



Post-Secondary CAN

January 12, 2016; 11 – 12:30

Present:

Brent Neilson – Superintendent, CAVIAT

Ari Wilder – Executive Director, Friends of Camp Colton

Jane Gaun – FUSD Math Specialist

Jennifer Hernandez – Community Mobilizer, Expect More Arizona

Judy LeFevre – Assistant Clinical Professor, COE, NAU

Mindy Bell – Coordinator, STEM City

Veronica Hipolito – Dean of Student Development and Community Engagement, Coconino Community College

Roxanne Dwyer (sp?), Northern Arizona College Resource Center, Helios Grant (?)

Christie Silverstein (sp?), Expect More Arizona, guest for today

Absent:

Virginian Watahomigie – Executive Director, Coconino Coalition for Children and Youth –
virginia@coconinokids.org

Notes

Paul – Talked about his work in building the broader Community Leadership Council which will meet quarterly and the Leadership Steering Committee, a subset of the CLC, which meets monthly.

We have received the Infrastructure Assessment Report from STRIVE – we are designated an Emerging Community and we will have resources available now through the STRIVE network. Need baseline report with disaggregated data – will meet with Robert Hagstrom and his team to start getting data

Developing regular e-mail communication piece as well.

CAN Action-Plan Development: On-line Google Document

Looking at SMART Goals

Goal 1 – add certificate program, apprenticeships

Eligible for ALL of the following – are some of these options being eliminated by student choices at some point in the pipeline – not a problem based on discussion

Do we want the word eligible or do we want the term enrolled?

Also, issue with “all” because cognitively impaired students may not be eligible for some of these

Good to have a word in there that this is a goal, something that they want

If there is only one goal, then it is for all kids.

Ex. If I get a job at Purina and am happy that is different than if they are unhappy and want to move to another career

Change eligible to “committed to pursue” – may need to define “committed” as enrolled, etc.

FUSD does collect a sampling (at least some data) all the CTE students – post-secondary, career, or military, or mission. Correlated to what they studied, e.g. if they took welding, are they a welder?

Pima County partnered with group in southern Utah (Caltrax, sp?) to expand data – would be great to get statewide

STRIVE model – we want to be as data-driven as we can, but we can make some assumptions based on what we already know even if there is limited data available

Need to find gaps, and then find source for it if possible

Combine ecap data with next step data we can learn a lot from that

Jane – poking around at Maricopa Country STRIVE group and they have similar goals, increasing HS graduation and College 2/4 year program

The data they collected – how 9th grade kids are doing in math (largest roadblock)

FUSD increased passing rates for Alg I b/c it is such a gatekeeper

Also track ACT – math and English and can be well disaggregated

HS graduation rates

How many kids enroll in college

Attainment in 6 years

Tracking Phoenix Union HS only

Attainment is usually a separate goal, but we should perhaps add that later as this goal is already pretty comprehensive

Focus on Action Steps to determine readiness – between eligible or enrolled or actually ready

“ready without remediation”

May need to explore remediation again – as some students with cognitive disabilities may need additional training to do a specific job – we’d call it developmentally appropriate job training.

Action Item example - How do we provide the support services we need for...

Next time we will develop action items and timeframes and then we can add the new people for the action steps we determine to pursue.

Group agreed that the 2nd Thursday of each month from 11-12:30pm will be the standing meeting time. **The next meeting being: February 9, 2017.**