

3/31/21 Testimony to the Joint Ways and Means Sub-Committee on Education

Hello Co-Chair Frederick , Co-Chair McLain and Members of the Committee.

For the record, I am Terry Whitney, Senior Director, State Government Relations for the College Board.

The College Board is a non-profit membership organization of 6,000 of the nation's leading colleges, universities and secondary education entities. Each year we work to assist 7 million students with college and career preparation programs and services. We are best known for administering the PSAT and SAT student assessments in addition to the Advanced Placement Program which I am here to speak with you about today.

In Oregon, 30.2% of the graduating class of 2020 took at least one AP Exam during high school, and 19.1% scored a 3 or higher on at least one AP Exam and 59.6% of all exams taken resulted in qualifying scores of 3, 4 or 5 which exceeded the national rate of 59.3%. We applaud the work your educators have done in trying and challenging times resulting in this level of student success.

As you are aware, the Legislature adopted legislation in 2017 establish a statewide credit policy for AP and IB students.

The foresight of that policy adoption results in key Cost Savings for Oregon's Students and Families.

In Oregon, public and private high school students earned 19,972 AP@ qualifying scores of 3, 4, or 5 in 2020. These scores translate into 59,916 potential college credits.

At a cost of \$395.67 per college credit, the potential tuition and fee savings to Oregon students and taxpayers was \$23,706,964 in 2020.

[Please note: These figures assume a student earns three college credits for a qualifying score of 3, 4, or 5. Average 2020-21 in-state tuition and fees at public four-year institutions in Oregon are based on Figure CP-6 of Trends in College Pricing and Student Aid 2020].

How AP has helped to address Equity Gaps

Over the past 10 years, the percentage of U.S. public high school graduates scoring a 3 or higher on at least one AP Exam has risen by 8.2 percentage points and 6.0 percentage points in Oregon.

Hispanic/Latino and Asian students are well represented in AP nationally, making up a larger share of AP participation and performance than what's expected from the size of their populations.

American Indian/Alaska Native, Black/African American, and White students are currently underrepresented in AP courses nationwide, suggesting the need for continued focus on AP opportunities in traditional public, rural and Tribal schools, among other initiatives.

Additionally, access to AP has expanded for historically underrepresented students. Closing the equity gap in AP participation is essential to giving all students the chance to experience the benefits of challenging coursework. AP Funding Assistance for Low-Income Students State funding plays a critical role in expanding AP opportunities to serve low-income students. In 2020, a total of 29 states and the District of Columbia recognized the importance of providing AP access to low-income students by providing the financial support they needed.

In closing, the College Board respectfully requests that the Legislature continue your commitment and support of AP students across the state to fund end of course exam fees and we pledge to continue offering to subsidize the exam cost with a College Board fee reduction of \$32 per exam.

AP Exams will be given during three administration windows between May 3-June 11. The State Legislature and ODE's commitment communicates a strong assurance to students and has proven to increase AP participation rates.

Thank you,

Terry N. Whitney, MPA
Senior Director
Global Policy & External Relations