

**ALASKA STATE LEGISLATURE
JOINT MEETING
HOUSE EDUCATION STANDING COMMITTEE
SENATE EDUCATION STANDING COMMITTEE**

November 13, 2018

9:00 a.m.

MEMBERS PRESENT

HOUSE EDUCATION STANDING COMMITTEE

Representative Harriet Drummond, Chair (via teleconference)
Representative Chuck Kopp
Representative David Talerico (via teleconference)
Representative Lora Reinbold (alternate)

SENATE EDUCATION STANDING COMMITTEE

Senator Gary Stevens, Chair
Senator Cathy Giessel
Senator John Coghill
Senator Tom Begich (via teleconference)
Senator Shelley Hughes

MEMBERS ABSENT

HOUSE EDUCATION STANDING COMMITTEE

Representative Justin Parish, Vice Chair
Representative Tiffany Zulkosky
Representative Ivy Spohnholz
Representative Jennifer Johnston
Representative Geran Tarr (alternate)

SENATE EDUCATION STANDING COMMITTEE

All members present

COMMITTEE CALENDAR

PRESENTATION(S): EARLY AND MIDDLE COLLEGE SCHOOLS

PREVIOUS COMMITTEE ACTION

No previous action to record

WITNESS REGISTER

JENNIFER ZINTH, Principal: High School and STEM
Commission of the States
Anchorage, Alaska

POSITION STATEMENT: Presented on Early/Middle College and Dual
Enrollment: A National Perspective.

MARILYN VILLALOBOS, Research Analysis II, Education Program
National Conference of State Legislatures (NCSL)
Anchorage, Alaska

POSITION STATEMENT: Presented on Middle and Early Colleges.

ANNALIES CORBIN, PhD, Founder, President & CEO
Founder, President, and CEO
The PAST Foundation
Columbus, Ohio

POSITION STATEMENT: Presented on Transforming Learning: Middle
and Early College Models.

DEMAREE MICHELAU, PhD,
Incoming President
Western Interstate Commission for Higher Education (WICHE)
Anchorage, Alaska

POSITION STATEMENT: Presented on Earning Postsecondary Credit
while in High School: Increasing Student Success in Alaska.

JAMES "JIM" R. JOHNSEN, President
Statewide Programs & Services
University of Alaska (UAA)
Anchorage, Alaska

POSITION STATEMENT: Presented on UA Bridging Programs.

STEPHANIE BUTLER, Executive Director
Alaska Commission on Postsecondary Education (ACPE)
Anchorage, Alaska

POSITION STATEMENT: Presented on Alaska Commission on
Postsecondary Education Middle College and Bridging Programs.

REBEKAH MATROSOVA, Director
Outreach & Early Awareness
Alaska Commission on Postsecondary Education (ACPE)
Anchorage, Alaska

POSITION STATEMENT: Answered questions during the presentation
on ACPE.

NORM WOOTEN, Executive Director

Association of Alaska School Boards
Anchorage, Alaska

POSITION STATEMENT: Testified on the Association of Alaska School Boards and Middle Colleges.

DEENA BISHOP, PhD., Superintendent
Anchorage School District (ASD)
Anchorage, Alaska

POSITION STATEMENT: Presented on the Anchorage School District Middle College programs.

KATHY MOFFITT, Director
Administrative Projects
Anchorage School District (ASD)
Anchorage, Alaska

POSITION STATEMENT: Answered questions in the presentation on Anchorage School Board.

DR. LARRY LEDOUX, Superintendent
Kodiak Island Borough School District (KIBSD)
Kodiak, Alaska

POSITION STATEMENT: Presented on Kodiak Middle College: Design.

MELISSA HAFFEMAN, Principal
Kodiak Middle School
Kodiak Island Borough School District (KIBSD)
Kodiak, Alaska

POSITION STATEMENT: Presented on Kodiak Middle College.

DR. MEL LEVAN, Principal
Kodiak High School
Kodiak Island Borough School District (KIBSD)
Kodiak, Alaska

POSITION STATEMENT: Answered questions in the presentation on the Kodiak Middle College.

AMY SPARGO, Assistant Superintendent of Instruction
Matanuska-Susitna Borough School District
Palmer, Alaska

POSITION STATEMENT: Presented on Middle Colleges.

GREG GIAUQUE, Principal
Mat-Su Middle College
Anchorage, Alaska

POSITION STATEMENT: Presented on MSB Program Design.

ACTION NARRATIVE

[9:00:24 AM](#)

CHAIR GARY STEVENS called the joint meeting of the Senate and House Education Standing Committees to order at 9:00 a.m. Representative Kopp was present at the call to order. Representative Reinbold (alternate), and Drummond (via teleconference) arrived as the meeting was in progress. Senators Giessel, Coghill, Hughes, and Stevens were present at the call to order. Senator and Begich (via teleconference) arrived after the meeting was in progress.

PRESENTATION(S): Early and Middle College Schools

[9:02:01 AM](#)

CHAIR STEVENS announced that the only order of business would be a series of presentations on Early and Middle College Schools.

[9:04:11 AM](#)

JENNIFER ZINTH, Principal: High School and STEM, Commission of the States, presented on Early/Middle College and Dual Enrollment: A National Perspective. She described the national, non-partisan organization and its activities.

MS. ZINTH addressed definitions in slides 6 through 10. She defined dual enrollment as postsecondary (PS) courses offered to high school students, often for both high school (HS) and PS credit. She explained that Early College and Middle College are terms which are used interchangeably in some states, whereas in other states, they refer to different models.

- Early college: Programs beginning in grade 9, offering structured course sequence leading to AA/AS, certificate or 60 credit hrs.
- Middle college: Students may start later than grade 9, some college classes

MS. ZINTH compared the definitions of dual enrollment and early college in slides 7-8. She distinguished each in terms of location, student grade level, eligibility criteria, target populations, curriculum/course selection, credit accumulation, area of program focus, and guidance/advising.

[9:10:24 AM](#)

MS. ZINTH stated that for the purposes of the presentation:

- "Early college models" = dual enrollment, middle college HS, early college HS
- "Dual enrollment" = students take individual course
- "Early college HS" = Highly structured cohort-style 4-6-year programs
- "Middle college HS" = Less structured cohort-style programs

[9:11:04 AM](#)

MS. ZINTH spoke to Rationale for early college (EC) models in slides 11-12. She stated that data indicates EC models increase:

- Students aspirations
- Awareness of PS expectations, norms
- College-readiness
- Postsecondary matriculation
- Postsecondary persistence, completion

MS. ZINTH specified that those increases are amongst students with a similar GPA and coursework.

MS. ZINTH stated that the EC models reduce:

- Postsecondary remediation rates
 - In areas in which students demonstrated college-readiness

MS. ZINTH further stated that the models may reduce:

- Excess PS credits
- Time to degree

MS. ZINTH described the state of dual enrollment policy nationally in slide 13:

- Dual enrollment programs in every state
- State policy: 48 states and DC
 - AK and NY state without state DE program
- Policies and guidance vary in:

- o Breadth
- o Specificity vs local control
- o Locus

[9:15:08 AM](#)

MS. ZINTH spoke briefly to sources of state dual enrollment policy.

- State statute (K-12 and/or higher ed., occasionally labor/workforce)
- State appropriations
- State board regulations (K-12 and/or higher ed.)
- Executive orders (on occasion)

MS. ZINTH further described those which are not strictly policy but which impact programs:

- Policy manuals/governing documents
- "Guidelines" or "standards"
- Legislative study committees/task forces
- MOUs
- "Initiatives"

MS. ZINTH described the state of early college HS policy in slide 16:

- 5 states with relatively comprehensive policies
 - o IN, MI, NC, TN, TX
- PTECH
 - o Codified in CO, MD, TX; active in other states
- Additional states:
 - o Other early college programs active
 - o Little to no dedicated state policy structure

MS. ZINTH explained the PTECH model is Pathways in Technology Early College High School.

MS ZINTH spoke to the state of middle college HS policy in slide 17:

- State policies:
 - o CA, CT, TN

- Additional states:
 - Programs active
 - Little or no dedicated state policy structure

[9:17:41 AM](#)

MS. ZINTH spoke to best practices which had been identified by the Education Commission of the States. She said the states who had more students in dual enrollment programs seem to have common areas of policy. She added the same is true for states with early college models.

MS. ZINTH moved to slide 19 showing dual enrollment model policy components:

- Access
- Finance
- Ensuring Course Quality
- Transfer

[9:20:44 AM](#)

MS. ZINTH spoke to key policy considerations of dual enrollment in the remaining slides, which read as follows [original punctuation provided]:

Before policy adoption:

- Articulate purpose of program
 - For students unsure of post-HS plans?
 - For middle-achieving students?
 - First-generation college-goers?
- Communicate with key state, local stakeholders on rationale for, value of early college

MS. ZINTH explained that when the programs emerged in the 1990s, they were directed to students who were academically ahead. Since then, they had been directed at first-generation college-goers.

MS. ZINTH spoke to key policy considerations regarding access in slides 21-22:

- Notification critical, especially to participation of first-gen college-goers

- Notification to all students/parents, not just
 - Students (include parents)
 - Eligible students
- Beyond notification that program exists
 - Participation benefits/responsibilities
- Counseling/advising critical, especially to participation of first-gen college-goers
- Ohio: All students assigned PS institution advisor and required to meet at least once before course drop date on:
 - Academic resources available to assist students
 - Availability of advisor after meeting
 - How to engage faculty, campus resources for academic assistance
 - PSI institution's handbook, codes of conduct

MS. ZINTH said the Ohio example was much more specific than other states' requirements.

[9:23:40 AM](#)

MS. ZINTH spoke to key policy considerations regarding finance on slides 23-24, which read as follows [original punctuation provided]:

Who pays tuition? Various funding models:

- Local decision
- State pays
- District pays
- Combination of district and student
- Combination of state and student
- States with "same" funding model vary specifics
- Different questions states must consider to ensure "fit" and sustainability of model

MS. ZINTH moved to key policy considerations regarding course quality in slide 25, which read as follows [original punctuation provided]:

- State policies on qualifications for HS teachers
 - State policies fall along spectrum from local control to very specific

- o Ideally mirror requirements set by regional accreditation body (NWCCU)

MS. ZINTH added that in some instances, that a high school instructor is held to the same requirements as a postsecondary faculty member.

MS. ZINTH spoke to key policy considerations regarding transferability in slide 26, which read as follows [original punctuation provided]:

- Without guarantee of course transferability, lost investment of
 - o Student time
 - o Instructor time
 - o State (potentially student funds)

[9:26:30 AM](#)

CHAIR STEVENS asked how many people in the audience were the first person in their family to go to college [some raised their hands.] He mentioned that he had asked that question in St. Petersburg, Russia, and had discovered that there, only those whose father had attended college also did.

CHAIR STEVENS spoke to the importance of parental knowledge and mentioned the benefit of saving a year of college tuition by earning credit in high school.

[9:28:18 AM](#)

SENATOR GIESSEL said it sounds like an incremental step towards the European model of instruction in which students are assessed in middle school and put into "tracks".

MS. ZINTH answered, "Not necessarily." She gave the example of New Hampshire which had adopted a STEM-focused course path. She added this involved standard coursework and CTE STEM courses. She suggested community colleges are applying similar eligibility criteria [to high school students] as to matriculating students.

SENTATOR GIESSEL said the availability to enroll in UA courses has been around for many years. She said she has concerns about the costs and government involvement in paying for college credits while already obliged to offer free high school instruction.

CHAIR STEVENS answered that the university classes would be paid for through the foundation formula.

[9:31:33 AM](#)

SENATOR HUGHES asked whether there are states in which the extra tuition is costing more than the formula.

MS. ZINTH answered that in Colorado, the school board pays no more than resident community college tuition. Other states have looked at dual enrollment as a strategy for involving more students in postsecondary education. She stated Indiana has over 60 percent dual enrollment. She explained in that model the community college does not charge any tuition, but the college reports a headcount to the legislature who will reimburse the students. For courses offered outside the community college system, students pay up to 25 dollars per credit hour but are reimbursed.

SENATOR HUGHES asked whether the university is taking more than the local formula. She asked whether local and state funding is the same as for a student who is only attending high school.

MS. ZINTH answered that North Carolina schools receive the same per-pupil funding as for a HS student, university receives same state funding as for regular postsecondary students. She added that courses are limited so that students aren't "piling up" credits that don't go anywhere. She indicated this would also address inflation of fees in subsequent years.

[9:36:48 AM](#)

SENATOR COGHILL brought up scholarships and asked whether they can be applied to dual enrollment programs.

MS. ZINTH answered that Alabama created a program for CTE dual enrollment scholarship but contributions to the fund had not been well communicated to industry so there were not many contributions. She added that Kansas Department of Labor creates a list of courses, particularly high-demand areas, towards credentials in those areas. She said the state also contributes to licensing fees.

SENATOR COGHILL suggested the need to address not only college-readiness, but work readiness and credentialing.

[9:40:27 AM](#)

CHAIR STEVENS mentioned student readiness. He said districts are often blamed for sending students to college without being prepared. He asked for information regarding remediation.

MS. ZINTH answered that some states do allow dual enrollment programs to offer courses on a co-requisite model. She said college-level material is delivered by a college professor for part of the week and an adjunct high school instructor for part of the week. She added states had shown great success with the model.

[9:45:56 AM](#)

MARILYN VILLALOBOS, Research Analysis II, Education Program, National Conference of State Legislatures (NCSL), presented on Middle and Early Colleges. She paraphrased from her written testimony [included in committee members' packets] which read as follows [original punctuation provided]:

I am a Research Analyst in NCSL's education program and I specialize in post-secondary topics such as, early and middle colleges, postsecondary governance, post-secondary funding models, campus safety, and undocumented student tuition.

NCSL is the bi-partisan organization for all legislators and staff of the nation's 50 states, territories and commonwealths. We are a trusted resource for comprehensive and unbiased research on state policies and legislative institutions.

I'm going to talk today largely about state efforts on middle and early colleges as an approach to create postsecondary pathways for student's success.

Early and Middle colleges are intended to increase the high school and college success of low income, first generation, and at-risk students. I'll discuss the different policy approach that states have taken over the years to increase student success using middle colleges.

[9:47:27 AM](#)

MS. VILLALOBOS continued paraphrasing from written testimony, which read as follows [original punctuation provided]:

Middle Colleges

Definitions:

a. Middle College High Schools are secondary schools, authorized to grant diplomas in their own name, located on college campuses across the nation. The Middle Colleges are small, with usually 100 or fewer students per grade level and they provide a rigorous academic curriculum within a supportive and nurturing environment to a student population that has been historically under-served and underrepresented in colleges. While at the Middle College, students have the opportunity to take some college classes at no cost to themselves.

b. Early College High Schools are schools with all the characteristics of Middle Colleges - location on a college campus, strong academic program, supportive environment - and are designed to serve the same target population. Early Colleges also have a defined and structured program that enables the high school students to earn both their high school diplomas and their Associates Degree in 4 to 5 years with no cost to the student.

c. Dual Enrollment high school students are able to take college courses, usually at nearby postsecondary institutions. Successful completion of the college-level course enables the student to obtain credit toward both the high school diploma and toward a college degree.

[9:49:02 AM](#)

MS. VILLALOBOS turned to slide 5, which read as follows [original punctuation provided]:

History of Middle Colleges

The first middle college high school was established in 1974 at LaGuardia Community College in New York City.

d. Combined the last two years of high school with the first two years of college

- i. Provides students with:
 - 1. Intensive counseling
 - 2. Small classes
 - 3. Interdisciplinary curriculum
 - 4. Career guidance
- e. School designed for students who would flounder in a traditional high school setting.

[9:49:39 AM](#)

MS. VILLALOBOS turned to slide 6, which read as follows [original punctuation provided]:

Middle College National Consortium

- a. Is a professional development organization for secondary and post-secondary public-sector educators. MCNC provides technical assistance and support for both new and established Middle College High Schools as they implement education reforms via MCNC's Design principles and engage in professional activities designed to help under-performing students meet high academic standards.
- b. Schools partnered with MCNC
 - i. Approximately- 40 schools on college campuses across 16 states (include public and charter schools) All schools are affiliated and located on or near college campuses.
 - 1. California (13)
 - 2. Colorado (3)
 - 3. Connecticut (1)
 - 4. Illinois (2)
 - 5. Louisiana (1)
 - 6. Maryland (1)
 - 7. Michigan (6)
 - 8. Nevada (1)
 - 9. New York (5)
 - 10. North Carolina (1)
 - 11. Ohio(1)
 - 12. Pennsylvania (1)
 - 13. South Carolina (3)
 - 14. Tennessee (2)
 - 15. Texas (4)
 - 16. Washington (1)

MS. VILLALOBOS specified that most of the states have agreements with some, but not all, colleges in that state.

[9:50:42 AM](#)

MS. VILLALOBOS turned to slide 7, which read as follows [original punctuation provided]:

Statistics

- o 93 percent of early/middle colleges students graduate high school vs. National rate of 78 percent
- o 94 percent of early/middle college graduates earn college credit for free
- o 23 percent of graduates earn a post-secondary credential along with their high school diploma
- o 76 percent of graduates enroll in college vs. the national rate of 68 percent
- o 77 percent of early/middle college students are students of color
- o 57 percent of early/middle college students are from low-income families

(Source: Jobs for the Future)

[9:51:42 AM](#)

MS. VILLALOBOS turned to slide 8, which read as follows [original punctuation provided]:

California

California Education Code (EC) Section 11300 declares that Middle College High Schools (MCHS) have proven to be a highly effective collaborative effort between local school districts and community colleges. The basic elements of MCHS include:

- o A curriculum that focuses on college and career preparation
- o Reduced adult-student ration
- o Flexible scheduling
- o Opportunities for experimental internships, work apprenticeships and community service.

[9:52:45 AM](#)

MS. VILLALOBOS turned to slide 9, which read as follows [original punctuation provided]:

Connecticut

Connecticut Early College Experience

UConn Early College Experience (ECE) is an opportunity for students to take UConn courses while still in high school. Every UConn ECE course is equivalent to the same course at the University of Connecticut. There are approximately fifty courses in over twenty disciplines made available to partner high schools. Courses are taught on the high school campus by high school instructors who have been certified as adjunct faculty members by the University of Connecticut. UConn ECE students benefit by taking college courses in a familiar setting with an instructor they know. Courses offered through UConn ECE are approximately one-tenth of the cost in comparison to taking the same course on a UConn campus.

Enacted House Bill 5478 (2018)

The Connecticut Employment and Training Commission shall develop, in collaboration with the Connecticut state colleges and universities, Department of Education, and regional work force development boards established pursuant to section 31-3j, a state-wide plan for implementing, expanding or improving upon career certificate programs established under section 10-20a, middle college programs, early college high school programs and Connecticut Early College Opportunity programs to provide education, training and placement in jobs available in the manufacturing, health care, construction, green, science, technology, engineering and mathematics industries and other emerging sectors of the state's economy. Such plan shall include a proposal to fund such programs

[9:54:25 AM](#)

MS. VILLALOBOS turned to slides 10-11, which read as follows [original punctuation provided]:

Florida

Dual Enrollment Policies

1007.217 (1) The dual enrollment program is the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate

or an associate or baccalaureate degree.

1007.217 (3) The Department of Education shall adopt guidelines designed to achieve comparability across school districts of both student qualifications and teacher qualifications for dual enrollment courses. Student qualifications must demonstrate readiness for college-level coursework if the student is to be enrolled in college courses. Student qualifications must demonstrate readiness for career-level coursework if the student is to be enrolled in career courses.

"Early Admissions Program" Policy

1007.271 "(7) Early admission shall be a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Students enrolled pursuant to this subsection shall be exempt from the payment of registration, tuition, and laboratory fees.

1007.271 (8) Career early admission is a form of career dual enrollment through which eligible secondary students enroll full time in a career center or a community college in courses that are creditable toward the high school diploma and the certificate or associate degree. Participation in the career early admission program shall be limited to students who have completed a minimum of 6 semesters of full-time secondary enrollment, including studies undertaken in the ninth grade. Students enrolled pursuant to this section are exempt from the payment of registration, tuition, and laboratory fees."

[9:56:11 AM](#)

MS. VILLALOBOS turned to slides 12-13, which read as follows [original punctuation provided]:

Michigan

Dual Enrollment

"The Michigan State Legislature passed Public Act 160 of 1996, the Postsecondary Enrollment Options Act and Public Act 258 of 2000, the Career and Technical Preparation Act also known as the "Dual Enrollment" bills.

These bills modify and expand on provisions of the State School Aid Act providing for students to earn college credit while in high school. The bills also require that the board of a school district or public school academy ensure that each student in eighth grade or higher be given information about college course taking opportunities. The classes that students are eligible for must not be offered by the high school or academy and must lead towards postsecondary credit, accreditation, certification and/or licensing."

The Dual Enrollment laws do not alone prescribe a specific course of study but allow for certain types of courses to be taken when eligibility requirements are met.

[9:56:58 AM](#)

MS. VILLALOBOS turned to slide 14, which read as follows [original punctuation provided]:

Early Middle Colleges

EMCs are structured programs that use the flexibility with the Dual Enrollment laws to provide a specific and deliberately designed course of study that will result in earning 60 transferable college credits. These credits can be used toward a four-year degree from a Michigan public or private university, an advanced certificate, an associate degree from a community college, or a MEMCA technical certificate or a professional certification.

- Michigan Early Middle College Association (MEMCA)
 - Michigan Early Middle College Association (MEMCA) is a voluntary alliance of educators actively involved with one or more of the Early Middle Colleges working towards significantly increasing the collegiate and post-secondary success and completion rate of Michigan youth. The group comes together to share best practices, develop a community of learners and reflective practitioners, and share research with the broad high school transformation community.
 - MEMCA serves in a leadership capacity by providing assistance to Early Middle Colleges throughout the state. This is accomplished by working

closely with the Michigan Department of Education, Office of Career and Technical Education, and other public and private agencies and institutions.

- Statute 388.1661B
 - o 8 millions dollars allocated each fiscal year for CTE early/ middle colleges and dual enrollment programs. Planning grants for the development or expansion of CTE early/middle colleges
 - o Collaborate with the career and educational advisory council to develop a regional strategic plan that aligns CTE programs and services into an efficient and effective delivery system for high school students

[9:58:44 AM](#)

MS. VILLALOBOS turned to slide 15, which read as follows [original punctuation provided]:

Tennessee

Tennessee policy

- Students enrolled in middle college high schools are funded at the same level as students enrolled in traditional high schools
- If program is funded through local, state or federal funds appropriated to a local education agency, then no fee shall be charged by the local education agency or a public postsecondary institution to any student participating in such program.

[9:59:17 AM](#)

MS. VILLALOBOS turned to slide 16, which read as follows [original punctuation provided]:

Texas

2003 TX SB 976

Sec. 29.908 MIDDLE COLLEGE EDUCATION PILOT PROGRAM.

The commissioner shall establish and administer a middle college education pilot program for students who are at risk of dropping out of school or who wish to accelerate high school completion. For purposes of

this section, "student at risk of dropping out of school" has the meaning assigned by Section 29.081.

The program must:

1. Provide for a course of study that enables a participating student to combine high school courses and college-level courses during grade levels 11 and 12
2. Allow a participating student to complete high school and receive at least a high school diploma and associate degree at the time of graduation;
3. Include articulation agreements under Subchapter T, Chapter 61, with colleges, universities, and technical schools in this state to provide a participating student access to postsecondary educational and training opportunities on the campus of the college, university, or technical school; and
4. Provide a participating student flexibility in class scheduling and academic mentoring.

2005 TX SB 1146

29.908- Early College Education Program

The commissioner shall establish and administer an early college education program for students who are at risk of dropping out of school or who wish to accelerate completion of the high school program.

The program must:

1. Provide for a course of study that enables a participating student to combine high school courses and college-level courses during grade levels 9 through 12
2. Allow a participating student to complete high school and receive a high school diploma and either an associate's degree or at least 60 semester credit hours toward a BA degree.
3. Include articulation agreements with colleges, universities, and technical schools in this state to provide a participating student access to post-secondary educational training opportunities at a college, university, or technical school
4. Provide a participating student flexibility in class scheduling and academic mentoring.

[10:01:46 AM](#)

REPRESENTATIVE KOPP spoke to NCSL research and asked whether there is one model which seems more successful for trade schools and another model for university preparedness.

MS. VILLALOBOS answered that the focus seems to be preparing students for the workforce, whether that be for a two- or a four-year degree. She emphasized the aim to determine what is best for students.

[10:04:01 AM](#)

CHAIR STEVENS remarked that readiness for the job market is crucial. He asked whether the counseling aspect is the responsibility of the school districts or the universities.

MS. VILLALOBOS answered it appears counselling is aimed at ensuring students are aware of all of their options and requirements regardless of degree path.

[10:05:47 AM](#)

SENATOR HUGHES mentioned Texas and its approach to capture high-risk as well as high-achieving students. She asked whether the programs tend to address one or the other target. She asked about UA credits and whether transferability is being examined and taken into consideration. She asked whether other states are focusing on transferability to multiple postsecondary opportunities.

MS. VILLALOBOS answered that the structure of the program is to provide students with counseling and schedule flexibility. She said some students have to work and cannot easily meet with counselors. She said some programs are designed to help every student use their credits, adding that earned credit in Colorado can transfer to any public university in the state.

SENATOR HUGHES asked whether private institutions are included.

MS. VILLALOBOS answered it applies to public universities but is not guaranteed for private schools.

[10:10:04 AM](#)

CHAIR STEVENS asked whether Alaska Pacific University (APU) could use state funds for a similar program.

SENATOR GIESSEL asked for fiscal notes to the bills presented from other states as well as a contact person so that she could request information on actual costs to the programs.

CHAIR STEVENS announced the next presentation would be Transforming Learning: Middle and Early College Models.

[10:13:12 AM](#)

ANNALIES CORBIN, PhD, Founder, President, and CEO, presented on Transforming Learning: Middle and Early College Models. She explained that PAST Foundation is a non-profit provider of transformative education, curriculum design, and workforce development. She said the foundation helps expansion of robust education system specifically targeted for workforce development. She explained PAST stands for Partnering Anthropology with Science and Technology and was formed in 2000. It challenges students to link learning to real life through hands-on student-centered activities and instruction. She added PAST works very closely with community partners, school administrators, teachers, and business and hosts students at the PAST Innovation Lab in Columbus, Ohio.

[10:16:10 AM](#)

DR. CORBIN spoke to definitions examined in previous presentations. She said most states legislate what the differences are in the terminology. She remarked for the purposes of the presentations, she would be speaking largely of dual enrollment and early and middle college opportunities.

DR. CORBIN addressed the development of middle - early college programs in slide 4. The graphic shows a timeline from 1974 through 2024. She emphasized that serving the needs of the local communities in developing the programs is key. She said the PAST Foundation currently works in 38 states. She spoke to the different terminology used. She underlined that many times the types of programs are intermixed.

DR. CORBIN said the programs were now trying to avoid "skimming" the high achieving students and offering them yet more opportunities and were beginning to focus on at-risk students.

[10:20:41 AM](#)

DR. CORBIN addressed the middle college school model on slide 5, which read as follows [original punctuation provided]:

- High Schools grade 11-13 and also enrolled part time in classes at a partner post-secondary institution;
- Secondary schools, authorized to grant diplomas in their own name;
- Located on college campuses across the nation;
- Small student populations focusing on historically underserved and underrepresented in college;
- No cost college access working towards earning an Associates degree.

DR. CORBIN advanced to slide 6 on the early college school model, which read as follows [original punctuation provided]:

- Compressed high schools grades 9-12 with integrated high school and collegiate curricula;
- Located on or near college campuses across the nation;
- Small student populations focusing on historically underserved and underrepresented in college;
- No cost college access - dual enrollment
- Stepped increases in the percent of graduates earning college credits, earning more than one year's worth of college credits, and earning an Associate's degree or two years of college.

[10:22:55 AM](#)

DR. CORBIN spoke to the meshing of ideology in slide 7. She said that in many ways it can be a good thing, but in some ways it can be confusing. She spoke specifically to technical education. She said middle-early colleges can focus on STEM and high-tech training. She pointed out that many programs are based on changing student readiness and reducing remediation.

DR. CORBIN spoke to statistics on slide 8. She pointed out that millennials will account for 50 percent of the workforce by 2025.

DR. CORBIN pointed to the P-TECH program design model on slide 9. She underlined that the involvement of business and industry partners in the implementation of programs is crucial, adding that those that did not involve industry were not as successful.

She emphasized there needs to be very strong student support for all of the programs.

[10:28:52 AM](#)

DR. CORBIN spoke to a misalignment in business needs and workforce readiness. She pointed to the PAST Innovation Lab - Pathways to Workforce in slide 10. She suggested realigning middle school and moving early college preparatory components into 11-12 grades. The slide shows what the programs would look like.

DR. CORBIN described the PAST Innovation Lab Summer Institute Series in slide 11. She said the Sprouts program focuses on agriculture in a six-week summer school aimed at year 11 early college students.

CHAIR STEVENS said he would be interested in hearing more about grade 13 as the presentations went on.

[10:34:20 AM](#)

CHAIR STEVENS announced the next presentation would be from Dr. Michelau on Earning Postsecondary Credit While in High School: Increasing Student Success in Alaska.

[10:35:21 AM](#)

DEMAREE MICHELAU, PhD, Incoming President, Western Interstate Commission for Higher Education (WICHE), presented on Earning Postsecondary Credit While in High School: Increasing Student Success in Alaska.

[10:38:35 AM](#)

DR. MICHELAU spoke to WICHE'S role in the region in slide 3:

- Promotes access and excellence in higher education for all citizens of the West through:
 - o Regional collaboration
 - o Resource sharing
 - o Sound public policy
 - o Innovation

DR. MICHELAU addressed Alaska's current position as compared with other states in slides 4-6. She said that for every 100 9th graders, nationally 83 students graduate from high school, while

in Alaska only 76 students graduate. In Alaska 33 enter college, while the national number is 53. Idaho is second, at 35. The following slide shows how many of those 100 9th graders are still enrolled in their sophomore year. Alaska is at 22, while the national number is 37.

DR. MICHELAU spoke to Alaska's population centers in slide 7. She noted that 68 percent of the state population resides in 3 boroughs.

DR. MICHELAU moved to slide 9 on Program Design: Key Elements, which read as follows [original punctuation provided]:

- Colorado: Concurrent Enrollment and ASCENT
- Hawaii: Early College and Dual Enrollment
- Washington: Dual Credit (Running Start, College in the High School)
- Idaho: Advanced Learning Opportunities

DR. MICHELAU added that Colorado also has a concurrent enrollment program for remediation. She defined concurrent enrollment as it applies to Colorado, and briefly explained the ASCENT program.

DR. MICHELAU addressed program goals in slide 10, which read as follows [original punctuation provided]:

- Colorado:
 - Broaden access to and improve the quality of concurrent enrollment programs
 - Improve coordination between institutions of secondary education and institutions of higher education
 - Ensure financial transparency and accountability
- Hawaii and Washington
 - Increase access to and participation in postsecondary education
- Idaho
 - Increase "go on" rate

DR. MICHELAU gave some details for each program.

DR. MICHELAU addressed the funding approaches in slide 11 which read as follows [original punctuation provided]:

- Colorado:
 - Costs are generally paid by the K-12 school district and the postsecondary institution (comfortable with double dipping)
- Hawaii
 - Primarily relies on grants to cover the costs of Running Start and Early College
- Washington
 - School districts cover the cost of tuition
 - Running Start students pay for fees, books, and transportation
- Idaho:
 - State provides \$4,125 for high school students to use towards advanced opportunities

DR. MICHELAU presented the relative populations of western states with population centers in slides 12-15.

[10:52:13 AM](#)

DR. MICHELAU addressed program participation for 2016-2017 in Colorado in slide 16. She highlighted that the great majority of students were attending two-years institutions in concurrent enrollment. She stated that almost 42,000 students, or 32 percent of Colorado 11th and 12th graders, attend dual or concurrent enrollment programs. She moved to the graph showing Colorado concurrent enrollment participation by race and ethnicity from 2009-2016. The graph showed increased enrollment for all groups. She showed a map showing concentration of participation in Colorado, specifying the white area in the map is mountainous and therefore less populated.

DR. MICHELAU briefly spoke to funding for each of the other four states and the respective programs. She said the benefit of concurrent enrollment for students from economically disadvantaged families is considerably higher. She pointed out the growth in credit hours in each program. She added that Washington in 2016 had expanded the scope of its dual credit programs.

[10:58:02 AM](#)

DR. MICHELAU summed up her remarks in slide 27, which read as follows [original punctuation provided]:

- Be clear about the program's goal, and leave the implementation to those on the ground
- Focus on outcomes, not process
- Design a program that is flexible and responsive to different needs in different areas of the state
 - Avoid a one size fits all approach
- Avoid creating barriers for those already doing the work and for those wishing to start
- Evaluation is key; establish clear metrics by which you will know if you are successful

[10:59:47 AM](#)

SENATOR COGHILL asked about funding sources, such as the "double dipping" or cost-sharing model. He surmised there may be a need for something similar in Alaska.

DR. MICHELAU clarified that she was referring to state support for both K-12 and postsecondary education systems. She added that the money per student stays with that student as they move through the system.

SENATOR COGHILL suggested there may be answers forthcoming come the university and the districts.

CHAIR STEVENS stated there are such wide differences in regional and economic groups and the relative academic success. He posited the issue may be tied to poverty.

[11:03:07 AM](#)

SENATOR HUGHES asked about capacity in the programs with the approach to both high-risk and high-achieving students.

DR. MICHELAU said that some states require notification. She added that measuring capacity in education is a difficult task and can be seen in the impact on state budgets. She pointed to Colorado and Washington which had decided to invest in underserved students. She mentioned the Running Start gap in which the state gave money to the institution but did not cover all the costs. She said some states were looking to meet workforce needs of the future and had to set goals accordingly.

[11:07:51 AM](#)

SENATOR HUGHES asked to receive additional information regarding the notification process and whether it would affect the availability of the program to all students. She wondered whether the goal would be affected by availability.

DR. MICHELAU said she had not heard that the notification element had created capacity problems, but that perhaps there were budget challenges.

CHAIR STEVENS announced the next presentation would be on UA Bridging Programs.

11:10:40 AM

JAMES "JIM" R. JOHNSEN, President, Statewide Programs & Services, University of Alaska, presented on UA Bridging Programs. He remarked that the issue of education in Alaska will require the efforts of all concerned parties to improve. He spoke to definitions of the culture of education. He used the metaphor of an iceberg in which under water there is a large chunk of underlying beliefs. He stated it is very hard to change a culture.

11:15:23 AM

PRESIDENT JOHNSEN spoke the problem of educational attainment on slide 4, which read as follows [original punctuation provided]:

- Alaska lags the nation in educational attainment
- Educational attainment is strongly correlated with
 - income
 - health status
 - community engagement, and
 - economic development

PRESIDENT JOHNSEN pointed out that 67 percent of 9th grade pupils in the state do not go on to postsecondary education. He mentioned that all of the states in the lower end of the graphs in the previous presentation were western states. He added that Alaska is 50th in the country for job growth, with the highest unemployment and highest health care costs. He spoke to the effects of crime across the state. He said, "People who have educations typically have jobs and don't engage in criminal behavior." He compared the situation in Alaska with that in Massachusetts, which is first in the country for the same

criteria. He said the one-year economic value of companies spawned by Massachusetts Institute of Technology (MIT) is \$1.9 trillion.

[11:19:22 AM](#)

PRESIDENT JOHNSEN shared the top five priorities, which read as follows [original punctuation provided]:

- Economic development
- Workforce development
- Research
- Cost-effective operations
- Increasing educational attainment

PRESIDENT JOHNSEN described the plan to increase educational attainment in slide 5, which read as follows [original punctuation provided]:

- Partner with employers
- Partner with K-12
- Improve internal processes

PRESIDENT JOHNSEN moved to slide 6, "Effective Solution: Bridging programs", which read as follows [original punctuation provided]:

- Improves college access
- Provides equity across socioeconomic lines
- Encourages college readiness
- Increases likelihood of postsecondary enrollment and completion
- Increases cost effectiveness of public investment in education
- Strengthens "agency" among students

PRESIDENT JOHNSEN added that there had been a 40 percent decline in the need for remedial services due to the bridging programs.

[11:21:48 AM](#)

PRESIDENT JOHNSEN directed attention to the map of Alaska on slide 8 showing all locations in the University of Alaska. He highlighted that there is discounted tuition available for

occupation endorsement programs across the state. He added that tuition is already low compared to other western states.

PRESIDENT JOHNSEN spoke to the Board of Regents dual enrollment policy adopted in September 2015. He further outlined the related regulation on slide 11, which read as follows [original punctuation provided]:

Regulations (R10.05.0125.) approved June 2018

Includes:

- Definitions
- Parental/legal guardian authorization
- Course requirements

PRESIDENT JOHNSEN referred to the graph on slide 12 showing increases in UA dual enrollment. He said there is around 15 percent participation of high school juniors and seniors. He pointed to a 94 percent increase in credit hours, and a 50 percent increase in head count over a 2-year period.

[11:25:09 AM](#)

PRESIDENT JOHNSEN spoke to the UA Bridging Programs on slide 13, which read as follows [original punctuation provided]:

- Middle College
- Alaska Native Science & Engineering Program
- Alaska Area Health Education Centers
- Educators Rising Alaska
- JumpStart Program
- Rural Alaska Honors Institute

PRESIDENT JOHNSEN turned to slide 14, Middle College Programs, which read as follows [original punctuation provided]:

Purpose

To reduce barriers of higher education attainment by providing college access to traditionally underserved populations.

University and School District Partnership

- Partnering school district covers tuition and fees
- Dedicated high school counselor and college academic advisor

Program Model

- Satisfy high school graduation requirements while earning college credits toward a degree
- Full college classroom integration

PRESIDENT JOHNSEN added that the Matanuska-Susitna students have a designated area of the campus at University of Alaska, Anchorage.

[11:27:14 AM](#)

PRESIDENT JOHNSEN moved to the graph on slide 15 showing the areas of interest of the student coursework. He pointed to STEM and health sciences as considerably strong. He said he would like to see more in the education arena.

PRESIDENT JOHNSEN referred to slide 16 showing that nearly 60 percent of middle college students attend UA. He stated 16 percent of traditional students attend UA. He added that students have to place in college level math and/or writing and must have a GPA of 2.5 or above. He underlined that 53 percent of students identify with one or more ethnic minority groups. He noted that school districts pay the tuition. He indicated he thinks the tuition is less than the base student allocation (BSA). He stated average tuition at UA is \$8,000, and the MatSu and Anchorage, Alaska school districts pay \$50 thousand in administrative costs. He pointed out that there is no additional funding going into the programs. Tuition does not pay the full educational bill; however, student share is about the same as for any higher education student in the state.

[11:30:25 AM](#)

PRESIDENT JOHNSEN addressed the Alaska Native Science & Engineering Program (ANSEP) program in slide 17. He underlined the program has an emphasis on STEM. He said the program is a serious contribution to workforce and economic development. He said there is a partnership with school districts across the state.

PRESIDENT JOHNSEN said that ANSEP math results are three times higher than the national average. He added 95 percent of the summer bridge program participants go on to finish a STEM degree. He said the program has already graduated two PhDs in engineering who are now faculty of the UA. He spoke to the

importance of preparing Alaska Native faculty who could help increase Alaska Native participation in higher education.

[11:34:15 AM](#)

PRESIDENT JOHNSEN addressed the Alaska Area Health Education Centers (AHEC) on slide 19. The program provides health care training to secondary students in rural and/or underserved areas. He emphasized the importance of "homegrown" health care professionals.

PRESIDENT JOHNSEN spoke to the AHEC Bridging Opportunities on slide 20, which read as follows [original punctuation provided]:

- Allied Health & Behavioral Health Camps
- STEM Instruction for ANSEP Acceleration Academy
- Alaska Military Youth Academy Health Pre-apprenticeship

PRESIDENT JOHNSEN gave AHEC numbers for the academic year September 2016 - August 2017, which read as follows [original punctuation provided]:

- 794 students
- 167 students earned 469 college credits
- 560 certificates earned

PRESIDENT JOHNSEN spoke to education as a high priority for Alaska. He mentioned that large numbers of teachers are brought in from out of state, and there is very high turnover. He addressed Educators Rising Alaska, which helps to create teachers all over Alaska. He presented Educators Rising Alaska by the Numbers in slide 23, which read as follows [original punctuation provided]:

- Became a national state affiliate in April 2017
- First year participation (AY18)
 - o 164 students
 - o 28 school districts
 - o 65 schools

[11:37:26 AM](#)

PRESIDENT JOHNSEN addressed the Kenai Peninsula College JumpStart program which offsets tuition costs for college

credits to \$71 per credit. He reviewed the statistics, which read as follows [original punctuation provided]:

- Total number of students served in AY18 = 346
- Total number of credits for AY18 = 1,450
- Kenai Peninsula Borough School District covers ~\$200K in tuition annually

PRESIDENT JOHNSEN spoke to the importance of summer programs. He talked about the memory loss or "summer dip" which occurs while students are out of school in the summer. He relayed a personal account of discussing summer breaks with a retired educator in Germany, where the summer break is only six weeks long.

PRESIDENT JOHNSEN described the Rural Alaska Honors Institute (RAHI) on slide 26, which read as follows [original punctuation provided]:

Founded at the request of the Alaska Federation of Natives in 1983 to prepare rural and Alaska Native high school students for academic excellence and college success.

High school students attend a 6-week summer session on campus and earn up to 11 college credits.

PRESIDENT JOHNSEN presented the statistics on the program since 1983 on slide 27, which read as follows [original punctuation provided]:

- 143 Certificates
- 270 Associate Degrees
- 463 Baccalaureate Degrees
- 118 Masters Degrees
- 9 Law Degrees
- 15 Doctorate Degrees
- 32 Professional Certifications

PRESIDENT JOHNSEN added that companies such as Shell Oil, Alyeska, First National Bank, and insurance companies support the program. He described an encounter with the graduates, in which one student suggested, "We need a high-growth mindset in our state."

[11:41:54 AM](#)

PRESIDENT JOHNSEN went on to discuss research programs at UA on slide 29, which read as follows [original punctuation provided]:

UAA/ISER Center for Education Policy Research

- College & Career Readiness
- Teacher Supply & Demand
- Indigenous & Arctic Education

UAF School of Education

- Developing and supporting K-12 Indigenous and place-based teaching
- Strategic support of Alaska Native high school students interested in teaching
- STEM teacher recruitment and support

PRESIDENT JOHNSEN spoke to restructuring in teacher education that had gone on at UA. He said the School of Education at UAF is currently in the College of Natural Science and Math to bolster training in STEM education. He said the university is working with WICHE, ECS, and the National Council of State Legislators to study the effectiveness of the programs.

PRESIDENT JOHNSEN addressed expansion and alignment in slide 30, which read as follows [original punctuation provided]:

Expansion of:

- Bridging Programs
- Distance Delivery
- Approved Teachers
- Industry Credentials

Alignment to:

- Degree Pathways
- Workforce Needs
- Employment
- Graduate and Professional Education

PRESIDENT JOHNSEN spoke to legislative opportunities in slide 31, which read as follows [original punctuation provided]:

Current Opportunities

- Technical Vocational Education Program (TVEP) Reauthorization in 2020

Future Opportunities

- More options to meet regional and student needs

- Align with state priorities
- Provide quality assurance
- Support equity
- Expand access (including online)

[11:46:30 AM](#)

CHAIR STEVENS remarked on the statement that 60 percent of the middle college pupils attend UA.

[11:47:57 AM](#)

SENATOR HUGHES asked about the 40 percent decline in lack of college readiness. She asked whether it regarded all students.

PRESIDENT JOHNSEN answered, "All first-year students," and added that not a single middle college graduate from Matanuska-Susitna needed remedial preparation.

SENATOR HUGHES asked whether it was over the past one or two years.

PRESIDENT JOHNSEN answered, "Since 2014."

[11:49:19 AM](#)

SENATOR COGHILL suggested not all pupils would turn out to be college material. He remarked some of the certifications were very helpful. He emphasized the importance of listening to the business community. He asked about industry involvement.

PRESIDENT JOHNSEN clarified that he was including all technical programs in his description of college, and that the lion's share of student interest was in those areas. He stated that the 13 community campuses across the state are aimed at technical preparation. He pointed to a request in the capital budget for \$2 million for digital fabrication laboratories around the state. He said there are some in Dillingham, Fairbanks, and Anchorage, Alaska.

SENATOR COGHILL addressed Alaska's "international geography." He opined that the STEM arena may be the growth area for the state. He asked whether it trickles down into the conversation with other educators to encourage students to think "that broadly."

PRESIDENT JOHNSEN answered in the affirmative. He added that Alaska is number one on the planet for Arctic research. He said it is also a business with a workforce of around 1,500 people. He said training is important and if the state does not do it, people from outside Alaska will take on those jobs.

SENATOR COGHILL said he would attempt to pursue some answers from his local K-12 educators about inspiring youngsters.

[11:58:45 AM](#)

SENATOR HUGHES asked about funding for administration costs. She asked what the middle colleges looked like from the university end.

PRESIDENT JOHNSEN answered that for UAA most of the legal and administrative work has been done, so adding new middle college high schools would not require that work to be done again. He added this is foundation money for some of the programs. He responded to the questions of whom the programs were attempting to capture, high-risk students or high-achieving students, "Yes, and..." He gave his personal experience with enrolling in college and ceasing to attend high school. He said there are a lot of young people who need to be kept engaged in the education process.

[12:02:20 PM](#)

SENATOR BEGICH asked about new technologies and how programs are addressing them.

PRESIDENT JOHNSEN noted there is an Alaska Science Research Academy where bright kids are working on bioengineering and robotics. He stated he looked forward to sharing information soon. He noted there is a need to think a little more creatively about future success. If there is interest in ensuring grandchildren of today success, it needs to begin now. He added, "We are at the bottom of the pack."

CHAIR STEVENS spoke to counseling of students and parents.

PRESIDENT JOHNSEN said that schools provide a lot of critical counseling. He underlined the focus on safety. He said there is a specific training programs to ensure minors are looked after on campus. He mentioned federal laws regulating minors on campus.

CHAIR STEVENS clarified his earlier "turf issues" comment. He specified he did not intend the university, but a few recalcitrant school districts.

[12:07:38 PM](#)

REPRESENTATIVE REINBOLD mentioned the budget. She asked about unfilled positions and whether the total operating costs have gone down.

PRESIDENT JOHNSEN answered that there is a chart which he could share with the committee. He said there is a total of 1,200 people employed across the UA system.

REPRESENTATIVE REINBOLD said she hopes the university can become independent without coming to the legislature every year.

[12:10:11 PM](#)

The Joint House and Senate Education Standing Committee took an at-ease from 12:10 p.m. to 12:40 p.m.

[12:40:30 PM](#)

CHAIR STEVENS announced the next presentation would be Alaska Commission on Postsecondary Education Middle College and Bridging Programs.

[12:40:46 PM](#)

STEPHANIE BUTLER, Executive Director, Alaska Commission on Postsecondary Education (ACPE), presented on ACPE's Middle College and Bridging Programs. She said the middle college is not part of ACPE's expertise, but it is part of the opportunities to ensure success in higher education.

MS. BUTLER described the mission of ACPE in slide 3, which read as follows [original punctuation provided]:

ACPE promotes access to and success in education and career training beyond high school.

- Education planning tools and resources
- Advocacy and support for postsecondary participation in Alaska
- Financial aid for college and career training
- Consumer protection through private school licensing

- Alaska education outcomes analysis

MS. BUTLER spoke briefly to funding, explaining that ACPE is funded by the Alaska Student Loan Corporation and provides benefits and services to Alaska students, their families, and schools without draw on the State's General Fund (GF). She answered Senator Stevens' questions by stating that the funds are always awarded to students and not to institutions. Students can determine where they will use the funds.

MS. BUTLER spoke to the ACPE Nexus with Middle College and Bridging Programs in slide 5, which read as follows [original punctuation provided]:

Education planning tools

- Awareness of benefits of bridging programs and how to prepare for success with such programs

Advocacy for participation in Alaska

- Awareness of connections with low-cost, high-quality public and private programs in Alaska

Student financial aid

- Awareness of options and caveats; financial literacy

Consumer protection

- Education consumer education and institutional authorization

Alaska education outcomes analysis

- Outcomes and return-on-investment information

MS. BUTLER explained that planning for college can be overwhelming. The ACPE planning tools are in place to aid in preparation. She mentioned efforts to stop inappropriate behavior in advertising training programs.

[12:47:15 PM](#)

MS. BUTLER outlined the Alaska Middle College and Bridging Programs (Examples) on slide 6, which read as follows [original punctuation provided]:

- University of Alaska programs (multiple)
- Alaska Pacific University (early honors)
- Ilisagvik College (dual enrollment)
- AVTEC (high school training)

MS. BUTLER spoke to Additional Early College Options on slide 7:

- International Baccalaureate (West High)
- CLEP testing
- Summer college
- Advanced placement (AP) testing
- Internships (limited options)

MS. BUTLER underlined that there is no guarantee that college credit will be earned by participating in the programs.

MS. BUTLER spoke briefly to Potential Benefits of Bridging Programs on slide 8, which read as follows [original punctuation provided]:

- Increased high school graduation rates
- Increased college enrollment rates
- Higher college GPAs
- Greater college persistence and faster progress to graduation
- Larger benefits to traditionally underrepresented populations (males and low-income students)
- Include collegiate and CTE tracks

12:50:30 PM

MS. BUTLER highlighted potential barriers to Bridging Program participation can be financial, academic, or informational, which read as follows [original punctuation provided]:

Financial considerations:

- Generally lower-cost than enrolling directly in college, but not generally eligible for federal financial aid, Alaska Performance Scholarship, Alaska Education Grant or Alaska Student Loans
- Programs that do result in financial aid eligibility may also result in exhausting financial aid early

Academic considerations:

- Students must be prepared for academic rigor
- GPAs in collegiate courses become part of students' college transcripts

Informational considerations:

- Students need to understand processes and bureaucracies to enroll in programs
- Students need to understand benefits

[12:53:01 PM](#)

MS. BUTLER described how ACPE can help in slide 13, which read as follows [original punctuation provided]:

- Success Centers in-person (Dimond Mall and UAA Enrollment Services) and telephone/distance coaching and assistance
- Alaska College and Career Advising Consortium (ACAC) initiatives, including mentoring provided through partners
- AKCIS online planning tools (www.akcis.org)
- Financial aid and higher education outreach events

MS. BUTLER said that students who do not come from a family college culture can struggle with the processes for enrollment and assistance. She pointed to one-on-one coaching and mentoring that is available through ACPE.

MS. BUTLER informed that Senator Hughes serves on the commission.

[12:56:02 PM](#)

CHAIR STEVENS asked about changes to Free Application for Federal Student Aid (FAFSA) aimed at making the process simpler.

MS. BUTLER answered that it has been changed somewhat to be more digital in nature. She added that there are also outreach events in communities.

[12:56:52 PM](#)

SENATOR HUGHES asked about streamlining counselling in schools and colleges, especially in Anchorage, Alaska, as there are two locations in that city.

MS. BUTLER clarified that the aim is connecting students with people at their schools.

SENATOR HUGHES asked whether middle school students are being served by the program and whether it could take on what the districts are currently paying for in terms of advisors.

MS. BUTLER answered that some middle school students are served. She deferred to Rebekah Matrosova to describe work done with those students. She added that schools will sponsor ACPE to come to the schools as they do not have advisors to go through the FAFSA program.

[1:00:11 PM](#)

[Due to audio difficulties, the testimony is difficult to hear.]

REBEKAH MATROSOVA, Director, Outreach & Early Awareness, Alaska Commission on Postsecondary Education (ACPE), answered there is college [indisc.] at the school level. She added that services to middle college students are not tracked but [indisc.] provide services generically [indisc.] offer informational workshops [indisc.] what the commission does is supplemental [indisc.] to what is already happening.

[1:03:43 PM](#)

SENATOR HUGHES asked whether ACPE would come in to the school in the event that the school district could not provide advisors.

MS. MATROSOVA answered that there are certain areas in which ACPE has expertise that are aligned with the mission [indisc.] other areas that area critical to the success of the programs, such as academic advising, which are not within the scope of the commission's mission [indisc].

MS. BUTLER added that there was an opportunity to streamline. She added that staff and other limits would need to be identified.

REPRESENTATIVE REINBOLD asked about the ANSWERS program.

MS. BUTLER responded that the ANSWERS program had been decommissioned but the related database was still in existence.

REPRESENTATIVE REINBOLD asked which agencies were involved, what kind of data is collected, and who is funding the database.

MS. BUTLER listed the Alaska Commission on Postsecondary Education, Department of Labor & Workforce Development,

Department of Education and Early Development, and UA and noted that currently there was not the funding to continue with that work.

REPRESENTATIVE REINBOLD asked whether the database contained an opt-out.

MS. BUTLER answered there is not an opt-out option.

1:05:50 PM

CHAIR STEVENS asked about foundation formula funds and where they go.

MS. BUTLER deferred to the Department of Education and Early Development and said she would collect the information and provide it subsequently.

CHAIR STEVENS announced the next testimony would be from the executive director of the Association of Alaska School Boards.

1:06:41 PM

NORM WOOTEN, Executive Director, Association of Alaska School Boards (AASB), testified on the AASB and Middle Colleges. He paraphrased his prepared written statement [included in committee packet], which read as follows [original punctuation provided]:

Good Afternoon,

My name is Norm Wooten and I serve as the Executive Director of the Association of Alaska School Boards. Let me begin by saying that my colleague, Dr. Lisa Parady, Executive Director of the Alaska Council of School Administrators, is unable to be here today because of a prior commitment. However, as we consistently collaborate on legislative positions, I am speaking for both of us today. We believe it critical for both our organizations to speak with a common voice as we advocate on issue that had the potential for increasing student achievement within our memberships.

We will always support new concepts that support students within our member districts. We also support the Middle College Concept to provide post-secondary

opportunities for students. As you will hear later in this hearing, there are districts that are already engaged in this work.

First, let me encourage you to be cautionary as you begin this discussion. The educational trend across the United States and even in Alaska is about personalized learning. So, what exactly do we mean by personalized learning? I've broken it down into understandable terms:

1. It is learning delivered in a competency-based progression where each student learns and advances toward clearly defined goals. Assessment is continual and it is about the acquisition of learning rather than "seat time." Students advance and earn credit when they are able to demonstrate mastery of the material.
2. It is about a flexible learning environment where student needs are the driver. Every element of the learning environment responds individually to each student.
3. It is about each student taking charge of, and being responsible for, their own learning. Each student is expected to excel and help create a customized learning path based on his or her interests and goals.

[1:10:24 PM](#)

MR. WOOTEN continued to paraphrase from his written statement as follows [original punctuation provided]:

My point is that personalized learning is not a "one-size-fits-all" model. Every student learns differently - not worse or better - but differently. School districts are making personalized learning work for ALL students. Why? Because it looks at individuals and does not attempt to force them into a mold that is most efficient or affordable for the district. Instead it is about what works best for that student.

When you look at a model, such as the middle college approach, it will be a great opportunity for many students - but not for all of them. What programs are best suited to a district or to specific students is best left up to the local school district.

1:11:25 PM

MR. WOOTEN continued to paraphrase from his written statement as follows [original punctuation provided]:

One of the statutory responsibilities of a school board is the review, selection, and approval of curriculum and curricular material for the district. If it is your intent to look at and recommend the adoption of middle college opportunities for Alaska's students I implore you to leave the final decision up to the local school board with the recommendation of the superintendent where it properly belongs. The state can do much to facilitate and make resources available but local districts know best what works for individual students.

Additionally, if it is your intent to promote a middle college concept that might be available to every school district I strongly suggest that it is worth a state financial investment. Under current state, foundation-funding formula districts have to make difficult choices. Communities are telling school boards they want a full extra-curricular program, art and music instruction, increased electives, counselors, language immersion programs, career/technical education programs, lower pupil/teacher ratios, pre-K programs, summer classes, and a myriad of other needs and wants.

Add to this the great efforts districts are making to increase student achievement on standardized test through interventions and individualized instruction.

We simply cannot continue to ask districts to add "just one more thing" without additional investments into education.

And so, I implore you if it is your intent to encourage or even require a middle college program is to:

1. Leave that decision up to local school districts who know what is best for their students; and

2. Invest in the program so that districts do not have to drop something already in place in order to take on this initiative.

[1:15:15 PM](#)

MR. WOOTEN stated the AASB stands ready to work with entities to help implement the proposal to increase academic achievement in the state.

CHAIR STEVENS clarified that there was no attempt to take power away from local school boards. He said he hoped Mr. Wooten is not saying it has to do with unfunded mandates and that nothing can be done until the money is there.

MR. WOOTEN said he was not saying that at all.

CHAIR STEVENS announced the next presentation would be by Dr. Deena Bishop, Superintendent of the Anchorage School District.

[1:17:11 PM](#)

DEENA BISHOP, PhD., Superintendent, Anchorage School District (ASD), described the make-up of the school district in terms of ethnicity and languages spoken. She said minority groups make up over 50 percent of the total student population. She went on to describe the variables that impact instruction. She pointed out that 53 percent of the students are economically disadvantaged. She spoke briefly to the cultural capital that comes with students of means as opposed to students who do not have parents who attended college.

DR. BISHOP outlined ASD Opportunities by Choices on slide 5. She focused on Alaska Middle College School (AMCS). She explained the development of the school. She said the state provides funds for students, but it depends on school size. She said a new funding source had been developed, and the school funds itself without taking money from anywhere else. She added that the Eagle River campus is the largest and most successful part.

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DR. BISHOP spoke to CTE as a driver in slide 6, which read as follows [original punctuation provided]:

CTE Concentrators

- Students completing two full credits of CTE in their high school years
 - Had a graduation rate of 92.8 percent
- Students with disabilities
- CTE concentrators had a graduation rate of 83 percent
 - NOT CTE concentrators had a graduation rate of 53 percent

DR. BISHOP gave some background and history of the program. She said the main idea was that the program did not want to become a high school. Students take college placement exams or Accuplacer for the English Language Arts or Math. The main guarantee is that students who participate will be college-ready. She gave personal experience of her daughter's interest in staying in her school in order to show that programs need to be matched to where children are. She explained that model for the middle college was the early-middle college model. She said that when students get on to the campus, they love the program and stay.

DR. BISHOP outlined AMCS on slide 7, which read as follows [original punctuation provided]:

- In collaboration with UAA
- Provides opportunities for high school juniors and seniors to earn college credit on a college campus (place based)
 - Concurrent enrollment
 - Dual credit

DR. BISHOP said the partnership between schools and UA is crucial. She said the state has different outcomes for high school students and college students. She mentioned Title IX rules regarding students. She shared the story of a bright student who was counseled out into the UA program. He had struggled with the structure of the college setting. She said there are FAFSA regulations regarding student aid and grades. She added the student was directed to online learning and had successfully completed the program.

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DR. BISHOP spoke to related costs in slide 8. She explained that funding comes from the state and a small portion comes from

the federal government. She added that UAA fees are paid by credit and that the cost does include books and transportation.

DR. BISHOP described the development of Matanuska-Susitna Middle College School. She underlined that the total credits earned in 2017-2018 was 1,437.

DR. BISHOP described the CERC - Chugiak - Eagle River Campus in slide 12. She stated it is the largest program and she indicated that total credits earned in CERC, UAA Main, ANSEP in 2018-2019 will be 2,760.

DR. BISHOP provided information on the demographics of AMCS for 2018-2019 in slide 13. She pointed to the male-female ratio. She stated that 61.5 percent of students in 2018-2019 are white. She gave the example of outreach through approaching a black church group which had resulted in 15 new students the following day. She explained knowledge is shared beyond traditional media through community outreach.

[1:35:08 PM](#)

DR. BISHOP gave results of student feedback on slide 14, which read as follows [original punctuation provided]:

- Collected during the midterm gathering at the Main Campus
- Students reported best features as:
 - Sense of independence and responsibility
 - Flexibility in schedule
 - Ability to get ahead in college
- Students reported best resources as
 - Anchorage School District teachers
 - Resources available on campus to support emotionally and academically
- Students reported math as the most challenging subject

[1:37:50 PM](#)

DR. BISHOP gave the collected parent feedback on slide 15, which read as follows [original punctuation provided]:

- Collected during the parent gathering at Main Campus
- Parents reported best features as:

- o College environment
- o Challenging coursework
- o Opportunity to get a head start on college while fulfilling high school graduation requirements
- Parents appreciate support their students are given by ASD staff as they transition to college level work

DR. BISHOP spoke to successes on slide 16, which read as follows [original punctuation provided]:

2017-2018

- Two graduates earned enough credit for a Associates Degree

2018-2019

- Five National Merit Scholar Semifinalists
- One senior will graduate May 2019 with a Bachelor's Degree in Mathematics

DR. BISHOP reiterated the partnership aspect of the programs.

CHAIR STEVENS asked for confirmation that not all students go on to the college campus, and some classes happen on the school campus.

DR. BISHOP answered that the primary way they offer credits is through the middle college school. She added a lot of the high school teachers are adjuncts at the university.

[1:40:36 PM](#)

SENATOR HUGHES asked for further information regarding the middle college students on the university campus. She asked about extracurricular activities.

DR. BISHOP answered that school activities occur at the students' home high school. She said the students also have a college ID and can attend college events as well. She explained the location of the main hub on campus for the students. She added the counselors and advisors are located there.

SENATOR HUGHES asked whether the teachers are teaching to classes or whether college professors come to the middle college to teach.

DR. BISHOP answered that instructors only teach in the evening or as adjunct teachers at UAA. She added that ANSEP has its own teachers and is operated in a cohort model.

SENATOR HUGHES asked where the cohort is located.

DR. BISHOP answered that ANSEP is located in the ANSEP building on [UAA] campus.

[1:45:37 PM](#)

REPRESENTATIVE REINBOLD asked why Chugiak/Eagle River campus is so cost effective and successful.

DR. BISHOP opined it was because from the "get-go" there were people who want success. She underlined some of the initial difficulties of setting up the program.

[1:48:03 PM](#)

KATHY MOFFITT, Director, Administrative Projects, Anchorage School District (ASD), indicated she had been first principal of that school. She added that parents had been invited in to the process.

SENATOR COGHILL asked how students see the opportunity. He asked how Dr. Bishop sees the management working.

DR. BISHOP answered that there is a need to teach kids from the beginning to become college-ready. She spoke to the communication that occurs through advisors so that parents and students know the program exists to help them get to college level. She added that in Matanuska-Susitna, the majority of students left school with a total of 48 college credits. She said the majority stay but UAA credits transfer and some go to college out of state.

[1:52:19 PM](#)

REPRESENTATIVE KOPP mentioned the benefit of saving a year of college tuition and the effect of driving down student loan debt.

SENATOR STEVENS mentioned students coasting through senior year and asked how this is addressed.

DR. BISHOP said they find that when students are doing well, they do take a break. She underlined that the program allows for an on-ramp and off-ramp. She added that for some, another program is more suitable.

[1:55:47 PM](#)

SENATOR HUGHES spoke to the different development of boys and girls. She noted the higher number of girls enrolled.

DR. BISHOP deferred to Ms. Moffitt.

MS. MOFFITT answered that females were ready to move on to college level courses and environment. She said boys are motivated differently and often are happier in the high school environment.

[1:57:32 PM](#)

REPRESENTATIVE REINBOLD spoke to curriculum. She said municipalities are stressed that they don't have contracts right now. She said she had heard that teachers wanted more input on the curriculum. She mentioned Saxon Math and Spalding Reading rather than the "goofy-go math."

DR. BISHOP answered the key terms were on academic freedom. She said teaching occurs within a framework of autonomy, but the program has to be monitored and changed as appropriate. She said the program includes an awareness of phonics.

CHAIR STEVENS announced that the next presentation would be on the Kodiak Middle College.

[1:59:11 PM](#)

[Due to audio difficulties, the testimony is difficult to hear.]

DR. LARRY LEDOUX, Superintendent, Kodiak Island Borough School District (KIBSD), said the mission of the KIBSD is to ensure that all students are work-ready and college-ready [indisc.] President Johnsen talking about 2040 [indisc.] He said the district is taking a close look at providing leadership to parents who do not have access to pre-school. He emphasized that the work done in the Kodiak Middle College will not have effect if the children are not prepared early on.

[2:03:11 PM](#)

MELISSA HAFFEMAN, Principal, Kodiak Middle School, Kodiak Island Borough School District (KIBSD) presented on the Kodiak Middle College. She mentioned that as a fishing community, it is important to educate welders and construction workers. She spoke to partnerships with Kodiak College, the need to reach out to employers to ascertain their needs as well as the need to improve internal processes.

MS. HAFFEMAN spoke to Current Misalignment Pre-School through Post-Secondary in slide 2. She said significant work is needed to improve the transition from elementary to middle school. She spoke of a "dip" at 6th grade and again in 9th grade when pupils transition into high school.

[2:08:01 PM](#)

MS. HAFFEMAN advanced to slide 3, Middle College Design Necessitates Alignment System-Wide. She mentioned a forthcoming pre-school grant will give each child in Kodiak, Alaska, access to pre-school. She spoke of backwards design, or "back scaffolding" of the system, so that middle school students start to explore their interests towards an AA or certificate.

MS. HAFFEMAN addressed slide 5 on Raising the Bar to Create a Vacuum. She said that raising the bar at the highest level, at 11th and 12th grade, necessitates preparation at the earliest stages of school.

[2:11:58 PM](#)

MS. HAFFEMAN addressed slide 8 on Personalized Education Plans. She said she hears that only parents who don't work or who can come into the school regularly are aware of the programs. She said there is a need to make them transparent for all families in a variety of languages. She said parental and student notification needs to begin in 6th grade so that students are taking preparatory classes early in order to reach a determined level by high school and on to postsecondary education.

MS. HAFFEMAN spoke to slide 10 on Current College Credits offerings at Kodiak High School:

1. Advanced Placement Courses
2. Concurrent Enrollment with Kodiak College
3. College Credit through University of Alaska Southeast

MS. HAFFEMAN presented an overview of AP courses. She stated the school does not have wrap-around services such as counselling to move onto the pathway for degrees. Some classes are available, but none are articulated into a comprehensive pathway.

MS. HAFFEMAN gave a sample view in a program designed to "grow your own" teachers in Kodiak, Alaska, as well as a standard pathway.

2:16:40 PM

DR. MEL LEVAN, Principal, Kodiak High School, Kodiak Island Borough School District (KIBSD) introduced himself.

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REPRESENTATIVE KOPP spoke to athletics and highlighted that in 2016 there was the only under-four-minute mile run on the Kodiak school track. He praised the approach to hard work and excellence at the school.

SENATOR STEVENS asked about funding through the district.

[Due to audio difficulties, the testimony is difficult to hear.]

DR. LEDOUX answered that many mechanisms had been used for funding over the years. Statewide correspondence program [indisc.] half their classes through state-wide correspondence courses. [indisc.] want the mixture [indisc.] parents can opt to pay for some of the college classes [indisc.] AP classes or concurrent enrollment [indisc.]

2:22:39 PM

SENATOR HUGHES mentioned that one of the toughest things is working with the university. She expressed her hope it would have gotten easier and asked about the expected timeline for officially offering middle college options.

DR. LEDOUX answered he is about to sign a contract. He said the university had been exemplary in helping develop the program. He added that every UA administrator had expressed support. He said the largest university in the state has said it wants to help and it has worked out very well. He added that he represents one district [indisc.] He underlined that many of

the district graduates are successful; however, the mission statement says "all". [indisc.] surmised that when that happens there will be middle college for all students in the state.

SENATOR HUGHES reiterated the aim to provide opportunities for all students in Kodiak, Alaska. She asked whether middle college will focus on higher risk students.

DR. LEDOUX suggested that once the programs are put in place, there will be fewer at-risk students.

[2:26:39 PM](#)

CHAIR STEVENS announced the final presentation would be the Matanuska-Susitna Middle College.

[2:26:55 PM](#)

AMY SPARGO, Assistant Superintendent of Instruction, Matanuska-Susitna Borough (MSBSD), stated her presentation would provide a practitioner's point of view.

[2:27:45 PM](#)

MS. SPARGO gave a brief overview of the presentation before moving on to slide 2 on Dual Credit in the Mat-Su, which read as follows [original punctuation provided]:

- Advanced Placement (AP) and International Baccalaureate (IB)
- CTE Articulated Courses (Tech Prep) at each high school - \$25/credit
- Concurrent enrollment for Math - \$40/credit
- Mat-Su Central allotment for tuition
- Mat-Su Middle College School
- ANSEP Acceleration High School Program at Career Tech High School - \$5,000/student

MS. SPARGO described the Tech Prep programs. She said the most recent course added was process technology. She said many students participate in Mat-Su Central part time and traditional school classes, such as welding, at the same time. She said some students attend traditional school and get an allotment to take college courses as well.

[2:30:31 PM](#)

SENATOR HUGHES specified Mat-Su Central is the local homeschool program which is the largest school in the district.

[2:30:50 PM](#)

MS. SPARGO said 10 percent of students enrolled in some form in Mat-Su Central, around 1,700 students. She added there is also concurrent enrolment for Math 121, wherein a high school teacher teaches the college coursework in the high school. She addressed the fact that math is the course with the most frequent need for remediation. She went on to describe the ANSEP program. She said the program is subsidized with grants so has no extended cost for the district.

[2:32:40 PM](#)

MS. SPARGO spoke to Alaska and Mat-Su Middle College Enrollment history. She said there had not been as much student enrolment as initially expected. She added that many students simply don't want to leave their schools.

MS. SPARGO addressed slide 5 on Alaska Middle College Student Success, which read as follows [original punctuation provided]:

- To Date:
 - 55 Graduates with an Associates of Arts
 - 1936 College Credits Earned
- Spring 2015
 - 101 College Students
 - 15 Anchorage School District Students
 - Semester Avg. UAA GPA=3.17
 - Overall Avg. UAA GPA=3.23

MS. SPARGO moved to slide 8 on Benefits to MSBSD and Our Students, which read as follows [original punctuation provided]:

- Course Offerings
 - Eagle River Campus - 53 100 & 200 Level Courses
 - Mat-Su College Campus - 183 100 & 200 Level Courses
- College Campus
 - Designated Science Labs, Theater, Student Government and Clubs, Robust Technology Center and Student Learning Labs
- Location

- Transportation Benefits
- Access to High School Activities
 - Degree and Certification Options
- Associate of Applied Science
- Occupational Endorsements
 - Cost Savings on Lease and Contracted Transportation Services

MS. SPARGO Spoke to funding. She said the school only pays the college credits it uses. She explained that the program had also attracted Anchorage, Alaska, students. She stated that many enrolled in the homeschool program and also took college classes.

[2:38:06 PM](#)

GREG GIAUQUE, Principal, Mat-Su Middle College, presented numbers of personnel at MSMCS, which read as follows [original punctuation provided]:

- 1.0 FTE English/Social Studies Teacher
- 1.0 FTE Guidance Counselor/APEX Teacher
- 1.0 FTE Principal/Teacher (Math/Science)
- .5 FTE Administrative Assistant/Registrar

MR. GIAUQUE suggested one of the reasons the program is so successful is that it offers transition assistance for the students to aid them in moving into the college level courses.

MR. GIAUQUE moved to slides 10-11 on Program design, which read as follows [original punctuation provided]:

Advising

- College Advisors & High School Counselors
- Scheduling (GPA, Test Scores & Student Goals)

Orientation

- Focus on Transition & Success
- New & Continued Student Differentiation

Structured Support

- Seminar Classes
- High School Classes

Books

- Distribution & collection

Add/ Drop & Withdraw

- Coaching students

Academic Probation

- Reduction in credit
- On track to graduate
- Retake courses with W/D or F if possible

[2:44:02 PM](#)

MS. SPARGO underlined that the success rate for Mat-Su Middle College students is higher than for students who take the classes as adults.

MR. GIAUQUE moved to slide 12 on MMSMCS Course Enrollment Data 2018, which read as follows [original punctuation provided]:

- Students Taking 6-8 Credits 24
- Students Taking 9-11 Credits 78
- Students Taking 12-14 Credits 62
- Students Taking 15+ Credits 13
- 630 sections on campus and 9 via web

MR. GIAUQUE added that the majority of the students over a two-year period earn about 45 credits.

[2:45:01 PM](#)

MR. GIAUQUE addressed slide 13 on MSBSD Middle College Student Performance Data, Class of 2018. He pointed out that the students performed in the 81st percentile in reading and writing and in the 70th percentile in math.

[2:45:50 PM](#)

MS. SPARGO compared Mat-Su Middle College demographics to those of the rest of the school district. She highlighted there is also a stand-alone ANSEP program with 50 students. She added there are more Alaska Native students accessing postsecondary credit than represented across the district.

MS. SPARGO turned to the next slide, and pointed out that twice as many girls as boys attending the Mat-Su Middle College. She related that boys love their high school and friends, which they would need to leave to attend the Mat-Su Middle College. She added there is a disproportionate number of boys in computer sciences and other technical options as well.

MS. SPARGO said in the Mat-Su Middle College School 84 percent of students are passing their classes, compared to 72 percent for non-MSMS students.

[2:48:46 PM](#)

MR. GIAUQUE addressed slide 18 on Mat-Su & Alaska Middle College Student Success, which read as follows [original punctuation provided]:

- To Date:
 - 82 Graduates with an Associates of Arts or equivalent
 - 13,600 College Credits Earned
- Spring 2018
 - 168 College Students
 - Completion Rate 93.3 percent
 - Overall Avg. UAA GPA=3.25
 - APS AVG. 60 percent

MR. GIAUQUE addressed Mat-Su and Alaska Middle College Student Success. He noted that 112 students had been recipients of the Alaska Performance Scholarship. Total scholarship awards for 2018 were \$2,095,561, and 49 percent of students received one or more scholarships.

MS. SPARGO spoke to budget considerations. She said that due to the good partnership with the university, the middle college is on par with what it costs for any high school in the district. She said they believe it is an investment in the community and the colleges. She stated that in traditional schools, the main expense is personnel. In the middle college school, much of the personnel is already on the faculty of the university.

[2:52:50 PM](#)

SENATOR HUGHES asked about limits to course offerings. She asked about lab fees or reusing textbooks.

MR GIAUQUE answered that currently the only limit currently is age-related, such as a work experience in a doctor's office, for which the minimum age is 18. He gave the example of private pilot ground school which would have cost \$18,000.

SENATOR HUGHES asked about concerns regarding ages of students on campus. She enquired whether there is a designated space on campus for the younger group.

MS. SPARGO answered that behavior on the college campus is also taught. There is a special space as a home base. She said the students become very independent.

MR. GIAUQUE answered teenagers are teenagers but as a whole, they understand why they are there. He said having a business-like attitude sets the tone for the rest of the day.

MS. SPARGO said open campus is not developmentally appropriate for all age groups. She stated currently 9th and 10th graders are housed in a school that is not open campus and college professors come to them.

[2:59:09 PM](#)

SENATOR STEVENS commented that what had been learned in the meeting would have enormous impact on how things moved forward in the coming session.

[3:00:22 PM](#)

ADJOURNMENT

There being no further business before the Senate Education Standing Committee and House Education Standing Committee meeting was adjourned at 3:00 p.m.