I. Welcome and Introductions
   a. Professional growth points will be sent in an email after the meeting for documentation
   b. Each participant introduced themselves and explained their role or connection to Early College.

II. CELL’s Evolving Work with Early College and Dual Credit
   a. History of CELL’s work with Early College Model
      i. CELL in its 10th year
      ii. Funding – initially from Lilly Endowment, next Gates Foundation
      iii. Early College was one of high school transformation models focused on
      iv. NGA grants helped with planning and implementation efforts
         1. Visits made to out of state Early Colleges to expose to model
         2. Started the network – bringing in speakers across the nation
      v. Four directors of EC Network thus far
      vi. Other ways CELL supports EC model
         1. Annual Conference – sessions devoted to EC model
         2. Website – resources/helpful information
   b. Today’s picture
      i. Unclear who is doing or is truly an EC
         1. No visits for two years by CELL
         2. Many doing lots of dual credit call themselves EC’s, but no true supports built in – there is a difference
         3. Career and technical education are becoming a part of EC picture
      ii. Increased interest in Dual Credit
         1. Part of Academic Honors Diploma
         2. High schools now being “graded” on number of dual credit courses offered; part of new accountability system
         3. Universities are increasingly aware of advantages and needs for partnering
      iii. Early College compared to other HS transformational models
         1. New Tech High Schools – currently 19 in state (most in the nation). Five more opening for 2012-13, including three middle schools
         2. Project Lead the Way – programs in 430 IN schools (most in the nation).
         3. Early College – three endorsed in state, 15-20 more existing programs, many more “claim”
   c. Current Efforts
      i. Visiting schools who began EC implementation plus those interested in the model
         1. Getting a sense of direction
         2. Seeing various structures in state
         3. Noting needs among schools
      ii. Revising and reviving endorsement process
         1. Many need to be honored and recognized for efforts
         2. Helps with kids, marketing and the district
iii. Updating Dual Credit Provider Directory
iv. Offering sessions on EC/dual credit at CELL conference
v. Continuing network meetings
d. Next Steps with Network
   i. Role of EC Network
      1. How can we assist with your work?
         a. Funding – textbooks, campus visit transportation
         b. Having opportunities to talk w/ individuals at higher ed. to know what will transfer and how financial aid works
         c. Becoming a clearing house for an urban/charter/rural setting and get solid resources to follow
         d. Need CELL to become an advocate – such a strong player
         e. Content teachers communicate with similar content areas (collaboration)
         f. Need data to quantify success of EC – have CHE track their students (show the success to give national recognition and room to move)
         g. Laboratory site/parameters to define EC – needs to be core principles and tailor them to meet needs of population
         h. Faculty credential piece – what role can CELL play? Need to keep conversation going

   2. What kinds of activities are valuable?
      a. Hold meetings at a site – see what different schools are doing
      b. How to apply policies in building? See good models of what works well and what doesn’t
      c. Have state-wide annual forum to bring together the faculty doing the work in EC (college face-to-face with high school faculty)
      d. Bring together content areas – know who is creating content of core curriculum
      e. Keep reputation between Early Colleges – not DOE.
      f. View meetings via Webinar – in case of severe weather conditions

  3. In what ways can we foster communication among schools, higher ed., DOE, CHE?
     a. Email or list serve – distill info from DOE, CHE and provide a link to their sites for further information
     b. Set up forums/emails for continual conversation – hit “reply all”
        i. More likely to look at something coming to them
        ii. Too many emails to filter through to get important information
     c. “My Big Campus” – create blogs, places for resources, notified on updates, share files, etc.
     d. Newsletter – once a month to know what they really need to know narrowed down to top 8-10 items (with a link at the end)
4. Besides network meetings, what else would be helpful to have provided?
   a. Network with college admissions and financial aid
   b. More information on penalties of entering college with financial aid – opening communication
   c. Carefully explore financial aid laws – are student penalized for getting college credits in high school and attending that same college post high school?
   d. CELL pull together core content meetings
   e. What should transcripts say regarding dual credit consistencies?

III. Updates and Q&A
    a. Dual Credit – Amy Marsh, IDOE Coordinator of IB, AP, & Dual Credit
       i. Dual Credit Teacher Licensing Change
          1. Teachers must have 36 content hours in their content (undergrad or grad work) to be credentialed to teach dual credit
          2. If higher ed. wants to go beyond in requiring more hours, they can.
          3. All subject to public hearing and State Board of Education review next month
       ii. Priority course list
           1. Comprehensive list in liberal arts/career and technical education
              a. Courses defined to higher ed institutions which they cannot charge more than $25/credit hour
              b. School-level accountability
                 i. Job ready certification after school
              c. Solid list – understood that there are courses not on it
              d. Developed because last year high schools were asked to report to state what dual credit courses were offered, number of students who earned those credits
                 i. Big mess – needed parameters
           2. Honors Diploma
              a. Students need to earn priority courses to count on honors diploma
                 i. Courses pulled from pathway
              b. Changes take effect 2012-2013
           b. Learning Connection Community for dual credit on IDOE website
           c. Core transfer library
              i. Run through the IN Commission for Higher Education and Ball State
              ii. Groups working on refining and working within each content area
              iii. Tari Lambert – can email her on Commissions’ webpage

IV. More Updates
    a. Core Transfer Library & Dual Credit Course Equivalents from Independent Colleges
    b. Preferred Dual Credit Providers—universities approved for using high school teachers to teach dual credit courses
       i. Two groups that can accredit IN higher education institutions
          a) NACEP – national accreditation group (conducts all three rounds in one) or
          b) Indiana Dual Credit Review Committee
ii. Majority of institutions should be on list in the next few years
iii. Find info on Commission for Higher Ed. site
c. General Studies Dual Credit Curriculum
   i. Ivy Tech granted by state legislature for a general education core curriculum
   ii. Students will be able to transfer credits for general ed courses from Ivy Tech to other IN public higher ed institutions
      *courses transfer and grades don’t
d. Online courses for HS Graduation
   i. Proposed requirement from Dr. Bennett that all student take an online course for experience
   ii. HS’s have to offer at least 3 online courses
   iii. Possible to use online dual credit course

V. Networking Time
   a. Carousel topics to share practices in three areas
   b. Meet others in similar roles or in same stage of implementation
   c. Get ideas for any issues you are dealing with
   d. Discuss focus/topics for next EC meeting – April 19
      i. Different models – rural/hybrid
      ii. Endorsement criteria
         1. Variances of the model
      iii. Early College graduates and college admission
         1. Are they getting in?
      iv. Admissions panel
      v. Financial aid panel
      vi. Invite DOE
      vii. Invite legislature
         1. Educate (not to grill)

VI. Wrap-up