

ECA
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Early College AllianceSM
Allied Health and Medicine Program

EASTERN MICHIGAN
UNIVERSITY



ECA @ EMU Education for the 21st Century

www.earlycollegealliance.org

David G. Dugger, Executive Director

Introduction

On October 6, 2006 Governor Jennifer Granholm and the Michigan Department of Education announced grants to create six new “Middle College” high schools in Michigan. Washtenaw County was one of six sites to receive help to prepare students for expanding employment opportunities in the health care field.

The new Middle or Early College high schools are the first step in creating a new generation of high schools in Michigan aimed at preparing students for the challenges of the 21st Century economy.

The grants, totaling \$2 million, are being used to forge partnerships involving school districts, state universities and community colleges, and hospitals and medical centers.

This innovative program will give students an opportunity to join the fastest growing economic sector in Washtenaw County. Under the early college designation, high school students may receive college credits while completing their high school requirements.

Consistent with the message of “Education First” the ECA @ EMU will provide the university with an innovative, collaborative and scalable early / middle college educational program unique to Michigan and the country.

ECA @ EMU Design Elements

What is the Early College Alliance_{sm} (ECA): Allied Health and Medicine Program?

The Early College Alliance: Allied Health and Medicine Program is one part of Washtenaw County's high school transformation effort. The ECA will provide participating Washtenaw County high school students the opportunity to graduate with a high school diploma and up to two years of college credit leading to a degree in a selected area of health and medicine.

The first phase will begin in the fall of 2007 and will include the school districts that participate in the Regional Career Technical Center (RCTC): Ypsilanti, Willow Run, Lincoln, and Whitmore Lake.

The community partners include: Eastern Michigan University, Washtenaw Community College, St. Joseph Mercy Health System, University of Michigan Hospital, Michigan Works! and the Ypsilanti Chamber of Commerce.

ECA @ EMU Design Elements

What are its mission, vision and goals?

The **mission** of the Early College Alliance is to serve as a scalable and sustainable model of collaboration among the public schools and higher education institutions within Washtenaw County. The **vision** of personalizing education through high school transformation can be achieved through this model. It will encompass the academic, social and emotional preparation that students require to succeed in the post-secondary environment. These expectations are part of the ongoing effort to create a more unified and cooperative system of programs and services to help schools meet the needs of every student. The specific goals of the Allied Health and Medicine program will be developed in collaboration with the partners in the fall of 2007.

How will students be recruited and selected?

All students residing within the boundaries of Washtenaw County's ten local school districts who have successfully completed at least one year of high school coursework may enroll. During the planning stages and initial implementation of this grant the ECA will seek to recruit students who are traditionally under-represented in post-secondary institutions. The ECA will work with the local districts to further define the enrollment process throughout the 2007-08 academic year.

How long will it take for a student to complete the program?

The length of the program for any one student will be defined through his/her Personalized Learning Plan (PLP). It is expected that most students will complete (including HS graduation requirements) up to sixty college (math and science concentration) within two to four years of entering the ECA program.

ECA @ EMU Design Elements

What will be the curriculum, criteria and academic indicators that lead to a High School diploma and 60 credit hours?

Potential **career paths** (physical therapy assistants, medical assistants, dental assistants, pharmacy technicians, medical technicians or pre-medical studies) for students entering diverse Allied Health and Medicine fields will be developed.

Academic pathways towards these career paths will be also be developed that are aligned with the new Michigan High School Graduation requirements, state examination requirements and post-secondary course work.

Additional ECA indicators of academic success will be defined in the form of “**gateways**” in which students will demonstrate completion or proficiency as they move through each stage of the program. A critical component of the **gateways** will be a social/ emotional “soft-skill” set in which students must demonstrate high levels of consistency and proficiency prior to transitioning to post-secondary coursework.

Students proficient in soft skills have the emotional, social and academic developmental readiness necessary to succeed in the post-secondary learning environment. These soft skills, essential to the ECA program, have been identified as the single best predictor of college success.

Where will the program be located?

The Allied Health and Medicine program is located on the campus of Eastern Michigan University. Administrative and instructional space will be dispersed throughout the campus to encourage “full immersion” into the college environment

ECA @ EMU Design Elements

What role will local school districts play?

The ECA and WISD will work with local districts to articulate an agreement that specifies governance, staffing, budget, student assessment, curriculum, professional development, access to student data, parent and community involvement. Beginning in FY 2008 the Ypsilanti Public Schools will serve as the fiscal agent for the ECA. The ECA will operate with site-based authority, congruent with this articulation.

What is the role of Washtenaw Intermediate School District?

Washtenaw Intermediate School District (WISD) serves as the administrative planning agent of the ECA. The ECA is part of the larger high school transformation that includes other research-based instructional initiatives. There is commitment from WISD to continue to support the intent of the ECA and to seek/develop funding mechanisms for this support.

What kind of cooperation will be needed?

Procedures and structures will need to be in place to address challenges such as registration, transportation, parking, enrollment, graduation requirements, and liaisons. This will be ongoing work for the ECA staff and WISD. In addition, for the ECA to serve as a transformative educational model, local districts and the ECA will need to jointly define academic indicators of readiness and curricular offerings that students will need as a prerequisite to ECA enrollment.

ECA @ EMU Design Elements

Who will be the fiscal agent?

Ypsilanti Public Schools will serve as the fiscal agent. As such, the district will play an integral role in the ECA planning including, but not limited to, personnel, contracts and other budgetary items.

How will community/business partnerships be incorporated?

Outreach and involvement within the community will be a component of an ECA gateway. Experiences and opportunities for students to engage in volunteerism, mentoring, internships, and summer camps through our collaborative partnerships with U of M Health Systems, St. Joseph Mercy Health System and the Work Force Development Board are currently in the planning stages.

Business and community partners will also be called upon throughout the planning and implementation stages of the ECA to identify funding, in-kind and/or cost-savings support. One method of outreach will be presentations to local churches and community groups.

What is the Michigan Department of Education's role?

The Michigan Department of Education (MDE) has provided six communities with grants to plan early college program models. In addition, MDE is preparing a proposal to fund these programs through one full-year of implementation. In addition, the ECA, local school districts and WISD will develop an articulated agreement with MDE so that students enrolled in the ECA will meet the new Michigan 2010 High School graduation requirements.

ECA @ EMU Design Elements

How will students be prepared for post-secondary work?

Recognizing that students will enter the ECA at different points of academic preparedness, the ECA staff will use research-based strategies to develop students' mastery of skills.

Student support structures, including advisors, potential cohorts, tutors, mentoring, and guidance services will be built into the ECA instructional model to increase the probability of student success.

Will ECA instructors be highly qualified?

Highly Qualified staff will be selected to teach high school math, reading, science and social studies skills. There will be an ongoing collaboration between the ECA staff, local districts and EMU staff and faculty. The intent of the ECA is to work collaboratively with EMU faculty to develop an ECA Transition Curriculum that is fully aligned with entry level EMU 100 level course work in the disciplines of mathematics, science, English and social studies.

Will students be supported after they complete the ECA program?

College completers are the goal of ECA. Students will be given additional support and guidance to help them gain financial aid and navigate through admission procedures into the post-secondary four- year or technical certification programs. Employment and other placement services will also be available for ECA graduates.

ECA @ EMU Design Elements

How will tuition, fees and other related costs be handled?

The ECA program and college tuition funding will be supported by the participating school districts through collaborative agreements with higher education institutions. Additional funding sources are being sought for initial implementation and start-up costs. There will be no cost to the students or families for participation beyond that which is required for any high school program.

EMU - Completion of Pre-Clinical Program at EMU with continuation of non-academic supports



WCC – Articulation into Allied Health Certification Program with continuation of non-academic supports

Early College Alliance - Allied Health and Medicine Strand

- Personalized learning mentoring
- Life management skills and job readiness skills
- High school core academics and post-secondary course work delivered by ECA and EMU faculty
- Employment readiness skills/work place learning

Local Districts

Gateway Activities/Assessment *

Secondary

- Summer Program for students going into ECHS
- Skill strengthening opportunities (summer, in-school, after-school)

Gateway Activities/Assessment *

Middle

- Skill strengthening opportunities (summer, in-school, after-school)

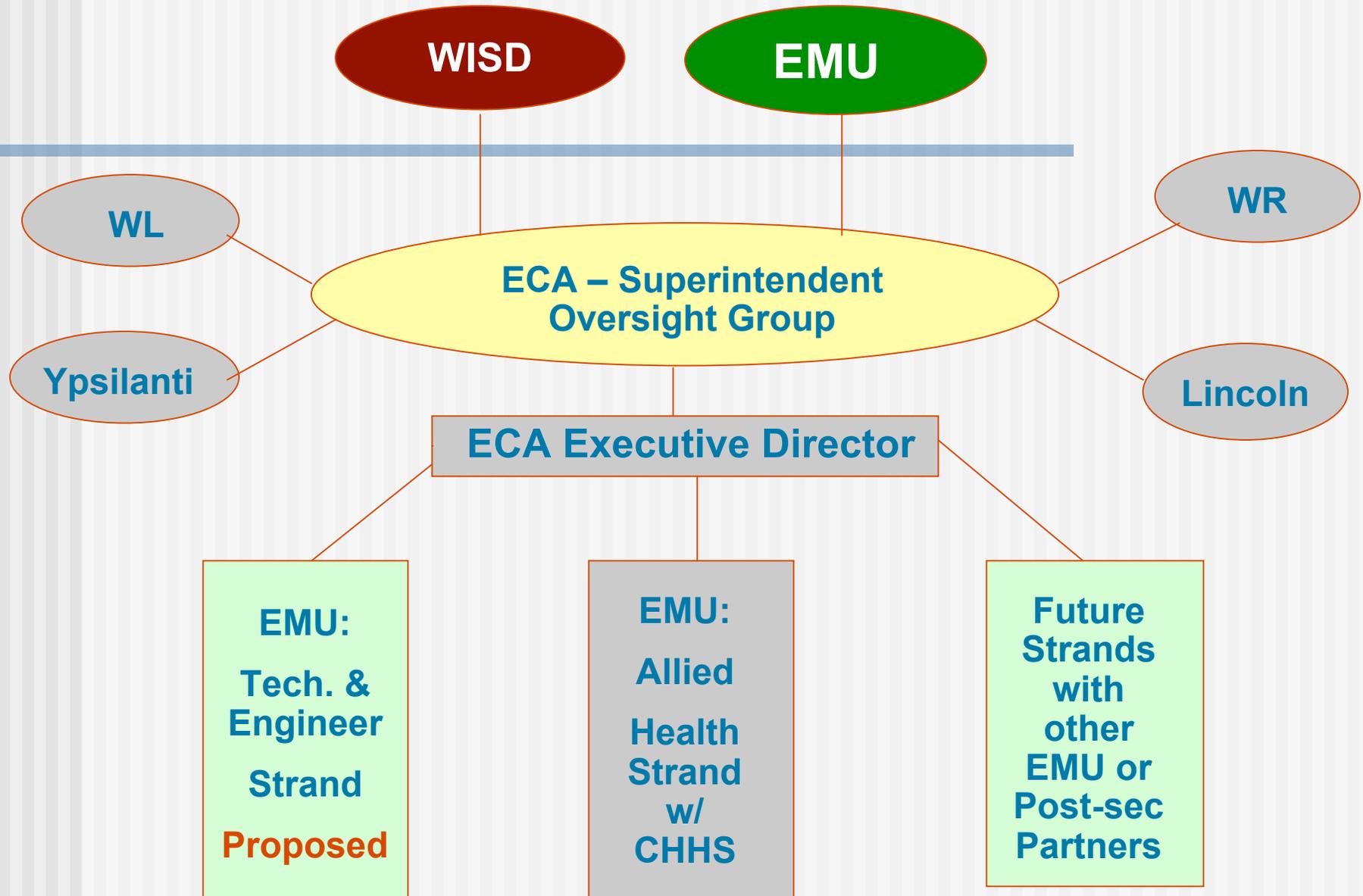
Pre K- Elem

- Skill strengthening opportunities (summer, in-school, after-school)

Feedback loop

Feedback loop

ECA Governance Structure



Early College Alliance – Planning Partners

- Washtenaw Intermediate School District
- Eastern Michigan University
- Ypsilanti Public Schools
- Lincoln Consolidated Schools
- Willow Run Community Schools
- Whitmore Lake Public Schools
- Washtenaw Community College
- University of Michigan Health System
- St. Joseph Mercy Health System
- Ypsilanti Chamber of Commerce
- Michigan Works! (Workforce Development Board)

ECA @ EMU is Non-Time Centric

Today's practices – different standards for different students and promotion by age and grade according to the calendar-are a hoax, cruel deceptions of both the students and society. Time, the missing element in the school reform debate, is also the overlooked solution to the standards problem. Holding all students to the same high standards means that some students will need more time, just as some require less. Standards are then not a barrier to success but a mark of accomplishment. Used wisely and well, time can be the academic equalizer.

(Prisoners of Time, National Education Commission on Time and Learning)

What Will It Take to Get the High Schools We Need?

February 2007 Association for Supervision and Curriculum Development (ASCD) High School Reform Proposal

– Gene R. Carter, Exec. Director, ASCD

Five Areas of Reform

■ **Personalized Learning**

- “Student Ownership” - connecting the instruction to the student, skill diagnostics, mastery learning, domain learning
- Connection to adults

■ **Time and Structure Flexibility**

- Flexible use of time and structure is needed to liberate schools from inflexible graduation, time, and attendance requirements

What Will It Take to Get the High Schools We Need?

- **Multiple Measures of Assessment**
 - Data driven decision making
 - Student diagnostics
- **Professional Development**
 - flexibility, innovation, and greater resources
- **Business / Community Engagement**
 - combine the resources and knowledge of the business community with the academic rigor of the school curriculum

How Do We Do It? The 5 Basics

- Life Management – “Soft skills”
 - Social, Emotional and Organizational
- Academics
- Coach / Mentors (C.O.R.E)
- Academic Focus – Allied Health and Medicine
- EMU resources and environment

ECA Academic Program

- Skills based
 - Fundamentals
 - College entry skills
- Block scheduling
- Low class sizes: less than a 20 to 1 ratio
- Curriculum aligned with EMU 100-level courses; Outcome based on skill acquisition and demonstration - not time, or credit!!!
- **Extremely** high expectations for all (students, staff and faculty)
- College expectations
 - 100% Attendance, No extra credit, not late work, no make-up work and no excused absences

Coach / Mentors – *“The key piece”*

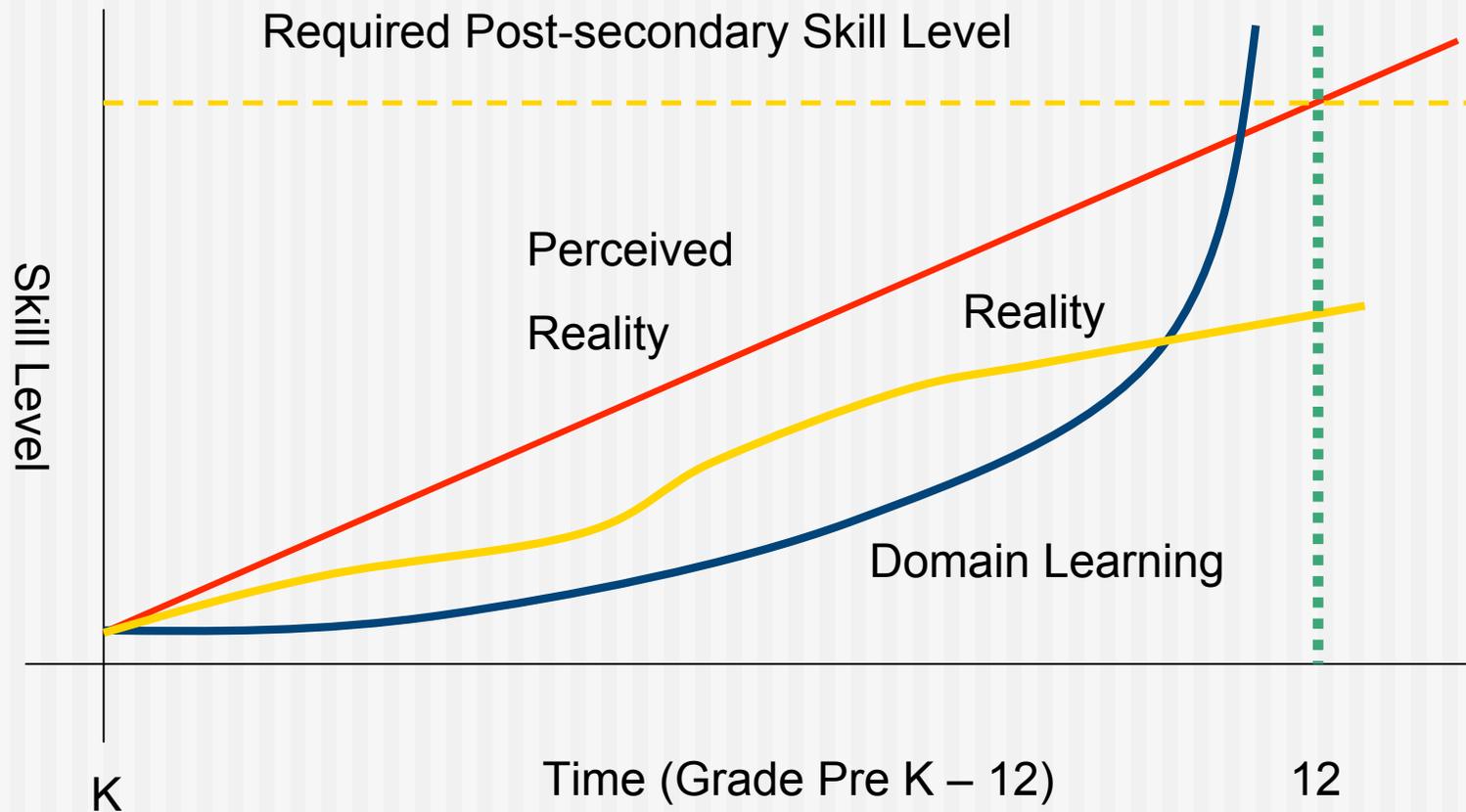
- Each student has the same mentor, advisor, “significant adult” from admission to graduation:
 - Educational development plans
 - Liaison to EMU faculty, administration and program advisors
 - Tracks performance and provides feedback to parents
 - Primary point of contact for each parent

Students learn to take ownership for their education

- Understanding self as both a “strategic learner” and person
- Aligns with your academic goals with your and personal strengths and desires
- What does it mean to be responsible for your educational decisions
- Exploring career pathways
- Understanding educational and career laddering



Non-Time Centric – Principles of Domain Learning



ECA Design Model

	English	Mathematics	Science	Social Studies	Electives
S1 9 th	Eng 9 (.5)	Algebra I (.5)	Earth Sci (.5)	US History (.5)	P.E. (.5)
S2 9 th	Eng 9 (.5)	Algebra I (.5)	Earth Sci (.5)	US History (.5)	P.E. (.5)
S1 10 th	Eng 10 (.5)	Geometry (.5)	Biology (.5)	Civics (.5)	Appl. Arts (.5)
S2 10 th	Eng 10 (.5)	Geometry (.5)	Biology (.5)	???? (.5)	Appl Arts (.5)

Multiple Assessments → Personalized Learning
And Personalized Learning Plans

S1 ECA Fall	ECA Eng (.75)	ECA Math (.75)	ECA Sci (.75)	ECA SS (.75) Including Online Exp.	No Class
S2 ECA Winter	A1 – EMU Eng 120 Com. I	ECA Math (.75)	A2 – EMU BIOL 110 Int. Biology (1.0)	ECA SS (.75)	No Class
S3 ECA Spring	A1 – EMU Eng 121 Comp. II	No Class			A1- EMU COSC 105 Computing
S4 ECA Fall	A1 – EMU CTAS 121 Fund of Speech	EMU MATH 105 College Alg (1.0) Grade >= C	A2 – EMU Gen. Chem. I 121/122	A3 – EMU HIST 109 World Hist (1.0)	Flex
S5 ECA Winter	A4 – EMU LITR 100 Gen. Literature	Flex	Gen. Chem. II w/ lab CHEM 123/124	A3 – EMU PLSC 112	A3 – EMU GEOG 110 World Regions
S6 ECA Spring	A3 – EMU AAS 101 Int. Af. Am Studies	No Class			A2 – EMU PSY 101 Gen Psych
S7 ECA Fall	Flex	A1 – EMU Math 119 App. Calculus	Add. Req. EMU Survey Organic Chem. w/ lab CHEM 270/271	A3 – EMU Macro Econ 201	A4 – EMU PHIL 120 Int. Crit.
S8 ECA Winter	A4 – EMU LITR 101	Flex	Add Req. EMU Fnd. Bio Chem	Flex	A4 – EMU DANC 102

Challenges

- Pupil Accounting
- Foundation Allowance Transfer
- College Credit Transfer
- Interaction Between and Among Consortium Members

Challenges

- Reporting and Safety Requirements
- ISD Waiver Process Needed For Full Implementation.

Contact Information

Mr. David Dugger
Executive Director
734-487-4290

eca_ddugger@emich.edu
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