





As an educator, you play an influential role in your students' decisions to take AP[®] courses. These **evidence-based strategies** are designed to help schools ensure that all students have the opportunity to take AP Computer Science Principles, with a focus on students who have been traditionally underrepresented in computer science.

A personal invitation can encourage students to enroll in a course like AP CSP that may be unfamiliar to them.

Recruit in clusters

Recruit students from groups that are representative of your target demographic populations. Look to different sports groups, clubs, or other courses to find groups of students who will enroll and provide social support for one another in the classroom. Examples include: girls' basketball team, Spanish club, Black Student Union, AVID program, etc.

) Extend a personal invitation

As an example, high school teachers can visit algebra classes during the course selection process to extend an invitation to all students to enroll in their class the following year. You can explain how they have already met the recommended prerequisites for AP Computer Science Principles. In your school's presentation and handouts:

- → Describe the key topics and the computational practices that underlie the course, including creativity, programming, and the Internet.
- → Explain how important components of this class are collaborating with other students and building creative artifacts such as apps, digital music files, and animation.
- → Explain how learning computer science can lead to majors and opportunities in any field, such as computer science, interdisciplinary studies, and industry careers – for example, graphic design, medicine, political science, and engineering.
- → When possible, coordinate class activities so that prospective students can learn more about the course by observing their peers completing computing assignments.

S Encourage students to demonstrate their work

Current students provide highly effective displays of engagement, excitement, and peer advocacy for computing. As an example, during Computer Science Education Week (which usually takes place in early December) and spring enrollment weeks (and at other school events), teachers can have students advocate for computer science by describing the course and showcasing their computing projects. Use videos of students' projects for future recruitment.

You can also schedule a middle school demonstration and have current or former HS students present their work and talk about the course.

Reach parents

Parents can influence students' college preparatory and career-focused course selection. During family-oriented school events and in letters home, provide a single-page course information sheet that features:

- ightarrow Key questions and topics that drive the course
- \rightarrow Potential societal applications of the course
- → Information about higher education computing majors and pathways
- \rightarrow Industry job information, including salaries

Letters and course information sheets should be available in multiple languages.

Reach counselors

Counselors play a key role in encouraging students to consider computer science courses. Provide them descriptions of the course's focus on creativity, communication, and collaboration. Use the suggestions below to help counselors think about the course and which students would benefit most from taking it.

- → Describe how AP Computer Science Principles was specifically designed by the National Science Foundation and the College Board to engage a diverse group of students in computer science.
- → Explain that a primary goal for this course is to engage a diverse group of students that represents your school's demographics.
- → Include information about interdisciplinary computing majors (design, bioinformatics, etc.)
- \rightarrow Provide industry job information, including salaries.

Create enrollment policies for equity and diversity

All students should have equitable access to this new course. Care should be taken to ensure that students taking the course are demographically representative of the school's population before confirming their enrollment. Therefore, we encourage you to create policies that promote and enable diversity in the course and to not create barriers that would discourage underrepresented groups from participating. We encourage you to create policies that promote and enable diversity in the course and to not create barriers that would discourage underrepresented groups from participating.



The research-based strategies outlined here were compiled by Joanna Goode of the University of Oregon, coauthor of *Stuck in the Shallow End*.

Strategy References

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For more information on AP Computer Science Principles, visit collegeboard.org/apcsp.

