Welcome and Introductions—David Dresslar

- CELL Updates
  - Refunded for the next four years through a generous grant from Lilly Endowment.
  - Will launch new initiatives this summer—middle school network, alternative high school network, school-to-business connections, etc.
  - Recently posted seven new jobs.
    - Lynn Lupold will transition from leading the Indiana Early College High School Network to leading the professional development and middle school initiatives.
- Information about the summer pilot program is forthcoming.
- Recently attended a conference with Lupold in Raleigh, North Carolina.
  - Sponsored by the Gates Foundation; facilitated by Jobs for the Future and the James Hunt Institute
  - Focused on the success of Early College in North Carolina and Texas.
  - Takeaways from the conference are in your network meeting packets.

Announcements—Lynn Lupold

- Important to continue hosting network meetings at Early College High School sites so that attendees can tour facilities.
- Overview of meeting.

Vincennes University X-Mester—Patricia Melton

- Partnership between Wayne Township (Ben Davis University High School) and Vincennes University.
- A two-week, on-campus Early College experience offered during the summer.
- Includes college course-taking.
- Has been integrated into the programming at Ben Davis University High School.
- Offering spots to students at other Early College High Schools.
  - Cost depends on that school’s relationship with Vincennes.
- This year’s program will include an education fellowship to expose students interested in becoming teachers to the requirements of teaching in Early College High School. If we expose them before they enter schools of education they will know what credentialing they need early on.

Indiana Afterschool Network (IAN)—Sara Beanblossom & Ellen Clippinger

- “After school” or “out of school time” is anything that happens outside of both the school day and school year (i.e., during the summer).
- After school programs are important because they:
  - help keep students safe,
  - promote student learning,
  - and facilitate career preparation.
- About IAN
  - About 3 years old.
  - Comprised of 38 statewide afterschool networks.
- Main activities
- Research
  - Increase quality—work with community partners.
- Inform/educate
  - Coordinate and connect.
- Advocate—working with the state Congress.
- Leverage funding and opportunities.
  - Indiana YouthPRO Association
    - After school programs must be modernized in order to engage students.
    - Need to increase competency in five areas:
      - Professionalism
      - Child and youth development
      - Families and Communities
      - Program Environments
      - Program Content/Curriculum
  - What is an after school program supposed to look like?
    - See handout for standards.

**Early College High School—Todd Hurst**
  - Overview of ECHS endorsement
  - Overview of teacher credentialing (for dual credit courses)
    - New master’s program at the University of Indianapolis

**High School-to-College Transition Project—Jen Oliver**
  - Will come to a close this summer, but CELL will continue to be active with education policy.
  - New dual credit policies have passed to ensure students get truly rigorous coursework.
  - Now programs can be accredited through NACEP or the Indiana Commission for Higher Education (which still will use NACEP standards).
  - Dual Credit Advisory Council
    - Will focus on the cost of dual credit programs (already addressed standards and quality).
    - CELL developed a white paper about the cost of credit-based transition programs—Lynn Lupold will send it to members of the Indiana ECHS Network.

**Project-Based Learning Institute, New Schools Workshop & Professional Development—Lynn Lupold**
  - Alfred Solis from Buck Institute will be the guest facilitator.
  - The registration fee includes the Buck Institute PBL manual.
  - Solis will work with beginners on the day before the Institute begins.
  - Participants’ work will be exhibited at the end of the program (they will work to develop mini-PBL projects).

**New Schools Workshop**
  - Will support new Early College programs at Bellmont, Westville and Lawrenceburg.

**Professional Development**
  - CELL will be developing new ways to address/support professional development.
  - Submit input for how CELL should support professional development in the future (partnerships, etc.).
• Currently working with the Middle School Network to develop content-specific coaches to imbed in schools.
• Also exploring leadership.
• Will partner with Math Matters which just developed a science component. CELL will expand that to English/language arts, etc.

Premiere of CELL’s new Early College High School Videos — Jordan Cundiff
• Thanks to the three endorsed schools who participated in the video.

CELL Newsletter — Tyonka Perkins
• April Early College High School edition will include stories about:
  • the Upcoming PBL Institute
  • the impact of ECHS in Indiana by the numbers
  • the ECHS endorsement process

Announcements & Questions — Lynn Lupold
• Please send 2008-09 ECHS data to CELL (i.e., number of students, credits being offered, etc.).

School Showcase: Stonegate Early College High School — Scott Syverson
• Started as Lawrence Early College High School.
• Basically started the school from scratch last summer.
• Want to grow the number of students taking college courses.
• Hoosier Academies recently moved into the same building.
• Building also houses businesses—good opportunity for students to integrate into the business environment (Gateway internship and community service component).
• Staff of 12 teachers, one administrator, two counselors, and two secretaries.
• Challenges
  o Enrollment is a challenge—hard to get Stonegate’s name out there.
    ▪ Currently approximately 180 students are enrolled.
    ▪ Would like to reach 285 next year.
    ▪ Starting to build connections with charter and private schools as a means to bridge that gap (hosted an eighth-grade day at Stonegate for Andrew Brown students).
  o Perception that Stonegate is an Alternative School.
  o The Compass Test
    ▪ Hard for students.
    ▪ Had it loaded onto Stonegate computers.
    ▪ All sophomores took it at on-site this year.
  o Transportation
    ▪ Some students do not have the means to get to Ivy Tech.
  • 85 percent graduation rate last year.

Stonegate Student Panel
Mary Tucker, Stonegate junior
• While at a traditional high school, she felt more susceptible to peer pressure.
• Was one of the first Stonegate students to take Ivy Tech courses.
• College coursework motivated her to take high school seriously. They also showed her that college was not as hard or boring as she thought.
• Was a participant in the HASA program, which introduces urban students and communities to agriculture. This made her realize that she wants to major in agribusiness at Purdue University.
• She has earned nine credit hours each year at Stonegate.
• Also is the junior class student council president.
• If it weren’t for Stonegate, she would not have had any direction and would have graduated with a “C” average.

Vincent Miller, Stonegate senior
• Previously attended Lawrence Central.
• Originally came to Stonegate because of a rumor that there would not be any homework.
• Now, he will graduate with a Core 40 Diploma and 43 Ivy Tech credits.
• Freshman and sophomore year he took Ivy Tech courses both during the day and in the evening. By his junior year, he was enrolled at Ivy Tech half-day.
• Experience at Stonegate has enabled him to network with such individuals as Governor Mitch Daniels, Lieutenant Governor Becky Skillman and President of Butler University Bobby Fong.
• Has applied to IUPUI and the University of Indianapolis where he plans to major in nursing and minor in Spanish.
• Credits his determination to succeed to his experience at Stonegate. Without it, he would have been just an average student.

Christian Brookins, Stonegate graduate and freshman at Ball State University
• Was a “B” average student and did not really think about her future before attending Stonegate.
• At Stonegate she received one-on-one attention and help that pushed her to become more active and extroverted. Eventually, she became president and valedictorian of her class.
• Stonegate also gave her the opportunity to network with such individuals as Lieutenant Governor Becky Skillman, etc.
• Stonegate’s Gateway program enabled her to figure out what she wanted to do in life.
• Now, she is majoring in interior design and minoring in hospitality at Ball State University.

Indiana Wing Civil Air Patrol—Major Frank Merrill, Indiana Director of Aerospace Education
• Director of Indiana’s School Group.
• Civil Air Patrol’s School Enrichment Program is the right choice for character and leadership development.
• It emphasizes science and math education and is an auxiliary of the United States Air Force.
• Mission:
  • Emergency services
  • Aerospace education
  • Cadet program
• Cadets complete physical training, written exams, participate in moral leadership/character development discussions, etc. They also take part in actual flights.
• The program also works to reduce the drug problem in U.S.
• Multiple options for implementing in your school.
  • 19 are enrolled at Stonegate.
  • Students earn one credit hour per semester.

Questions & Answers
Civil Air Patrol
• Students participate by choice.
• Community service requirements are based on grade level (more hours for upperclassmen and vice versa).

Stonegate Early College High School
• Freshmen and sophomore students take foundation courses—at that level they aren’t always ready for college courses. However, students can take the Compass and enroll in college courses sophomore year on a case-by-case basis.
• Junior and senior year students can take college courses.
  o Currently, 50-60 percent take dual credit courses.
• Make sure to do informal things to help motivate students who are not enrolled in dual credit courses—offer incentives like Netbooks to college-level students, etc.
• All dual credit courses are at Ivy Tech.

School Tour

Conclusion