**Post-Secondary Pathways**

September 5, 2018

DEED Conference Room, Juneau

**Attendees:**

Joe Nelson – UAS

Tina Rhyman – UAS

Karen Carey – UAS Provost

Pete Traxler – UAS Dean of Ed Tech

Ralph Watkins – Hoonah Superintendent

Bridget Weiss – Juneau Superintendent

Ted Wilson – JSD Director of Ed

Carin Smolin – JSD Career and Tech

Frank Coenraad – JSD Student Services

Bart Mwarey – Hydaburg Superintendent

Ben Glover – Hydaburg Principal

Mary Wegner – Sitka Superintendent

Sarah Dybdahl – Tlingit and Haida Culture Heritage and Ed Manager and VTRC

Ann Hilburn – Chatham Superintendent

Lori Grassgreen - AASB

Lisa Worl – AASB

**Questions:**

* Dual enrollment – Permissions for minors?
* Open enrollment – What does this mean?
* Faculty Commitment – Equity, civil rights issues?
	+ Middle college usually not helpful with equity issues
* What gets students ready?
* What calls offerings would be helpful?
* What can UAS do?
* How do we make registration easier?
* What are needs for students – dual enrollment?
	+ 2 x 2 model (2 years community college, 2 years university)
* Funding – How does each school district fund these activities?
* Asynchronous

**Solutions**

* Getting students to next step
* Equity (low income, Alaska Native)
* Equity in transitions
* Structural changes (policy, budgets, dual enrollment)
* UAS Faculty and HS Staff (Professional learning and relationship building)
* Creating classes for students
* Dual enrollment cohort class (math and English, advance freshmen)
* Cosponsored/teaming class (e.g. NW Coastal Art)
* Deepening dual with Associates degree/accessible to all students
* Alignment – Relationship building
* Early college – Intensives
* CTE – Vocational
* State CTE Plan- Addendum – *Carin Smolin will send link of draft doc open for comment and review*
* Connecting the way forward to K-12, Post-Secondary – Loot at what communities need and how the that aligns with K-12 and Post-Secondary
* Deliverable for grant and yearly goals (How many people?)
* Early college experience – Summer program for college credit (a la RAHI)
* Alignment

**Focus on two Post-Secondary Activities:**

**1) Voc Tech**

* Training opps in Voc Tech in communities/rural areas
* Tech/vocation education opportunities

**2) Dual Credit/Dual Enrollment**

* Course offerings on site, at High Schools, of UAS General Ed Requirements
* Tech prep articulated agreements in place, need more for more career pathways and schools
* Identify what courses, co-sponsored courses, dual credit courses etc. in region that all schools can access and participate at some or limited cost
* Funding for dual enrollment – Early scholarships? Grant funding?

**Definitions**

* Dual Credit – paid by university or outside org, student can receive college and HS credit (HS determines credit, also choice of family to get HS credit)
* Dual enrollment/concurrent enrollment – Dually enrolled at University and HS, this supplants HS core course requirements
* Tech Prep/CTE – instructor paid by high school. HS teacher is teaching a college credit
* Co-sponsored – collaborative teaching

**What’s Happening:**

**Sitka**

* Dual enrollment - 1/3 parent, 1/3 district, 1/3 university, if student gets C or higher family gets reimbursed – math, CNA, basic electives, Tlingit language
* Dual credit (math)
* Mt. Edgecumbe HS partnership shares courses e.g. small engine classes

**Hoonah**

* Remove intro classes barrier (prerequisites)
* Accuplacer test – get kids interested to qualify and take courses (freshmen) – ended with 7 credits
* Dual enrollment
* Work on voc credits to help students
* District uses cohort model paid by district (through grant)
* Ask families to contribute and trying to negotiate with universities that want to participate

**Chatham**

* Angoon cohort class, UAS Sitka College prep (distance)
* Goal to add classes

**Hydaburg**

* Welding
* Dual Credit English

**Juneau**

* 15 courses – tech trades, accounting, fisheries
* Co-sponsored Tlingit course
* UAS marine biology – collaboratively teaches
	+ CTE and faculty, positive model but structural issues, co-sponsored
* Don’t know which students are independently enrolled (how can we track this?)
* Intro to mining – tuition free, no systematic record sharing

**Tlingit and Haida**

* VTRC
* TANF
* CDL training
* CNA option historically
* Exploring igap water treatment, water quality, environmental assessment
* Guardian watchman – environmental monitoring, collect data

**UAS**

* Registration ease
* Collaborate with HS teachers
* Summer experience
* CNA – English placement prereq

**Ideas and Next Steps – “The homework”**

Faculty – HS relationship, collaboration

* Karen, Tina, Frank

Online registration easier (one time, on record)

* Tina

Pilot model – Math, English, psych, biology, medical

* Ralph, Caren, Sitka

Shared credit across region

One credit free class to register

All students (college prep)

UAS consider offerings in smaller credit – distance

* Voc tech POW – going to communities
* Intensives – abbreviated courses

Pathway – Align courses, Work ready community

* Carin, Frank, Ann, (Ralph), (Sarah D)

Scaffold – structure to dual enrollment

* Getting word out
* Systematizing and advertising

Getting the– message - to families doing this gets you to this opportunity in your community

Place-based and connected to place

**Additional Questions:**

* Equipment, instruction, etc.?
* How do we prepare for local jobs?
* Definitions?
* Timing of courses?
* How do we build relationships between faculty and HS staff? The syllabus created collaboratively?
* Who are the other districts set-up with university courses?
* How do we align with workforce development?
* Ho do we scaffold – have broad swathe programs – dual credit program
* What can Tlingit & Haida do for VTRC?
* Can the tribe think about scholarship and funding for dual enrollment?
* How do we ensure student success? Can stay at school (sustainable dual credit)
* What to offer, when to offer – how to support success?
* Ho do we make it more accessible?
* How do we hold ourselves accountable?
* How do we change mindset of so all SE student are enrolled
* How can we address issue of Gen Ed Requirement (GER) approval for math of LA class in High School?
* Can we have it as a team approach faculty-HS?