

What is articulated credit?

We are going to focus on articulated credit that can be obtained through a formal articulation agreement between a Secondary CTE program and a post-secondary institution.

Why do we use Articulated Credit?

- CTE programs must have some kind of agreement between their program and a Post-Secondary school.
- Students already have the skills from their CTE class, they don't need the repeat. (non-duplicative credit)
- It is generally free, so students and CTE programs can afford to work with this type of credit.
- It is used as an incentive to draw skilled students to a Post-Secondary school.

What do CTE programs need for Perkins?

- an articulation agreement
- a program of study starting with high school and continuing on to the Post-Secondary plan. (With the purpose of helping high school students plan their high school career so that they earn their credit and are prepared for college level material)
- a matching approved Post-Secondary program in the state's reporting system (MEGS+) This seems to be a problem for secondary reporting, even with the statewide agreements in place.

What happens to CTE students?

- Someone, generally the program teachers make their students aware of the opportunity.
- If a program or group of programs (CEPD/Region) can, they have additional staff that assist with this process. Not every program has additional staff.
- Sometimes a post-secondary representative comes to speak about articulated credit.

What happens to CTE students?

- Students apply for the articulated credit.
- They are advised of the process and any additional steps and requirements that they should take (completion of a certain number of credits at the P.S. school, testing, etc.)

What happens to CTE students?

- The teacher completes the skills check off or some other method of signing off on a student's ability to meet the criteria at a post-secondary level.
- This paperwork is sent to and processed by the post-secondary school.
- Once all requirements are met, the student is granted the credit.

Charlie's story

- Charlie has tried to do everything we hope students do, he knows the field he wants to go into, has taken CTE classes for early training, and earned at least one industry certification.
- By the time I spoke with Charlie and his father, they had contacted his future 4-year university, spoken to counselors at a 2-year college where he will be attending in the fall, and contacted the career tech high school.

Charlie's story

- This took over a week just to get the information he needed and to start the paperwork.
- Charlie's story is very similar to many students, often ending with the question, "This might not transfer from college A to University B? Why are we doing this paperwork then?"
- Charlie gave me permission to share his story.

What does this mean?

- Students are attending college.
- They are more informed about the cost, and many are trying to find a way to afford it.
- Students are using articulated credit.
- More staff are informed about articulated credit than were in the recent past.

What are some common issues? (The students)

- Students do not always understand that articulated credit is course specific.
- Students think that the credit is “transferred” automatically.
- Students do not complete the additional requirements.
- Students do not apply for the credit early (before their first semester of college).
- Students are frustrated with the delay in paperwork and decide to leave their post-secondary school.

What are some common issues? (secondary CTE programs)

- Instructors do not work summers when graduated students come looking for someone to sign the paperwork. This makes it difficult for Post-secondary counselors to advise these students.
- Each secondary CTE program/school has a different person who works with students on paperwork. Often, this person is not someone who does not specialize in articulated credit.
- Secondary staff no longer has information regarding this student.
 - out-of-date contact information
 - no way to know if a student follows through/is awarded credit

What are some common issues? (post-secondary)

- Each post-secondary school has a different process.
- Post-secondary counselors do not always know who to contact at the secondary CTE school.
- When a student transfers from a 2-year college to a 4-year institution, the articulated credits are generally not accepted.

What are some common issues? (other considerations)

- CTE courses and credits that are awarded are not always well matched
 - courses are not always necessary for the degree
 - students are receiving credit for classes far below the level they have been working at in the CTE program
- Demands on secondary and post-secondary staff make it difficult to meet and discuss courses, especially when there is a large distance. This can make it difficult for post-secondary instructors to feel confident that the student's work is equivalent.

What are some common issues? (other considerations)

- This does not always address careers that require or prefer apprenticeships
 - Students may still be able to use this credit, but don't always think of college and apprenticeship classes as the same thing
 - Businesses do not always know that this is available for the apprentice
- This can cost the student and/or the employer time and money.

What alternatives are being granted?

- More secondary schools are looking to:
 - direct credit
 - concurrent enrollment
 - early college
 - dual enrollment
- Students benefit from these programs.
- The rapid expanding of these programs without a lot of communication between all people involved can cause new issues.

For more information:

- MDE statewide articulation information page:
- http://www.michigan.gov/mde/0,4615,7-140-6530_2629_68426---,00.html