Welcome and Introductions

- Sheryl Garrett, Fellow for High School Networks - CELL
  - She has transitioned from role of principal at ECHS to leading the efforts at CELL
  - Purpose: Support schools and university partners working to establishing programs and sustaining them. Help find your way as you are developing your system and help you to keep it in place.
  - Goal: To expand EC opportunities so that many kids can learn and develop. Have to garner statewide attention and have support at the state level to show the benefits and progress nationally and in our own state.
  - Would like to thank: Christy Martino (New CELL school coordinator) – assists with research. Also recognize Jordan Cundiff - Technology. Heather Smith helped with communicating hotel and guest speaker. Executive director David Dresslar will join this afternoon and address group. Recognize other CELL colleagues - here to answer questions and get more information about the 2010 CELL Conference (Registration is open)
  - Attendees:
    - Fay Agar – NC New School Project
    - Ciney Beaman – Vincennes University
    - Kelsey Bess – University of Indianapolis-CELL
    - Jackie Blair – Ivy Tech Community College
    - Christian Blome – Vincennes University
    - Dawn Bon Ami - Ivy Tech
    - Jill Bradley-Levine – University of Indianapolis-CELL
    - Brianna Burnett – Riley Early College High School
    - Becki Combs – C4 Columbus Area Career Connection
    - Nicole Cook – North Daviess
    - Scott Croner – Bellmont High School
    - Jordan Cundiff - University of Indianapolis-CELL
    - Carey Dahncke – Christel House Academy
    - Kristi Davis – East Chicago Public Schools-Central High School
    - Barbara Divins – Franklin College
    - Teresa Ezell – Arsenal Tech
    - Tracy Funk – Ivy Tech College-Central Indiana
    - Larry Galyen – MSD of Pike Township
    - Sheryl Garrett – University of Indianapolis-CELL
    - Gregg Goewert – Columbia City High School
    - Karen Gould – Consultant
    - Elizabeth Hanna – Columbia City High School
    - Charles Haynes – Ball State University
    - Krista Hensley – Center Grove High School
    - Sandy Hillman – Center Grove High School
    - Lauren Howard – University of Indianapolis-CELL
    - Lydia Jagger – East Chicago Public Schools-Central High School
• Flora Jones – Ben Davis University
• Carolyn Jones – Vincennes University
• Claire King – Indiana University School of Education
• Tom Kinzer – Ivy Tech College-Bloomington
• Krista Knapp – Richmond Community Schools
• Chris Lagoni – Columbia City High School
• Peggy Lewis – Ball State University
• Christy Martino – University of Indianapolis-CELL
• Jane Matthews – Franklin Community High School
• Scott McIntyre – IUPUI
• Wendy McNamara – Evansville Vanderburgh School Corporation
• Kathryn Meier – Riley Early College High School
• Pat Melton – Vincennes University
• Marilyn Metzler – C4 Columbus Area Career Connection
• Beth Niedermeyer – MSD of Pike Township
• Gina Parrilli – Riley Early College High School
• Gina Romano – University of Indianapolis-CELL
• Beth Scharpenberg – Columbia City High School
• Jackie Schlichte – Richmond Community Schools
• Kristin Schuetz – Franklin Community High School
• Susan Scott – Bartholomew Consolidated School Corporation
• Jon Showalter - University of Indianapolis-CELL
• Wendy Skibinski – Ben Davis university
• Heather Smith - University of Indianapolis-CELL
• Jeannie Smith – Bellmont High School
• Cyndi Stout – Ivy Tech
• Scott Syverson – Strongate Early College High School
• Jay True – Bloomington South
• Pat VanDalsen – Riley Early College High School
• Andrew Weaver – Columbia City High School
• Jeff White – Central High School, East Chicago
• Todd Whitlock – North Daviess
• Ron Wilks - University of Indianapolis
• David Williams – Ball State University
• Carole Wintin – Lawrenceburg Community School Corp.
• Derek Yoder – Columbia City High School

o David Dresslar - CELL
• Thrilled to have Sheryl a part of CELL
• Anxious to work with everyone to certify more ECHS
• Our schools are a method of conveying the fact that when resources become obsolete they will become less and less used. We have to change the way we educate kids with the reality of today. We must keep the model fresh, keep students engaged, and keep school meaningful and relevant. ECHS is a way for you to be a part of developing this model to strive for economic and personal development. ECHS potential is huge.
• Thank Lynn Lupold for bringing this network to the point its at and encourage Sheryl to carry on her impressive work.
Introduce Keynote: Fay Agar

- Can we ramp up Early College? Yes, it is being done in several states. One of those states is North Carolina. The have made progress with ECHS model. Fay is convinced of the work we are embarking upon here. She is a believer in Early College and agreed to help us in our efforts.

Keynote Address

- Fay Agar, Director – ECHS Initiative, North Carolina New Schools Project
  - We are engaged in similar work in North Carolina and want to share with you our efforts and talk to you about our schools and how the state supports our schools and the results we are getting.

  History:
  - Established in 2003
  - Initiative of the office of the Governor and North Carolina education cabinet
  - Has the support of the Gates foundation Education cabinet and others
  - Developed a network of schools innovative in structure/approach to learning that graduated all students who were prepared for success, college careers and life.
  - Target students who are underserved historically in the higher education environment and students that have the potential to be successful.
  - Mission: To spark and support systemic, sustainable innovation in secondary schools across the state so that all the students graduate prepared for college, work and life
  - 1st Early College opened in 2005
  - 71 EC in North Carolina serving 14,000 youth (1/3 of all EC in the nation)

  ECHS Achieve Results: Strong academic gains
  - 9 of every 10 of ECHS outperformed comparison high schools in their school districts on the state’s ABC assessment system in 09-10
  - 19 ECHS had a combined cohort graduation rate of 90% in 2010, with 9 of these schools posting graduation rates exceeding 95%

  Student challenge
  - 2009-10: 31.1% of ECHS students were enrolled in Algebra II, compared to a 17.9% Algebra II participation rate for traditional schools in North Carolina

  Students remain in school
  - Dropout rate in 2008-09 for ECHS was 0.7% vs. 4.27% for all schools

  Students Perform in College
  - 60% of graduates in 2009-10 graduated with both a high school diploma and an associate’s degree

  How to get there?
  - Comprehensive and coherent approach
    - Policy Coherence
      - Legislatively been supported on the policy side and with funding
    - Design coherence
      - Work with needs assessment to design the school

  Design principals
  - Central design: Ready for college (Accomplished through personalization among teachers and student. It is professionally appropriate to leverage and connect students to rigorous learning)
- Redefine professionalism: The success of each student is a shared responsibility of all faculties in school. Learning is a lifelong task and teaching is transparent.
- Powerful teaching and learning requires high communication. We need to develop lessons to produce students who are thinkers and problem solvers.
- Purposeful design: Puts students at the heart of decision making and focuses resources exclusively for that end.
- Personalization: Make teaching and learning geared towards the interests and strengths of students.
  - Integrated school support services
    - Schools are provided with services of leadership coaches, instructional coaches, and a portfolio manager.
  - Instructional coherence: We have to alter the teaching/learning dynamic in classrooms to change student outcomes. What happens each day between teacher and students makes all the difference.
    - Teachers expect students to re-write and discuss and think deeply about content each day.
    - Classroom talk, collaborative group work, scaffolding group works, and writing to learn (instructional strategies for active engagement).

**ECHS Endorsement**
- Sheryl Garrett, Fellow for High School Networks - CELL
  - Lynn Lupold and Todd Hurst put together an endorsement process, which several schools have gone through. Wanting to continue this but also want to gain information and feedback.
  - Goal: Recognize and identify schools adhering to those principles.

**CELL'S Research Department**
- Jill Bradley-Levine, Fellow for Research and Evaluation - CELL
  - Overview:
    - Model studies
      - ECHS
      - New Tech
    - Program evaluation
      - Woodrow Wilson Indiana Teaching Fellowship evaluation
    - Professional development research
      - PBL Institute evaluation and case study
      - Pre-AP Curriculum Alignment study
    - Community partnership studies
      - Daviess county exploratory study
    - Internal research
      - Study of CELL network
  - Current work in ECHS
    - Case study at one ECHS
      - Mixed-methods study: Teacher interviews, student focus group and graduation survey
    - Qualitative Findings
      - Target population being served
      - Higher Ed partnership and pathways present
• Support structures scaffold students to success
• College-going culture emphasizes 21st-century skills and degree attainment
• Supportive policies for teachers
  o Difficulties negotiating college policies in a high school setting
  o Future Research Opportunities
    ▪ Expand the ECHS research
    ▪ Mixed-methods data collection
    ▪ Individual school reports summarizing research findings
    ▪ Network-wide analysis
    ▪ Comparisons between ECHS and comparable traditional high schools

Rural Schools Panel
• Scot Croner – Bellmont High School (3rd year)
  o Bellmont ECHS year 1 Decatur, Indiana
    ▪ Exploring model 2 yrs ago – wanted to graduate students with an Associate’s Degree.
    ▪ Wanted all kids to be able to take a part in ECHS
  o ECHS Cohort Program
    ▪ 36 freshmen enrolled this year (36/202, 17.8%)
      • Schedule: English 9 honors, Geometry, Biology, Foreign Language, Social Studies, 2 electives
  o Resource time (2 days a week)
    ▪ Study skills overview, PSAT preps students for college go week
    ▪ MLK essay contest (accomplish during advisory period)
  o Junior/Senior year: start dual-credit courses with Ivy Tech/IPFW – 31 credits
  o Advisory board
    ▪ Focus on reducing cost
      • Set up community foundation scholarship fund for ECHS
    ▪ Community leaders and educational leaders
    ▪ Monthly updates of ECHS from BHS Principal
  o Next steps:
    ▪ Move away from “random acts” of dual credit:
    ▪ Build college pathways with a focus on career and college interests
    ▪ Recruit freshman for cohort #2
      • Spring counselor visits with former students
        o Bellmont middle school 8th
        o Decatur area parochial schools (4)
    ▪ Discussions with new and current DC providers
    ▪ Increase CTL Offerings

Indiana Policy Update
• Jen Oliver, Fellow for Strategic initiatives – CELL
  o CELL led a 3 year policy study funded by Lumina that closed in September
  o Advocacy work to change policies in Indiana
    ▪ Dual Credit Advisory Counsel (Tony Bennett and Theresa Lubbers) met in May
      • Subcommittee: Financial Aspect
o Revolved around priority courses (Liberal Arts, Math) and funding for those courses: tuition from students and families or state reimbursement
o Tuition cap at $25/Credit Hour for state dual credit programs and institution being reimbursed $50/course completed
o Reimbursement rate at higher level for ECHS programs
o Consolidating services at state level: data collection/professional development/marketing purposes so cost savings can be passed on to students and families

- Subcommittee: Stat Committee
  o Charged with creation/management of core transfer library
  o Revised dual credit policy passed: Stat charged with developing alternative approval process for dual credit programs in Indiana
  o Meet regularly to develop approval process for dual credit programs not accredited by MESA
  o Waiting for approval for that accreditation process from Dual Credit Advisory Council.

**College Admissions Panel**
- Cindy Beaman & Christian Blome – Vincennes University
- Ron Wilks – University of Indianapolis
- Tracy Funk – Ivy Tech Central IN
- Charles Haynes – Ball State University
- Scott McIntyre – IUPUI
- Panel discusses what actually is going to get students accepted into college
  - FAFSA March 10 deadline
  - Provide general information on applications to their school
  - Help students decide what their real passion is and help them realize that there are many degrees to choose from
  - Encourage students to attend freshman orientation and ask many questions
  - Students can search for their desired College/University on Facebook or other online resources
  - Collegegosunday.org - February 20, 2011 (can get help with FASFA and turn it in)
  - Students may have credit for a course but they need to be able to pass a placement test
  - All are advocates for the students and are always available for further discussion and/or clarification of what the colleges and universities require and expect from students
  - Prepare the students to have questions ready for the College/University

**Wrap-Up**
- Sheryl Garrett, Fellow for High School Networks – CELL