

**Australia**  
**Cambodia**  
**Canada**  
**Central America**  
**Costa Rica**  
**Ecuador**  
**Finland**  
**Germany**  
**Hong Kong**  
**Japan**  
**Jordan**

**Morocco**  
**Netherlands**  
**Nigeria**  
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**Sri Lanka**  
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**Turkey**  
**United Arab Emirates**  
**United Kingdom**  
**USA**

## **Australia**

*March 2004* Curriculum Victoria, Foundations for the Future: summary report of analysis of national and international curriculum and standards documents for the compulsory years. This document considers, amongst other examples, the contribution that the IB's Primary Years Programme and Middle Years Programme can make to educational reform in the state of Victoria. In Victoria the Diploma Programme has since been formally accredited as a Senior Secondary Curriculum with the Victorian Registration and Qualifications Authority (VRQA). The Victorian Education Minister has also given formal approval for Government Schools to offer the IB Diploma Programme. Government schools in Victoria also offer the MYP and PYP.

The University of Melbourne, in cooperation with Wesley College and the IB, is offering a Post Graduate Diploma in International Education for teachers interested in the PYP. The course started in 2005 with 25 enrolments. A Post Graduate Diploma for teachers interested in the diploma programme has also been developed by the same tri-party partnership.

*2005* A formal application for Course Approval of the IB Diploma Programme to the Queensland Studies Authority (QSA) was accepted; IB diploma holders will also qualify for the Queensland Certificate of Education and can include IB certificate subjects as part of their State Qualification. The Queensland Department of Education has created three new state academies, each in partnership with a different university and eventually industry (such as Boeing). The partnerships offer enrichment opportunities for the students undertaking the IB diploma. There is also a proposal to develop alliance schools in primary and middle schooling to feed into the academies and MYP is being considered as the basis of the alliance schools. About AUD\$150 million has been committed so far. Two academies commenced teaching in 2007 and one in 2008 and each will have a year 12 cohort of 150 selected students out of a total year 10-12 enrolment of 450. They will only offer the IB diploma.. There is a focus on creative and performing arts in partnership with Queensland University of Technology at one of the academies, science, mathematics and technology in partnership with the University of Queensland at another and health sciences in partnership with Griffith University at the third. Students at each of the academies will all complete the full Diploma. Other Government schools in Queensland are offering or have commenced implementation the IB Diploma, MYP and PYP.

*2008.* In Tasmania the IB Diploma Programme has been formally accredited by the Tasmanian Qualifications Authority (TQA). Students in Tasmania undertaking the IB Diploma Programme will also qualify for the Tasmanian Certificate of Education.

2007 In the latest Curriculum outline for the South Australian Certificate of Education (SACE) the IB Diploma has been acknowledged and formal application for recognition of the IB Diploma has now been submitted. There are a large number of Government schools in South Australia offering the DP, MYP and PYP. Flinders University, in cooperation with Concordia College and the IB, has submitted an application to offer a Graduate Certificate in Education (IBMYP) commencing in October 2008 and a Master of Education (IB) to commence in 2010.

## **Cambodia**

A Project Agreement was signed with the Ministry of Education and the IB in October 2003 to provide training until December 2006 at the Kandal Provincial Teacher Training College and four local primary schools. The purpose of this training was to improve the quality of primary school education by incorporating interactive, child friendly teaching strategies into the Teacher Training College Curriculum and to improve the effectiveness of classroom teaching practice by training teachers in interactive teaching strategies with minimal resources. This agreement was extended by one year until December 2007 and a further five year agreement has been signed until September 1, 2012.

Five IBAP schools have now partnered with the Project: Victoria Shanghai Academy, Hong Kong; International School of Phnom Penh; Ivanhoe Grammar School, Melbourne; Queenwood School for Girls, Sydney; and Renaissance College, Hong Kong. These schools have made a long term commitment to provide both financial and human resource support for renovating classrooms, teaching demonstration lessons, and donating classroom materials and supplies. This development has broadened the scope of the Project and allows for sustainable change to occur.

## **Canada**

IB programmes are gaining broader recognition in Canada. Because education is a provincial responsibility in Canada, there is no national policy concerning IB programmes, yet the IB is recognized through various provincial policies and practices.

### Canadian IB Policy and Practice

There are IB schools in 9 of 10 provinces:

- 6 provinces (NL, NS, QC, MB, SK, BC) recognize IB courses as equivalent to provincial courses that fulfill secondary school graduation requirements.
- 3 provinces (NS, QC and BC) grant a provincial diploma on the basis of IB results.
- NS allows students to replace the provincial examination with the IB program in all core subjects.
- BC allows students to replace the provincial examination with the IB programme in all core subjects except English.
- BC will award provincial scholarships on the basis of IB results.
- 2 provinces (AB and ON) recognize that IB courses can extend the learning outcomes beyond the provincial course sequences and that these courses are accepted for credit and/or advanced placement by post-secondary institutions. However, the IB programme does not replace the Senior High School Graduation diploma requirements in these provinces.

## IB Policies by Province

### ALBERTA Policies

- The Ministry encourages schools to challenge capable students through the IB programme.
- IB students must fulfill all the Alberta diploma requirements, including the required provincial examinations.

*For policy details, please review the Guide to Education 2005-2006 at:*

<http://www.education.gov.ab.ca/educationguide/guideToEd2005/guide.asp?id=051565>

### BRITISH COLUMBIA Policies

- IB courses fulfill graduation requirements. However, IB students must write the English 12 provincial exam but are exempt from all other provincial exams.
- IB full Diploma students can qualify for provincial scholarships on the basis of their IB marks.
- IB students in the French Immersion Programme can meet requirements for the French Immersion Certificate through the IB Diploma Programme and by taking IB courses in French. In addition, students may also qualify for the IB Bilingual Diploma.

*For policy details, please review the Course Information for the Graduation Program 2006-07, Grade 10, 11 and 12 Courses section at*

[www.bced.gov.bc.ca/graduation/courseinfo/cid.pdf](http://www.bced.gov.bc.ca/graduation/courseinfo/cid.pdf) and the Handbook of Procedures for the Graduation Program 2006-07 at

[http://www.bced.gov.bc.ca/exams/handbook/handbook\\_procedures.pdf](http://www.bced.gov.bc.ca/exams/handbook/handbook_procedures.pdf).

### NEWFOUNDLAND AND LABRADOR Policies

- Upon Ministry of Education approval, IB courses may be substituted for provincial courses and fulfill graduation requirements with permission from the Ministry.

*For more information, please review: The Senior High School Certification Handbook at*

<http://www.ed.gov.nl.ca/edu/pub/hsc/hsc.htm>.

### NEW BRUNSWICK Policies

- No current policies available.

### NOVA SCOTIA Policies

- Nova Scotia began the process of expanding the IB Diploma Programme to 10 more high schools as part of the Learning For Life II initiative to improve education by expanding the IB programme in the province. The Nova Scotia Department of Education has made CAN\$250,000 available in funding to school boards across the province to fund IB training.

The IB expansion is the largest undertaken at one time by any province or state in North America. A second wave of six schools began the application process in the fall of 2006.

- Students in Nova Scotia who complete their requirements for an IB Diploma will earn a Nova Scotia High School Graduation Diploma.
- Diploma students do not have to write provincial exams.
- IB students in the French Immersion Program can meet requirements for the French Immersion Certificate through the IB Diploma Programme and by taking IB courses in

French: two or three in grade 11, one or two in grade 12. In addition, students may also qualify for the IB Bilingual Diploma.

*For policy details, please visit:*

[http://www.ednet.ns.ca/pdfdocs/plans/nse-policy\\_manual\\_2005.pdf](http://www.ednet.ns.ca/pdfdocs/plans/nse-policy_manual_2005.pdf)

(page 4).

#### QUÉBEC Policies

- The IB Diploma Programme is recognized as fulfilling the requirements for a Québec Diploma of Collegial Studies (DEC) under the following conditions:
- The college teaching the IB programme must be authorized by the International Baccalaureate in Geneva.
- In accordance with articles 25 and 26 of the regulations concerning collegial studies, the college must require that students undertake the final assessments of the IB programme. Students not fulfilling this requirement undertake the corresponding Québec Ministry of Education assessments.
- The IB programme is subject to ongoing review by the Ministry of Education for Québec.
- The college must ensure that the IB Diploma Programme satisfies the requirements for university admission in a similar fashion to the DEC in Humanities.
- The college must put in place a mechanism for reintegrating into the regular programme students who do not pass the IB examination or who wish to change programmes.
- The number of units eligible for financial assistance must not be greater than the maximum of 58 2/3 units established for university preparation programmes.

*For policy details in French, please visit [http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=3&file=/C\\_29/C29R5\\_1\\_1.HTM](http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=3&file=/C_29/C29R5_1_1.HTM)*

In addition, a letter from the Ministry of Education confirming this policy is attached in PDF format (French).

#### ONTARIO Policies

- Students participating in the IB Diploma Programme will be awarded Ontario secondary school credits for the completion of work that complies with the Ontario curriculum policy guidelines.
- Students may be awarded Ontario secondary school credits for the completion of work that does not comply with the Ontario curriculum policy guidelines if the work is first approved as a Locally Developed Optional Credit Course by the Ministry of Education.  
*A letter from the Deputy Minister confirming this policy is available.*

#### MANITOBA Policies

- Students may take Senior 3 (Grade 11) and Senior 4 (Grade 12) IB courses to meet graduation requirements. These courses are assigned a Specialized or S course designation.
- Students taking IB courses to meet Senior 4 credit requirements for English language arts and mathematics are required to write the provincial Senior 4 standards tests in these subject areas. These tests are based on Manitoba curricula.

*For policy details, please review the Curriculum Information for Parents, English Programme*

*section at: [www.edu.gov.mb.ca/ks4/cur/parents/senior/advanced.html](http://www.edu.gov.mb.ca/ks4/cur/parents/senior/advanced.html).*

## SASKATCHEWAN Policies

- The Ministry of Education of Saskatchewan recognizes IB courses as meeting credit requirements for graduation.

For policy details, please review the *Credit Requirements for Secondary Level Completion* section at:

[http://www.learning.gov.sk.ca/branches/aar/prov\\_exams/student\\_services/credit\\_req.shtml](http://www.learning.gov.sk.ca/branches/aar/prov_exams/student_services/credit_req.shtml)

## Central America

May 2003: the Central American Educational and Cultural Coordination Committee (Coordinación Educativa y Cultural Centroamericana) of ministers of education and culture for the region reached an agreement on educational reform. The agreement was in two parts:

- a) to implement the IB Diploma Programme in one public school in each country over the next few years;
- b) to arrive at standards for the implementation of a "Bachillerato Centroamericano" for 2005; the standards and curriculum are to reflect those of the IB Diploma Programme.

## Costa Rica and Ecuador

Two state schools from Costa Rica and five state schools from Ecuador received their authorization by April 2008 to implement the Diploma Programme. Both projects are the result of the commitment of the educational authorities, the IB World Schools and the local communities that are supporting these schools in their IB journey.

## Ecuador

2002: the education authorities of the municipality of Quito made a comparative study of their national syllabi and the IB Diploma Programme. State education authorities met with the regional director in February and the state school Sebastián de Benalcázar was authorized in December 2003. It is a Diploma school, and the programme is funded by the Municipality of Quito. The head and coordinator of the schools came to the regional conference and in January 2005 the regional director is invited to a ceremony in which they will inaugurate new laboratories.

2006: Project named "IB expansion to state schools in Ecuador" signed between the Education and Culture Ecuatorian Ministry and IB Latin America. This project estimates 22 new prospective IB schools, one per each Ecuatorian state.

## Finland

2001: in cooperation with the Finnish ministry of education and the University of Oulu a pilot project in distance learning for the IB Diploma Programme has taken place between two state IB schools: the Oulun Lyseon lukio in Oulu and a partner school Lyseon Puiston lukio in Rovaniemi, Lapland. The project has reached the end of the pilot phase in 2005.

## Germany

*From 2003:* German became one of the vehicular languages of the IB Diploma Programme in 13 overseas German schools. An agreement with the German government provides IB diploma history, biology and theory of knowledge in German during a trial period of five years.

### **Hong Kong**

*September 2005:* the IB signed a contract with the Education and Manpower Bureau to undertake benchmarking of their New Senior Secondary Curriculum against the IB Diploma Programme Curriculum. This work was coordinated by the head of the Diploma Programme in Cardiff and used the services of senior IB examiners/curriculum developers. The work was completed in November 2005.

### **Japan**

*2001:* the National Institute for Educational Research (NIER) produced a study report for the Ministry of Education entitled “Assessment strategy and teacher training in IB Programmes”. It reports favorably on

- the introduction of the Middle Years Programme at Kato Gakuen, the only state school in Japan doing an IB programme
- Creativity, action, service (CAS) in the Diploma Programme
- assessment strategies in IB programmes
- inter-generational learning in IB schools.

The purpose of the study report on the IB was to assess the status of the IB in international education so that the Ministry of Education and Technology officials and researchers become more aware of the latest developments of the IB. There were programme outlines for Primary Years Programme, Middle Years Programme and Diploma Programme. Papers touched upon CAS, Theory of Knowledge, the IB in Texas and in Australia, and Middle Years Programme implementation at Kato Gakuen. There was a paper on the “Role of the IB teacher training workshops” written by the IBO representative for Japan.

The government provided funding for NIER researchers to attend the Theory of Knowledge and CAS workshops, noting that IB workshops encourage teachers to be creative and innovative.

### **Jordan**

*From 2003:* At the request of the Minister for Education initial discussions about the possibility of introducing an Arabic IB Diploma Programme in three King Abdullah Centres for Excellence in three different parts of the country took place. The Minister for education has witnessed structural and staff changes. A meeting has been requested with the new Secretary General to seek a decision on the proposal. Funding has not yet been secured for the project.

### **Morocco**

In 1999 an association to promote partnerships between businesses and schools was created under the royal patronage of King Mohammed VI. The Ministries of education and higher education and the international bank Wafa are members of this association which has targeted a state primary school, Lalla Aicha, in a working class neighborhood of Casablanca, for assistance in modernizing its pedagogical methods and improving its physical facilities. In 2002 the Wafa bank invited the IB to undertake the pedagogical side of the project. This has resulted in teacher

training and demonstration lessons on site, action research at the school in collaboration with the ministry and the nearby teacher training institution, and distilling from PYP methodology what can be incorporated into pre- and in-service teacher training in Morocco. Funding is provided by the private bank and staff time is provided by the ministry and teacher training institution.

### **Netherlands**

#### *Collaboration with European Platform*

*1998:* at the instigation of the Netherlands government this project, which commenced in 1998 (first examinations in 1999, allows 13 schools (most of them public) in that country to prepare students for English A2 and English B without necessarily offering the whole IB Diploma Programme.

### **Nigeria**

*April and June 2003:* two workshops on the promotion of intercultural understanding through drama, financed by the UNESCO Participation Programme, took place for 24 teachers from four schools near Lagos.

### **Singapore**

*From 2002:* a new elective called Knowledge and Inquiry (inspired by the IB Theory of Knowledge course) is being offered as a ministry of education course.

### **Sri Lanka**

*June 2006:* The Sri Lankan government has asked the IB to work with it in developing an Early Childhood Development programme that will form the basis of numerous child-friendly preschools throughout the country. This is thanks to the hard work of a number of IB teacher/volunteers who ran previous workshops for *Schools to Schools* in Sri Lanka. The IB Asia-Pacific office will be working with a core of Sri Lankan head teachers to develop a text and train teacher trainers. In turn, these trainers will teach new pre-school teachers within their own districts.

### **Switzerland**

*Since 2001:* the IB Diploma Programme influenced national education reform of the *maturité* (the qualification giving access to higher education), which includes, a “Travail de Maturité” based on the IB diploma Extended Essay; there are also fewer subjects in the final year of secondary education where there were traditionally 12 or 13.

### **Turkey**

*2001:* School-based syllabus (a syllabus designed by a school and approved by the IB) - “social studies” in Turkish - accepted by the Turkish government as also satisfying national system requirements resulting in less extra work for IB diploma students in Turkish schools.

### **United Arab Emirates**

2002: the Executive Office of His Highness Mohammed bin Rashid Al Maktoum invited the IB (represented by the deputy director general) to Dubai in May to discuss its programmes in the context of a reform of the national education system. Subsequent meetings in Geneva and in Dubai in 2003 took place as the education reform moved forward.

## **United Kingdom**

2001: the Qualifications and Curriculum Authority (QCA), after a thorough evaluation of the structure of the IB and of the curriculum and student assessment techniques for the Diploma Programme, approved the IB diploma for inclusion as a qualification officially certified in the UK.

UK 2006 (July): the Universities and Colleges Admissions Service (UCAS) has included the IB diploma and all its components in the UCAS Tariff, a numerical scale of achievement for entry into higher education. The UCAS Tariff awards 768 points to the top IB score of 45. The most common score of 30 attracts 419 UCAS Tariff points. These scores recognize the breadth and depth of the IB diploma. Many UK universities use the UCAS Tariff (which includes "A" levels) to simplify their task of assessing non-UK qualifications.

Two senior IB staff were members of the "Curriculum model working group" which is developing the Welsh Baccalaureate.

## **USA**

### **America COMPETES Act of 2007**

On August 9<sup>th</sup>, 2007, President Bush signed the America COMPETES (Creating Opportunities To Meaningfully Promote Excellence In Technology, Education, and Science) Act of 2007 into law. This bill shares the President's American Competitiveness Initiative (ACI) [see below], a comprehensive strategy to keep America the most innovative nation in the world by strengthening scientific education and research, improving technological enterprise, attracting the world's best and brightest workers, and providing 21<sup>st</sup> Century job training.

In addition, there are several federal competitive grants available to public schools for the implementation of IB programs:

- **GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs)**  
A discretionary federal grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education
- **SLC (Small Learning Communities)**  
A discretionary federal grant program supporting the implementation of SLCs and activities to improve student academic achievement in large public schools with enrollments of 1,000 or more students.
- **Magnet School Assistance**  
Grants to assist in the desegregation of public schools by supporting the elimination, reduction, and prevention of minority group isolation in elementary and secondary schools with substantial numbers of minority group students.

## **American Competitive Initiative - February 2006**

To prepare US citizens to compete more effectively in the global marketplace, in 2006 the *American Competitiveness Initiative* proposed \$380 million Federal support to improve the quality of math, science, and technological education in K-12 schools and engage every child in rigorous courses that teach important analytical, technical, and problem-solving skills.

The *American Competitiveness Initiative* includes a number of new and expanded programmes, including funding for teacher training accessible to IB world schools:

- *The Advanced Placement/International Baccalaureate (AP/IB) Program* to expand access of low-income students to AP/IB coursework by training 70,000 additional teachers over five years to lead AP/IB math and science courses;
- *Increasing the number of students taking AP/IB math, science and critical languages from 380,000 to 1,500,000 by 2012; and*
- *Triple the number of students passing AP/IB tests to 700,000 by 2012.*

Additionally, the IB programme may be included in grants for targeted interventions, such as modern language teaching and curriculum development as outlined below.

## **Implementation of Advanced Placement Programs in High-Poverty Schools**

The Secretary of Education has made funding support of approximately \$15.3 million available through application. The purpose is to develop, enhance, or expand access to advanced programs in high schools with a high concentration of low-income students and a pervasive need for access to advanced programs. Included are both the College Board and **International Baccalaureate** programmes. Allowable activities include:

- teacher training;
- pre-course development;
- coordination and articulation between grade levels to prepare students for success in advanced programs;
- purchase of books and supplies;
- activities to increase the availability of, and participation in, on-line courses; and
- any other activity directly related to expanding access and participation for low-income individuals.

There are also two invitational priority areas

- Development, enhancement or expansion of advanced courses in Critical Foreign Languages of Arabic, Chinese, Korean, Japanese, Russian, and languages in the Indic, Iranian, and Turkic language families
- Development of advanced courses in public schools identified for improvement, corrective action, or restructuring under Title 1, Part A of the ESEA in English, mathematics, science, foreign languages, or other core academic areas in schools with a high concentration of low income students

## **Advanced Curriculum Test Fee Program**

Based on information received in a meeting with US Office Elementary & Secondary Education, the following states receive funds for the fiscal year 2007 through the federal **AP Test Fee Program** that allows them to partially reimburse both the IB and AP exam fees for students in financial need.

- Alabama, Alaska, Arizona, California, Colorado, Connecticut, Delaware, Hawaii, Idaho, Indiana, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, West Virginia
- Philadelphia School District, PA also receives funds through this programme.

### **Academic Competitiveness Grant (ACG) and National SMART (Science Mathematics Access to Retain Talent) Grants**

ACG grants are available to students for their first and second academic years of college. Up to \$750 will be awarded to eligible first year students and to to \$1,300 for second-year students.

National SMART Grants are available to students for their third and fourth academic years of college. Up to \$4000 will be awarded to eligible students

The grants encourage students to take more challenging courses in high school--making success in college more likely, according to research--and to pursue college majors in high demand in the global economy, such as science, mathematics, technology, engineering and critical foreign languages.

As a recognized rigorous secondary school program of study, International Baccalaureate Diploma courses have been included as an eligibility option for students graduating from secondary school. Students must take a minimum of two International Baccalaureate (IB) courses in high school and must achieve a minimum passing score of 4 on the IB exams.

### **Current IB US State Legislative and Education Policies**

#### **Arkansas**

All schools must offer IB or AP courses by 2009

Teacher training

- \$650 may be given to a teacher to subsidize costs incurred to attend training

Bonuses

- \$50 may be given to a school for each student they instruct that scores a 3 or higher in their IB exam.

Exam funding

- State will pay a share of the cost of the test fee, not to exceed \$65
- State will pay \$50 for each test taken to each public school student who takes more than two IB courses

#### **California**

Teacher training

- IB schools throughout California share \$1.05 million annually for IB professional development and materials
- Funding is available to support start up of IB programmes

Credits

- Students entering the University of California system with an IB Diploma of 30 points or above earn 30-quarter (or 20-semester) units total toward the UC undergraduate degree.

- State DOE accesses AP test fee funds for exam fee payment and includes TOK and EE for Diploma candidates

## **Colorado**

### Credits

- State supported post secondary schools will grant 24 college credits to IB Diploma holders who score a 4 or higher on each of their exams.

## **Florida**

### Scholarships

- 100% of tuition and fees are paid for IB Diploma holders that score a minimum of 28 on their ACT or 1270 on the SAT.
- 75% of tuition and fees are paid for IB Diploma holders that score a minimum of 20 on their ACT or 970 on their SAT.

### Credits

- Postsecondary institutions must grant college credit to students that obtain a Florida State Board of Education determined score on an IB exam.

### Bonuses

- \$50 is given to an IB teacher for each student they instruct who scores a 4 or higher in their IB exam, not to exceed \$2000 in any given school year
- Additional \$500 to each IB teacher in a school designated performance grade category “D” or “F” who has at least one student scoring 4 or higher on the IB examination, regardless of the number of classes taught or of the number of students scoring 4 or higher
- School districts can calculate an additional full-time membership of 0.3 for an IB Diploma holder

## **Georgia**

### Credit

- Board of Regents urged by Senate resolution to consider creation of a programme of granting undergraduate course credit to entering freshman students who have successfully completed the curriculum and examinations leading to an International Baccalaureate Diploma.

### Scholarships

- For purposes of identifying and qualifying graduating seniors for the HOPE scholarship programmes and other identified programmes, grades for coursework classified as international baccalaureate shall be weighted an additional 0.5 for each subject grade

## **Kentucky**

### Assessment

- Successful completion of at least four (4) courses the International Baccalaureate (IB) programme curriculum satisfy the state’s pre college curriculum (PPC) requirement for admission to postsecondary study.
- IB Diploma courses being considered for inclusion in proposed changes to the Commonwealth of Kentucky high school diploma.

## **Maryland**

### Assessment

- Students may substitute their IB exam for the state High School assessment in English, algebra/data analysis, biology and government if they earn of score of 4 or higher

## **Minnesota**

19 November 2007: The Minnesota Department of Education announced over \$2 million in International Baccalaureate grants to six Minnesota School Districts to increase student achievement and prepare students for post-secondary education. The grants will be used, among others, to increase IB pathways (sites/opportunities) to low income students and students of color and other underrepresented students specifically through all three programmes and to promote smooth articulation between the programmes.

### Teacher training

- The state pays a portion of the costs incurred by school districts to send teachers to IB workshops

### Exam funding

- The state pays all or part of the IB exam fee for low-income students

### Credit

- All colleges and universities in the Minnesota State Colleges and University system offer credit for IB scores of 4 or better.
- All colleges and universities in the Minnesota State Colleges and Universities system must offer students who complete an IB Diploma with a score of 30 or higher 12 quarter or 8 semester credits for each for 3 higher level examinations, plus 3 quarter units for each of the standard level examinations, for a total of 45 quarter or 30 semester credits

## **New York**

### Assessment

- Students may substitute their IB exam for the state assessment in English if they score a 4 on an IB English A1 SL exam or a 3 on an IB English A1 HL exam
- Students may substitute their IB exam for the state assessment in Math A or Sequential Mathematics Courses I and II if they score a 4 on an IB Math Studies or Math Methods SL exam or a 3 on an IB Mathematics HL exam.

## **Oklahoma**

### Exam funding

- Share of test fee for those demonstrating financial need

### Bonuses

- \$100 for each score of four or better on an IB examination

### Credit

- State system institutions awarding credit for extra institutional learning accept the IB programme as an acceptable method of validation.

### Admissions standards - postsecondary

- Institutions add a standard weighting to IB HL courses

## **South Carolina**

### Credit

- Commission on Higher Education policy requires each public institution of higher education to adopt and implement by Fall 2008 the acceptance of IB credit for first time freshmen students who have scored "4" or above on any higher level IB course examination.

## **Texas**

### Exam funding

- 25% of the IB exam fee is paid by the state
- A student receiving a 4 or better on an IB examination may receive reimbursement for the testing fee.
- The commissioner may enter into agreements with the IB to pay for all examinations taken by eligible public school students

### Teacher training

- \$450 may be given to a teacher to subsidize costs incurred to attend training.

### Bonuses

- \$250 one-time award for teaching IB courses
- Teachers get a share of the teacher bonus pool, which is distributed by the school in shares proportion to the number of courses taught
- \$100 is awarded to a school for each student that scores a 4 on at least one of their IB exams
- \$50 is give as a bonus for each student that scores a 4 or higher on an IB exam
- \$3000 one time equipment grant is allocated to a school starting an IB programme

### Credit

- Higher education institutions shall grant at least 24 semester credit hours or equivalent course credit in appropriate subject areas to an entering freshman student for successful completion of the IB Diploma

## **Virginia**

### Assessments

- Students are considered proficient for multiple SOL subjects if they obtain a score of 2 on the corresponding IB subject exams

## **Washington**

### Teacher Training

- State legislature provides incentives for IB Math and Science teacher training. Funds available for one math and one science teacher at each public high school and middle school in the state

## **Wisconsin**

### Credits

- Board of Regent policy requires all University of Wisconsin System campuses to award college credit for scores of 4,5, 6, or 7 on higher level (HL) IB examinations. Additional credit will be awarded to students who complete the full diploma programme.

5/19/2008