



THE WOODROW WILSON
National Fellowship Foundation

**Early College High School Fall Convening
October 23-24, 2008**

CONVENING GOALS

At the conclusion of the conference, participants should be able to:

- *Develop a better understanding of the multiple layers of support in ECHS that enable students who are under-prepared to access the challenging curriculum and be successful;*
- *Use data to problem-solve critical issues in ECHS with colleagues from across the Woodrow Wilson network;*
- *Have meaningful opportunities to reflect on sessions within your site teams;*
- *Make progress on the final product/projects in your cross-site groups;*
- *Deepen understandings of the relationship between student support and a redefinition of "college readiness."*

Agenda

Thursday, October 23

Multiple Dimensions of Student Support – Opening Remarks by Rob Baird (8:30am-9:30am)

What makes early college distinctive is not only the offering of a coordinated scope and sequence of high school and college credit courses but also the intense level of support woven into the fabric of the school that enables students who are under-prepared to access the challenging curriculum and be successful. This convening will address the role of student supports in early college schools, and how schools and universities work together to provide students with the support they need.

Cross-site Groups (Approximately 9:30am -12:30pm, snacks at around 10:45am-11:00am)

Significant time will be allotted for WW Early College cross-site groups to make progress on their final products. Returning participants will rejoin their same groups and new participants can join one of four groups:

- Policy/Governance – Developing funding proposals for alumni support and a research framework for understanding postsecondary experiences of alumni (Facilitated by Andrea Venezia and Rob Baird)
- Student support – Developing a manual of support services, programs, and academic systems, which, from grades 6 to 12, gradually build students' independence in learning, help them be successful in college-level academics, and encourage them to believe that college is for them. (Facilitated by Susan Kreisman)

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- STEM – Collecting curriculum scope and sequence materials from all STEM-themed schools in the national Early College High School Initiative into an online resource bank, and hosting a space for online professional collaborations. (Facilitated by Leigh Abts and Kristen Vogt)
- Writing – Publishing a book of essays highlighting student examples of college-level writing with reflective commentaries from faculty and others in the WW Network. (Facilitated by Steve Parks and Brian Hayes)

Lunch (12:30pm – 1:30pm)

Keynote Address (1:30pm – 2:15pm)

Cece Cunningham, director of the Middle College National Consortium

This address will highlight the multiple dimensions of student support in early colleges and explain how the working sessions and focused conversations each address a pivotal element of the support that students need to be successful.

Working Sessions (2:15pm – 4:15pm)

These small group working sessions will be grounded in data on the WW Early College Network and will allow participants the opportunity to problem-solve common issues with their peers at other sites. Participants will choose one of the following sessions to attend:

- What College Admissions Offices Need to Know About WW Early Colleges – Participants in this session will explore the challenges WW Early College schools face in communicating with admissions offices about their students, what they are capable of doing academically -- especially when traditional metrics don't convey students' potential for success -- and what early college students can contribute to the campus community. A college admissions officer and alumni support coordinator will discuss strategies that have worked in their experiences. Participants will have data regarding the destination colleges of WW Early College graduates to kick-start the conversation. (Guest panel facilitated by Rob Baird)
- High School and College Faculty Collaborating to Help Students Succeed – Participants will learn how the ongoing faculty collaboration experience between a college English faculty member and a high school literacy coach at one WW Early College partnership site fosters continued student support. Facilitators will explore the alignment of curricula and redesign of syllabi to build future college success and demonstrate how student support is incorporated into the classroom. Participants will look at syllabi from their own high school and college courses and start the process of alignment. (Facilitated by Martha Nadell and Rachel Axinn – STAR/Brooklyn College)
- Connecting with Community Organizations to Support Early Colleges – This session will reveal how the involvement of community organizations can provide students with experiences that build their college readiness and enhance the school's educational program. The facilitator will share how one WW Early College partnership site has connected with a life sciences organization to expand learning opportunities to engage students. Participants will assess their program needs and identify potential sources of community support. (Facilitated by Keith Gary – Kansas City Area Life Sciences Institute)

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- Developing a Strategy for Collecting and Using Data to Foster Student Support – Participants will examine site-specific school-level data collected through the WW annual data request and the SIS Integrated Survey. In addition to examining existing data, participants in this session will discuss the ways in which Woodrow Wilson can help sites in data collection and analysis that ultimately will foster targeted support for students. (Facilitated by Su Jin Gatlin, WestEd, and Kristen Vogt)

Break (4:15pm – 4:30pm)

Review of the Day (4:30pm – 5:30pm)

At the end of the day, participants have the opportunity to share highlights of their working sessions with their school sites first, and then a panel with representatives from each working session will share reflections with the whole group.

- *What new ideas were generated in your session?*
- *What questions remain unanswered or what questions do you now have as a result of this session?*
- *What issues do you want to share with your colleagues?*

Dinner (5:30pm – 6:30pm)

Friday, October 24

Morning Kickoff – “Redefining College Readiness” (8:00am-8:45am)

Elliot Washor, co-founder of the Big Picture Company

Mr. Washor will discuss how the conference theme—multiple dimensions of student support—complements efforts to redefine traditional measures of college readiness. Some of the following questions posed in his own writing may provide participants with ideas of how to advocate on behalf of students in reaching their postsecondary goals and how to help students advocate for themselves: *“What constitutes ‘readiness for college,’ and how can this be measured? How is merit assigned for turning one’s life around? When someone discovers himself and moves forward, how far back do you have to look? Are early setbacks and low grades relevant? How do colleges ensure that doors are not closed to students who have shown resiliency by surviving inadequate health care, housing, and schools, enrolling in alternative programs, and obtaining diplomas?”*

Q&A and Discussion (8:45am-9:15am)

Focused Conversations on Key Early College Topics (9:15am-10:15am)

Our convenings come and go so quickly and participants are often left wishing they had more time to dialogue with other schools about pressing issues facing early colleges. To address this fact, we will be holding three focused conversations to look deeper into topics our WW Network has expressed interest in discussing.

Participants will choose one of the following sessions to attend:

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- New Sites & Veteran Sites – This conversation will stray from the conference theme to give sites a chance to seek advice from each other about any issue they are currently facing. Veteran sites have accumulated a lot of wisdom from their experiences including: recruitment and hiring of school faculty and staff, navigating HS/college curricular requirements, establishing buy-in from college faculty, and so much more. Similarly, new WW Early Colleges have employed innovative approaches to building comprehensive and collaborative partnerships and have much to share as well. (Conversation facilitated by Leslie Haynes, JFF)
- College Culture in Middle School – Several of our schools work primarily with students in the middle school years. This conversation will focus on the central question of what readiness for college looks like in the middle school years. How do early colleges use a college-going culture to help students make the transition from elementary to middle school and middle school to high school rather than overwhelm them academically, socially, and emotionally? (Conversation facilitated by Brian Hayes)
- Scaffolding Experiences for Students and Faculty in an Early College – Using a case study report as the foundation for this session, the WW Early College partnership of STAR/Brooklyn College will share how they developed a coherent transition plan—a series of seminars, bridge programs, and courses—which gradually introduces students to college-going experiences and the demands of college coursework while providing a wide variety of supports tailored to individual needs. Participants in this session will explore how high school and college faculty collaboration can be fostered and cultivated to help students make a successful and seamless transition to college. (Conversation facilitated by Dacota Stewart-Dick, Brooklyn College)

Same-site Reflections (10:15-10:45am)

After the focused conversations, teams will reconnect, share what they have learned at this convening, and create action plans for returning back to their schools.

- *What new ideas or strategies were discussed?*
- *What questions remain unanswered or what questions do you now have as a result of this conversation?*
- *What issues do you want to share with your colleagues?*

Looking Ahead: The Role of Data and Technical Assistance for Continuous Improvement (10:45am-11:45am)

Kristen Vogt and Andrea Venezia, WestEd

Closing Remarks and Convening Evaluation (11:45am-12:00pm)

Boxed Lunches available