Summary of Articulated Credit by Exam Jamboard Activity
K14 Workgroup Meeting
March 19, 2024

Meeting attendees heard the presentation on the results of the Articulation Credit by Exam data collection project and were asked to use Jamboard to provide observations, promising practices they know of, and recommendations. Following is a summary of all Jamboard pages, followed by a list of actual responses.

SUMMARY

- Among the Observations, themes included:
  - challenges in eliminating K12 legacy programs (or adapting them to labor market needs), due to union agreements,
  - enrollment disparities across different student demographics and subject areas, and
  - the critical role of staff engagement and data tracking in understanding and addressing equity gaps.
- Promising practices focused on changes made to data collection strategies at Mira Costa College (with link to template shared, see below).
- Recommendations emphasized:
  - the need to support under-resourced districts to collect the information for a more comprehensive picture,
  - providing dedicated staff to support students in articulated classes,
  - a request for San Dieguito UHSD to share their process,
  - the need to discover and address barriers to student enrollment in CBE courses, and
  - ensuring that credits earned are communicated back to the high schools.

ACTUAL JAMBOARD PAGE RESPONSES

Observations

- K-12s have a lot of legacy programs that are difficult to do away with in response to labor market demands because of Union agreements
- Noted the low numbers in marketing/building trades/ and other higher need areas in the region.
- They are the easiest to market and have the most sections coming from a counseling perspective, former HS counselor here.
- The arts courses satisfy Arts A-G and graduation requirements, so that might be a contributing factor to the large number of students enrolled in these courses.

- More work to do for us - need to engage more low SES
- I am curious if the K12 districts who didn't respond are lower SES and/or less resourced with staff to contribute to this project.
- CBE courses: Surprised at how more non SES students are taking the courses vs the students who may benefit more from these classes.
- Assuming the schools are encouraging all students to participate in these pathways, what would be the causes of some students opting out?
- I'm curious if we compare DE enrollment by gender based off CE vs GE courses. There might be more girls in DE courses if the DE courses are more general ed.
- Response might be low because almost no one tracks their students from the beginning. Many of us have to scramble to figure out this data when asked
- pipeline assumes students in pathways will choose that major in college. We found with 1 HS that 80% of the students applying for AME credit for graphic design aren't actually AME majors
- CTE/Teacher hiring is also a significant factor. If a school can hire and keep enthusiastic, competent, and engaging teachers those programs tend to do better.
- GPA boost for pathway completion
- LOTS OF HAND HOLDING! Has to happen

Practices

- This report has changed what/how I'm collecting student articulation course enrollment. I now collect course rosters upfront, so I know exactly who is in the class and [the steps toward completion]. Here is the template for the roster I am using for all of our schools: https://docs.google.com/spreadsheets/d/1tXgIl5kNCGEjMAW4hD7iEGD-cKdM2_DCJH6jnWgzE00/edit?usp=sh
- Ask San Dieguito to share their process (*see also Recommendations*)
- Dedicated staff to support students in articulated CbE courses (*see also Recommendations*)

Recommendations

- Support districts with less resources to provide this data
- Figure out WHY certain student populations aren't enrolling in articulated courses
- Support ALL districts in providing this data to ensure it is representative
- Ensure that credit earned is communicated back to the HS and student
- Chart on slide 10 shows DI students. If it was a DE course, there would be embedded supports. How can we embed supports for this population in articulated courses?
- Ask San Dieguito to share their process
- Dedicated staff to support students in articulated CbE courses