicate the design of the new Pre-AP[®] courses to their stakeholders, ensuring awareness that these courses are on grade-level content and appropriate for all learners.
 - ***Schools are encouraged to reach full implementation, with no deferment in place, as soon as possible so all learners at the school will benefit from the Pre-AP[®] courses.***

- What training is required for Pre-AP® teachers?

College Board Requirement	Arkansas Requirement
When teaching a new Pre-AP® course for the first time, College Board requires Pre-AP® teachers to complete the Online Foundational Module Series or a Pre-AP® Summer Institute by October 30, preferably during the summer before teaching the course. Teachers hired within the school year are expected to complete the Online Foundational Module Series within a reasonable time period after being hired. College Board also requires teachers to complete at least one Online Performance Task Scoring Module.	Arkansas Rules Governing Grading and Course Credit require Pre-AP® teachers complete an approved training at least once every five years. The Online Foundational Module Series or Pre-AP® Summer Institute will meet the training requirement. <i>Note: Attendance at a Pre-AP® Summer Institute is at the expense of the district or individual educator.</i>

- What additional professional learning is *available* to Pre-AP® teachers?

- As part of the state-supported contract: Pre-AP® teachers also have the option to participate in [Virtual Pre-AP® Summer Institutes](#) that meet four times for approximately two hours each time. *Teachers are strongly encouraged to take advantage of this cohort support in addition to the online modules.*

- What training do Pre-AP® coordinators complete?

- The Pre-AP® coordinator completes the [Online Coordinator Module](#), available June 1 in Pre-AP® Classroom.

- What training is required for school leaders?

- In the first year of implementing Pre-AP®, [College Board](#) requires at least one school leader to participate in professional learning and encourages all leaders supporting Pre-AP® implementation to participate.
- School [leaders](#) may include, but are not limited to administrators and leaders supporting the Pre-AP® coordinator, instructional implementation, and Pre-AP® course teachers for the campus.
- To meet the training requirement from College Board, leaders may choose to attend an [Online Foundational Leadership Workshop](#) under the state-supported contract or attend a [Pre-AP® Summer Institute Leadership Workshop](#) (at the expense of the district or individual educator).

- **What additional training is *available* to school leaders?**
 - As part of the state-supported contract: Leaders have the option to participate in a [virtual Pre-AP® Leadership Workshop](#) that meets one time for approximately three hours. *Leaders are strongly encouraged to take advantage of this cohort support in addition to the online workshop.*
- **UPDATED 3/28/22 - When are teachers and leaders required to complete their Pre-AP® training?**
 - The summer before teaching a College Board Pre-AP® course for the first time, teachers must complete the [Online Foundational Module Series](#) **or** a [Pre-AP® Summer Institute](#) by October 30. Teachers hired within the school year are expected to complete the [Online Foundational Module Series](#) within a reasonable time period after being hired.
 - The summer before implementing College Board Pre-AP® courses, one administrator per school must complete the Online Leadership Workshop **or** a [Leadership Workshop at a Pre-AP® Summer Institute](#) by October 30. Administrators hired within the school year are expected to complete the Online Foundational Module Series within a reasonable time period after being hired.
- **UPDATED 2/1/22 - What does Pre-AP® for ALL mean?**
 - Per [College Board](#), Pre-AP® is designed to give all students the opportunity to learn the foundational knowledge and skills needed to succeed in AP and other college-level coursework. As such, Pre-AP® frameworks and assessments must serve as the foundation for all sections of the course at the school during full implementation. This is required for all Pre-AP® courses during full implementation.
 - If a school utilizes a deferment of the Pre-AP® for ALL requirement during the early stages of implementation, then Pre-AP® must be offered to all learners, with no restrictions or minimum qualifications set on enrollment.
 - Learners who participate in Pre-AP® courses will be better prepared for success in [Advanced Placement](#), concurrent credit courses, opportunities for acceleration, and other advanced coursework.
- **UPDATED 2/1/22 - Can schools set criteria for student enrollment in Pre-AP® courses?**
 - No. At a minimum, when Pre-AP® is fully implemented, all learners will take Pre-AP® Algebra 1, Pre-AP® English 1. All learners will also be enrolled in any other Pre-AP® courses available at the school when the school is fully implementing. The Pre-AP® courses will be offered in lieu of the regular courses.

- Where schools utilize a deferment option during the early stages of implementation, Pre-AP® must be offered to all learners, with no restrictions or minimum qualifications set on enrollment.
- If a new Pre-AP® course is offered prior to 9th grade, it would not be on grade-level and can be offered to students based on readiness for the content.
- **How do the Pre-AP® content materials align with HQIM?**
 - The Pre-AP® framework does not offer a rigid curriculum, but instead offers model lessons, teacher professional development, classroom assessments and instructional support materials designed to support state specific standards and corresponding local resources. Educators are strongly encouraged to incorporate Pre-AP® Model lessons and district selected HQIM to support student learning in each course.
(Source: <https://pre-ap.collegeboard.org/learn-about-pre-ap/school-benefits>)
- **UPDATED 3/31/22 - What supports are available for meeting the needs of English learners and students with diverse learning needs?**
 - Pre-AP® courses are designed to be on grade level courses for ALL students. Per [College Board](#), Pre-AP® is designed to give all students the opportunity to learn the foundational knowledge and skills they need to be successful in AP and other college-level coursework. Schools shall not establish any barriers to Pre-AP® because it's designed to serve all students.
 - Pre-AP® provides recommendations for meeting learners' needs within the model lessons, unit resources, and professional learning. These differentiation strategies include ideas for just-in-time skill building during a lesson or ways to break a task into smaller tasks, if needed, to make it more accessible. These are appropriate for any student, including English learners and learners who are IEP eligible.
 - Schools and teachers can best determine the most appropriate support and extensions for students who need them. For example, teachers may increase or decrease the scaffolding provided, or they may choose to enhance the current Pre-AP® resources by increasing the complexity of a text or data set for students who are ready to engage in more advanced work.
 - The College Board Pre-AP® Program must allow for teachers to meet required accommodations and modifications for students with specific, documented educational needs. The Student Accommodations section of the [Pre-AP® Coordinator Manual](#) includes details and guidance on meeting those needs.
 - If students are in need of accommodations to learning checkpoints, Pre-AP® Coordinators can [request print accommodations](#) on behalf of Pre-AP® teachers. Once requested, Coordinators will receive PDF

versions of the learning checkpoints and permission to distribute them to teachers to use for specific students with documented needs for accommodations. The students can take the assessments on paper, rather than online. Teachers can make adjustments to these learning checkpoint documents (reducing the number of questions, eliminating answer choices, etc.) as required by a student's plan.

- **Are Pre-AP[®] courses considered honors courses?**

- Pre-AP[®] courses are designed to be on grade level courses for ALL students. Per [College Board](#), all Pre-AP[®] courses are defined by the Pre-AP[®] Approach to Teaching and Learning.
- The course framework defines the learning objectives that apply to all students enrolled in the course, but differentiation for specific student populations is most effective when guided by local decisions. Targeted instructional suggestions for meeting learners' needs are provided in Pre-AP[®] resources as examples.
- Any additional differentiation can be implemented by teachers to ensure all students have equitable opportunities for engaging in Pre-AP[®]. Schools and teachers can best determine the most appropriate supports and extensions for students who need them. For example, teachers may increase or decrease the scaffolding provided, or they may choose to enhance the current Pre-AP[®] resources by increasing the complexity of a text or data set for students who are ready to engage in more advanced work.

- **UPDATED 2/1/22 - Can schools designate sections of Pre-AP[®] courses as honors courses?**

- Yes. In Arkansas, [GT Program Approval Standards](#) define honors classes as those in which the curriculum focuses on higher levels of thinking and complexity, and honors courses can be designed for students of high ability, though not necessarily identified as gifted.
 - Note: Pre-AP[®] frameworks and assessments must serve as the foundation for all sections of the course at the school during full implementation, including honors sections.
 - Course codes: The Arkansas Course Code Management System will be updated to include Pre-AP[®] course codes. DESE will not create separate course codes for Honors Pre-AP[®] courses. Honors sections will be designated at the local level by utilizing the final digit in the Pre-AP[®] course code.

- **UPDATED 2/16/22 - Can schools offer ESOL/sheltered instruction or newcomer program sections of Pre-AP® courses for English Learners (ELs)?**
 - Schools may offer ESOL/sheltered instruction or newcomer program sections of Pre-AP® courses for emerging and progressing English Learners. The Pre-AP® course framework defines the learning objectives that apply to all students enrolled in the course and differentiation for specific student populations is most effective when guided by local decisions. Targeted instructional suggestions for meeting learners' needs are provided in Pre-AP® resources as examples.
 - [Language Instruction Education Program Codes](#) document includes sheltered instruction and newcomer program as two of the models for providing access to core content.
 - Sheltered instruction is described as: “Teacher provides instruction that simultaneously introduces both language and content, using specialized techniques to accommodate ELs’ linguistic needs. Instruction focuses on the teaching of academic content rather than the English language itself, even though the acquisition of English may be one of the instructional goals. Some examples of sheltered instruction models may include SIOP, GLAD, SDAIE, and CM. Classes using a Sheltered Instruction approach can be designed exclusively for ELs or for a mixture of ELs and non-ELs.”
 - Newcomer program is described as: “Separate, relatively self contained instructional program designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than two years) before they enter more traditional programs (e.g., English language development and/or Sheltered Instruction courses or programs). ELs receive their core content instruction in this program. These programs enroll ELs exclusively.”
 - Pre-AP® courses are designed to be on grade level courses for ALL students. Per [College Board](#), all Pre-AP® courses are defined by the Pre-AP® Approach to Teaching and Learning.
 - Any additional differentiation can be implemented by teachers to ensure all students have equitable opportunities for engaging in Pre-AP®. Schools and teachers can best determine the most appropriate supports and extensions for students who need them. For example, teachers may increase or decrease the scaffolding provided, or they may choose to enhance the current Pre-AP® resources by increasing the complexity of a text or data set for students who are ready to engage in more advanced work.

- **UPDATED 2/16/22 - Can schools designate sections of Pre-AP® courses as ESOL/sheltered instruction or newcomer program?**
 - Yes. Currently schools may designate sections of courses as ESOL/ sheltered instruction or newcomer program to facilitate specific ELD supports for emerging and progressing English Learners. Schools will continue to have the ability to designate ESOL/sheltered instruction or newcomer program sections with the new Pre-AP® courses.
 - Note: Pre-AP® frameworks and assessments must serve as the foundation for all sections of the course at the school during full implementation, including ESOL/sheltered instruction or newcomer program sections.
 - Course codes: The Arkansas Course Code Management System will be updated to include Pre-AP® course codes. DESE will not create separate course codes for ESOL/sheltered instruction or newcomer program Pre-AP® courses. These sections will be designated at the local level by utilizing the final digit in the Pre-AP® course code.
- **What are the appropriate grade levels for Pre-AP®? Can Pre-AP® be offered to middle school students?**
 - Pre-AP® courses are intended to be for high school students.
 - Pre-AP® courses should be offered at the middle school level **only** if those middle school courses are intended to meet high school-level standards. For example, while Pre-AP® Algebra 1 may be appropriate for middle school students who are taking high school-level Algebra 1, Pre-AP® Biology would not be a suitable replacement for an existing biology course that addresses middle school standards.
 - Educators should also consider younger students' maturity and readiness to engage in content designed for students in high school.
- **Will Pre-AP® courses count towards Arkansas Graduation Requirements?**
 - Yes. The [graduation requirements website](#) and documents will be updated to include where the Pre-AP® courses may be utilized to meet the requirements.
- **What about the Arkansas academic standards not fully addressed in the Pre-AP® framework?**
 - Pre-AP® courses are designed to cover approximately 28 weeks of instructional time. Courses are intentionally flexible and educators will ensure Arkansas specific academic standards are fully covered.
 - Each course has crosswalk documents to Arkansas academic standards that teachers can utilize to ensure coverage of state standards. State

standards crosswalks are available on the [course homepage](#) for each Pre-AP® course.

- **UPDATED 4/19/22 - What course codes are used for Pre-AP® courses?**
 - The Arkansas Course Code Management System will be updated to include Pre-AP® course codes. These codes will be available for the 2022-2023 school year.

Pre-AP® Course Code	CollegeBoard Pre-AP® Course
Required courses for participation under the state-supported contract:	
430300	Pre-AP® Algebra 1
410100	Pre-AP® English 1
Additional course offerings available under the state-supported contract:	
432300	Pre-AP® Algebra 2
420100	Pre-AP® Biology
459350	Pre-AP® Dance
421300	Pre-AP® Chemistry
411100	Pre-AP® English 2
431300	Pre-AP® Geometry with Statistics
451070	Pre-AP® Music
459150	Pre-AP® Theatre
450100	Pre-AP® Visual Arts
471100	Pre-AP® World History and Geography

- **UPDATED 4/14/22 - Why has Pre-AP[®] Chemistry been added to the State-Supported Pre-AP[®] Program when it was initially excluded?**
 - Pre-AP[®] Chemistry has been added to the State-Supported Pre-AP[®] Program, but wasn't determined to be strongly aligned to Chemistry - Integrated. **It is not a corresponding course for Chemistry - Integrated and may not be offered instead of Chemistry - Integrated in order to meet the Required 38 Course Offerings.**
 - Chemistry - Integrated is not a corresponding course to Pre-AP[®] Chemistry because Chemistry - Integrated includes chemistry, physics, earth science, and engineering standards. Much of the integrated content is not included in Pre-AP[®] Chemistry.
 - Pre-AP[®] Chemistry may be offered to students and utilized to meet the high school Physical Science credit or third science credit for graduation.
- **UPDATED 4/19/22 - What courses do the new Pre-AP[®] courses replace?**

Pre-AP [®] Course Code	CollegeBoard Pre-AP [®] Course	Existing Course Code	Corresponding ADE Course Name (Curriculum Crosswalk reviewed by content specialists)
Required courses for participation under the state-supported contract:			
430300	Pre-AP [®] Algebra 1	430000	Algebra I
410100	Pre-AP [®] English 1	410000	English 9
Additional course offerings available under the state-supported contract:			
432300	Pre-AP [®] Algebra 2	432000	Algebra II
420100	Pre-AP [®] Biology	420000	Biology-Integrated
459350	Pre-AP [®] Dance	459200	Dance I
411100	Pre-AP [®] English 2	411000	English 10
431300	Pre-AP [®] Geometry with Statistics	431000	Geometry
451070	Pre-AP [®] Music	451100 or 451000	Instrumental Ensemble I
459150	Pre-AP [®] Theatre	459100	Theatre I
450100	Pre-AP [®] Visual Arts	450000	Visual Art Foundations I
471100	Pre-AP [®] World History and Geography	471000	World History Since 1450

- **UPDATED 3/28/22 - Will the allowance for Algebra I (Course Code 430000) to be taught at 8th grade for high school credit without a school level approval be applied to Pre-AP® Algebra 1 (Course Code 430300)?**
 - Yes. Schools will be allowed to teach Pre-AP® Algebra 1 at 8th grade for high school credit without a course approval.
 - If schools wish to offer Pre-AP® Algebra 1 for high school credit below 8th grade, then they will need to submit a course approval utilizing DESE's Course Approval System.
 - If a school has a current DESE course approval, the existing approval will be applied to the new corresponding Pre-AP® course. If the school wishes to continue to offer the course beyond the approval expiration, schools will include the Pre-AP® course and Pre-AP® course code in their new request after the current approval expires.
 - If a school does not have current DESE Course approval to offer Algebra 1 for high school credit below 8th grade, then they will need to submit a course approval utilizing DESE's Course Approval System.
 - For more information regarding course approvals, visit [DESE's Course Approval Page](#).
- **UPDATED 3/28/22 - For courses that have current course approval, whether a course was approved to be offered for high school credit prior to 9th grade or a course was approved as an embedded course at any grade level(s), will schools need to submit a new course approval request if they offer the corresponding Pre-AP® courses?**
 - If a course has a current DESE course approval, the existing approval will be applied to the new corresponding Pre-AP® course. If the school wishes to continue to offer the course beyond the approval expiration, schools will include the Pre-AP® course and Pre-AP® course code in their new request after the current approval expires.
 - For more information regarding course approvals, visit [DESE's Course Approval Page](#).
- **UPDATED 5/25/22 - Are there any special considerations for schools that choose to implement Pre-AP® Algebra 2?**
 - *Special Consideration #1:* Special attention is to be given to the "Making Inferences and Justifying Conclusions" Domain. This domain is located in the Arkansas Mathematics Standards within the Algebra 2 course; however, in the Pre-AP® Course Frameworks it is located within the Pre-AP® Geometry Course. Therefore, schools need to consider their school's course sequence and

individual learner's selected course trajectory to ensure alignment and coverage of the "Making Inferences and Justifying Conclusions" Domain.

- *Special Consideration #2:* The Pre-AP[®] Algebra 2 Framework covers approximately 3/4 of the academic year. Arkansas Mathematics Algebra 2 standards not included in the Pre-AP[®] Algebra 2 Framework should be strategically interwoven in units that support the learning progression and are not to be taught in isolation.
- Teachers can utilize the AR Algebra 2 and Pre-AP[®] Algebra 2 [crosswalk](#) to support planning for instruction.

- **What assessments are available? What assessments are required?**

- Each course contains four units of study, eight digital learning checkpoints, four digital student performance tasks, and one digital final exam.
- In each unit of a Pre-AP[®] course, teachers must administer at least one digital learning checkpoint and one performance task. These assessments are digitally available to teachers participating in the program.

- **How do educators order Pre-AP[®] digital assessments?**

- Learning checkpoints, performance assessments, and summative assessments for each course will be available digitally to teachers who participate in the program. There is not an additional ordering process to access and administer these assessments. Teachers [assign the assessments](#) in Pre-AP[®] Classroom.

- **UPDATED 3/30/22 - How can I preview the Pre-AP[®] materials that are not available on the College Board Pre-AP[®] public website?**

- If you'd like to preview the Pre-AP[®] materials, you can do so [here](#) (password: Opportunity). On this page you can access the following resources for each course:
 - Course Guide and Framework
 - Unit 1 of the Teacher Resources (includes performance task)
 - Unit 1 of the Student Resources (includes performance task)
 - Sample digital learning checkpoint items
 - AR Standards Alignment Executive Summary
 - AR Standards Crosswalk
 - The user guides for Pre-AP[®] Classroom for administrators, teachers, and students.
- *Important note: All resources are copyrighted by College Board. These are intended for review purposes only and cannot be distributed. The password for protected files is "Opportunity".*

- **UPDATED 2/7/23 - How does a school sign up with College Board to participate in the state-supported Pre-AP® program?**
 - In order to participate in the state-supported Pre-AP® program, schools will need to place an order on the [Pre-AP® Ordering Website](#). Access step-by-step instructions and videos [here](#). To place an order, you will need:
 - Name, title, and contact information for the principal, Pre-AP® coordinator, and Course Audit administrator. [Learn more about the responsibilities of each role.](#)
 - Shipping address and billing address (required even if all costs will be paid for by the Arkansas state-supported Pre-AP® program)
 - Estimated number of students per course, and the grade-levels of those students
 - Number of teachers per course
 - Billing contact (required even if the total amount is \$0)
 - Method of payment (if you are ordering additional print materials - purchase order, check, or credit card)

- **Where can additional information regarding Pre-AP® be found?**
 - Find additional information on the [College Board Pre-AP® website](#).
 - [Pre-AP® Program Manual](#)
 - [College Board Pre-AP® Help Center](#)
 - [Arkansas Padlet](#)
 - [Fall 2022 Arkansas Pre-AP® Statewide Meeting](#)
 - [Arkansas Pre-AP® Educator Discussion Webinar](#) - April 2022
 - Passcode ZUn^9B=bkL
 - [DESE Pre-AP® Informational Webinar](#) - ([Slide Deck](#)) - January 2022
 - [Webinar featuring Arkansas Educators Implementing Pre-AP®](#) - November 2022
 - Passcode c%N#1J%w2K
 - [Webinar featuring Arkansas Educators Implementing Pre-AP®](#) - March 2023
 - Passcode =9fu@y*K@s
 - [Fall 2023 Arkansas Pre-AP® Statewide Meeting](#)
 - [Submit additional questions](#) to the Arkansas Division of Elementary and Secondary Education Office of Gifted & Talented and Advanced Placement.