



# Early Middle College Administrators Manual

2022-2023 Edition

Michigan Department of Education  
Office of Career and Technical Education

**Mission:** To prepare students for have the necessary academic, technical, and work behavior skills to enter, compete, and advance in education and their careers.



**MICHIGAN**  
EARLY MIDDLE COLLEGES



## Acronyms and Abbreviations

The following is a list of acronyms and abbreviations that are commonly used throughout Early Middle College (EMC).

3500	EMC code that designates to the State that a student is an EMC participant
CEPD	Career Education Planning District
CEPI	Center for Educational Performance and Information
CTE	Career and Technical Education
CTEIS	Career and Technical Education Information System
EDP	Educational Development Plan
EEM	Education Entity Master
EMC	Early Middle College
FERPA	Family Educational Rights and Privacy Act
ISD	Intermediate School District
LEA	Local Educational Agencies
MDE	Michigan Department of Education
MDE–OCTE	The Michigan Department of Education Office of Career and Technical Education
MEMCA	Michigan Early Middle College Association
MMC	Michigan Merit Curriculum
MOU	Memorandum of Understanding
MSDS	Michigan School Data System
POS	Programs of Study
PSA	Public School Academy
PSN	Program Serial Number
SRM	Student Record Maintenance
STARR	Student Transcript and Academic Record Repository
TSDL	Teacher Student Data Link

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# **SECTION 1: EMC History, EMC Entities, the Michigan Early Middle College Association, and Dual Enrollment**

## **History of Michigan Early Middle Colleges**

College in high school programming has seen increased interest from stakeholders across Michigan. The Michigan Department of Education Office of Career and Technical Education (MDE-OCTE) oversees the Early Middle College (EMC) programming in Michigan.

Michigan opted to alter the traditional Early College Program to increase access and opportunity to students by allowing districts to provide a five-year program of study and choose to set up the EMC as a high school, program, or consortia. As such, Michigan has seen incredible growth in the number of districts and public-school academies that have selected to seek approval to open an EMC. With substantial growth also comes challenges that the MDE-OCTE staff must address to create sustainable, robust, high-quality EMCs. As such, the EMC Unit has developed an EMC Administrator Manual to support EMC staff.

Traditionally, throughout the nation, Early Colleges or Middle Colleges were high schools where 100% of the students were working toward a high school diploma and postsecondary credit. Early Colleges were geared toward advanced students, who had the opportunity to graduate in four years with a high school diploma and postsecondary credit or an associate degree. Middle Colleges were for students behind on high school credit and needing additional social/emotional support.

Michigan's approach to Early Middle Colleges was to blend the approach of Early Colleges with the philosophy of Middle Colleges. In Michigan, EMCs are encouraged to support first generation, underrepresented, underserved, underperforming, and at-risk students, but each individual school can determine the focus and acceptance requirements of the EMC.

In 1991, the first Middle College was opened in Michigan by Dr. Chery Wagonlander and titled Mott Middle College on the campus of Mott Community College. The establishment of Mott Middle College was supported by the Middle College National Consortium. Dr. Wagonlander also served as the Executive Director of the Michigan Early Middle College Association (MEMCA) from 2005 through 2021.

The Michigan approach to Early Middle Colleges changed with the passage of the Postsecondary Options Act of 1996, PA 160 in 1996 and The Career and Technical Preparation Act, PA 258, in 2000. The legislation resulted in the following:

- An increased number of college courses that EMC students could take while in high school.
- The identification of EMCs as unique five-year models.

- The permission for districts to choose between a high school EMC entity or a program serving a cohort of students. In 2020, MDE made a third category for consortia EMCs.
- The permission for districts to collect foundation allowances for 5<sup>th</sup> year EMC students.
- The tracking of EMC students by flagging them in the CEPI System.
- The securing of a waiver from the United States Education Department (USED) to allow EMC students to be considered on time graduates after five years for Adequate Year Progress (AYP) reporting.
- The authorization of the MEMCA Certificate.
- The permission for sites other than the high school to be eligible as locations for earning concurrent credit.
- The encouragement to districts to exercise school of choice options allowing the release of a student from one school to another, including the entry into an EMC.

## **EMC Philosophy and Populations Served**

The philosophy is that an EMC experience can benefit all students. MDE-OCTE's philosophy is the students that can most benefit from an EMC experience are students that are:

- Economically Disadvantaged
- Underrepresented
- Underserved
- Underperforming

The philosophy and populations served are not a requirement of EMCs in Michigan. The guidance is that the above student demographics could benefit most from the support structures, teaching philosophy, and unique environment provided by an EMC.

## **EMC Definition and Student Outcomes**

An EMC is a Michigan Department of Education approved five-year program of study. Students/parents/guardians must be made aware of the five-year commitment for an EMC. The EMC will provide a unique cohort environment for students to develop and integrate a 'career and college readiness' curriculum, and provide guidance and counseling specifically designed to support EMC students. The EMC may begin as early as grade 9 and is designed to allow a pupil to earn a high school diploma while also earning one or more of the following:

1. 60 transferable college credits
2. Associate degree
3. A professional certification
4. Michigan Early Middle College Association (MEMCA) technical certificate
5. Participation in a Department of Labor registered apprenticeship

A professional certification is any certificate or industry recognized credential in which the pupil prepared for by taking course work provided by a Michigan public or private college or university.

A school district or intermediate school district (ISD) must apply to the Michigan Department of Education to receive approval to open an Early Middle College.

EMCs must have a formal agreement with at least one Michigan public or private college or university and maintain formal agreements with all postsecondary partners.

## EMC Entity Types

Early Middle College **High School** is a stand-alone public high school, where 100% of the pupils are enrolled as EMC pupils.

Early Middle College **Program** is a high school program designed to serve less than 100% of the high school population.

Early Middle College **Consortium** is comprised of multiple school districts with one coordinating agency.

## High-Quality EMC Program

MDE-OCTE is working on a high-quality EMC program definition. It is not final as of the date of this publication. Currently the definition includes:

- Academic programming with career and college readiness curriculum embedded.
- A student-centered philosophy providing social emotional and wraparound support by secondary and postsecondary.
- A culture of continuous improvement and data driven decision making.
- Robust, active partnerships between secondary and postsecondary.
- Organizational leadership support that provides resources for staff professional development and appropriate staff time dedicated to supporting EMC students/families.
- Access and equity for all students.
- A comprehensive five-year program of study for each student.
- Timeliness, accuracy, and fidelity in student reporting.
- Students exit with at least one of the five on-track graduate outcomes.
- An advanced training culture throughout the school.

## On-Track and Off-Track Graduate Definitions

EMC students will be considered '**on-track**' graduates by earning a high school diploma while also earning an associate degree, a Michigan Early Middle College Association (MEMCA) technical certificate, a professional certification, participation in a registered apprenticeship, or 60 transferable college credits. An exit status code of 40 would be entered in the Michigan Student Data System (MSDS).

EMC students will be considered '**off track**' graduates by earning a high school diploma but **NOT** earning an associate degree, a MEMCA technical certificate, a professional certification, participation in a registered apprenticeship, or 60

transferable college credits. An exit status code of 41 would be entered in the MSDS.

## **How To Start an EMC**

1. Assess the interest in establishing an EMC with key stakeholders.
  - a. Secure resources and support.
2. Develop a plan and vision based on the Design Principles, Beliefs, and Best Practices in EMC Programs (see below).
  - a. Consider EMC staff resources, recruitment, social and emotional learning support.
3. Reach out to potential postsecondary partners to explore program of study options for students.
  - a. Consider degrees available, transferability of credit, and costs to students/families.
4. Attend a Michigan Department of Education (MDE) Getting Started Workshop for prospective EMCs.
  - a. Develop a project plan with key steps for EMC opening and check points.
5. Incorporate into the curriculum “The Big Four” Dimensions of College Readiness for students (see page 10).
6. Submit an EMC Application to MDE-OCTE by the annual EMC Application deadline.

## **EMC Design Principles, Beliefs and Best Practices**

### **POWER OF THE SITE**

Locating the school on a college campus is integral to student motivation and success and to an enduring collaborative partnership. It is a visible symbol to the community of dual accountability for student outcomes and academic success. Students are treated as college students and see themselves as college completers.

### **TEACHING & LEARNING**

Developing students’ literacy skills is critical to academic success. Schools regularly engage students in rigorous, in-depth academic work, use active intellectual inquiry, and sustained writing and revisions in all classes.

### **STUDENT ASSESSMENT**

Schools design a system of assessment that provides multiple opportunities for students to publicly exhibit knowledge and abilities. Assessments grow out of classroom work and provide on-going feedback to the school community, the teacher, the student, and the parent/guardian on a student’s progress toward achieving academic proficiency.

## **STUDENT SUPPORT**

'Smallness,' less than 100 students per grade level, helps to create a learning community for students and teachers and provides opportunities for flexible and innovative structures to support students academically and emotionally. All students are known well not only because the school is small, but also because the school values and gives priority to small class size and extended time with teachers both daily and over the course of the student's high school years.

## **DEMOCRATIC SCHOOL GOVERNANCE**

Purposefully designed structures provide for everyone's voice to be heard and respected in the decision-making process regarding hiring personnel, managing budgets, determining curriculum and pedagogy, developing students' activities, and any other policies that affect the daily life of students and faculty.

## **PROFESSIONAL DEVELOPMENT**

Staff participates in on-going, embedded professional development that focuses on student success. Time during the school day is provided for staff development and the creation of learning communities. New teachers are mentored to help them to understand and to implement the goals of the community.

## **"The Big Four" Dimension of College Readiness**

Taken from "What Makes a Student College Ready?" Dr. David T. Conley, October 2008, Education Leadership, Vol. 66, Number 2.

1. **Key Cognitive Strategies**  
Formulate, investigate, understand, analyze, evaluate, integrate, exercise precision, etc.
2. **Key Content Knowledge**  
College knowledge and subject area big ideas.
3. **Key Self-Management Skills**  
Organizations, judgment, study groups, seeking help, reflection, academic behaviors, etc.
4. **Key Knowledge About Postsecondary Education**  
College selection, adult living, applying, financing, college culture, deadlines & details, contextual skills & awareness, etc.

## **Michigan Early Middle College Association (MEMCA)**

The Michigan Early Middle College Association (MEMCA) formation and purpose were established at the June 10, 2009, MDE Early Middle College Leadership Team Meeting. MEMCA is a voluntary alliance of educators actively involved with one, or more, of the Early Middle Colleges working toward significantly increasing the collegiate and postsecondary success and completion rate of Michigan youth. The group comes together to share best practices, develop a community of learners and reflective practitioners, and share research with the broad high school transformation community. MEMCA is governed by a Leadership Council of members.

MEMCA provides the vehicle for awarding an Early Middle College Technical Certificate as an additional option in lieu of an associate degree or other certificates typically given by community colleges. MEMCA believes that Dr. David T. Conley's work should be studied and embedded into all EMC models.

The MDE has a Memorandum of Understanding (MOU) on file designating the responsibilities of MDE and MEMCA regarding EMCs.

## Purpose of MEMCA

The purpose of the MEMCA is threefold:

1. Professional development
  - Reflective practice
  - Professional learning community
  - Best practice dissemination
  - Technical assistance for members and groups seeking to develop new Early Middle Colleges
2. Research and contribution to the literature related to Early Middle Colleges
  - Share outcomes and best practice
  - Data collection and analysis
  - Contribute unique perspectives to high school transformation literature
  - Share student voice as well as educator voice
  - Collect and disseminate state-wide data
3. Credentialing
  - Michigan Early Middle College Association Technical Certificate
  - Student credentialing

## MEMCA Student Certificate

An EMC has the option to present the Career and College Readiness Curriculum, for approval by the MEMCA Leadership Council, before its first EMC cohort graduation. This approval will allow the EMC the right to confer the MEMCA Technical Certificate. This certificate will support students entering the EMCs that are behind on high school credit, and/or may **not** graduate with an associate degree, a professional certification, have not participated in a registered apprenticeship, or received 60 transferable college credits.

To award the MEMCA Technical Certificate, an EMC must present the college readiness curriculum and EMC overview to the MEMCA Leadership Council and receive approval. The MEMCA presentations occur four times each year during April, May, October, and November. The EMC must be in the second year of operation or further and attend a MEMCA workshop to learn about the requirements necessary to confer the MEMCA Certificate. MEMCA staff will contact the EMC to invite staff to attend the workshop to prepare to present to the Leadership Council and schedule a date for the presentation. The presentation team should include the district administrator, a counselor, teacher, EMC Coordinator, and postsecondary partners. To receive a MEMCA certificate, a student must complete the following:

- The Michigan Merit Curriculum (MMC)

- A minimum of 15 non-remedial college credits
- The member school's MEMCA approved College Readiness Curriculum

And one (1) of the following options:

- 100 hours of verified community service
- A minimum of 40 hours of verified career exploration, internship, job shadowing or clinical experience
- Or a combination of the two that equals 70+ hours

## **MEMCA Membership**

There are no fees to be a member of MEMCA. All EMCs are automatically enrolled in MEMCA as members, once the application to open a new EMC is approved.

## **Dr. Chery Wagonlander EMC Excellence in Practice Awards**

Two awards are solicited and awarded every year at MDE and MEMCA events in recognition of Dr. Wagonlander and her leadership in creating the Early Middle College System in Michigan. The awards recognize Excellence in Practice in EMCs at both the secondary and postsecondary levels. A link to the application, process, timeline, and details are available at MDE's [EMC web page](#).

## **Early Middle College and Dual Enrollment**

EMCs are unique and designed to allow a pupil to earn a high school diploma while also earning an EMC outcome by continuing education for a 5th year of high school. EMCs provide a structured experience for students that is fortified by structured and intentional student support services. EMCs also include a specific and deliberately designed course of study that includes unique social/emotional student support services.

Dual Enrollment provides an opportunity for students to take college classes while in high school. Dual Enrollment courses are available to all students meeting the eligibility requirements as outlined in the MDE's [Dual Enrollment FAQ](#). High School students may participate in dual enrollment by attending at least one high school course and simultaneously attending a degree-granting postsecondary institution. Students may or may not receive unique social/emotional supports or complete a degree or certificate while participating in dual enrollment.

Under Dual Enrollment, students enroll in individual courses and are not following a degree plan. Dual Enrollment provides for up to 10 postsecondary courses. Dual Enrollment is guided by the Postsecondary Enrollment Options Act (PA 160 of 1996) and the Career and Technical Preparation Act (PA 258 of 2000) and provides for payment from a school district's state aid foundation grant. Visit the [Dual Enrollment web page](#) for more information or contact Office of Education Services:

Jeff McNeal 517-241-6958 [mcnealj1@michigan.gov](mailto:mcnealj1@michigan.gov).

## **SECTION 2: EMC Application and Operational Processes**

### **EMC Application Process**

Districts interested in opening a new EMC must attend a Getting Started Workshop and an application upload workshop to learn about the EMC application process, EMC philosophy, and design principles.

EMC programs should be open to all students with consideration for priority to students qualifying as economically disadvantaged, underperforming, underrepresented, or underserved. Each district EMC may determine student eligibility criteria.

A school district, intermediate school district, or public-school academy that applies for approval of an Early Middle College must provide the department with the following:

#### **1) Memorandum of Understanding (MOU)**

An MOU must include:

- EMC signature
- Postsecondary partner signature
- Timeframe for the agreement
- Financial and operational responsibilities
- Reporting requirements for secondary in the Teacher Student Data Link (TSDL) and reporting for the postsecondary in the Student Transcript and Academic Record Repository (STARR) system
- Additional items necessary for the partnership
- MOUs should be submitted for ALL postsecondary partners in separate documents

#### **2) Five-Year Program of Study (POS)**

A POS must include:

- EMC name
- Degree or certificate
- Five-year high school courses and college courses
- Total number of college credits the student could earn
- Math or math related course the student will take during the fifth year as a condition of the MMC to be eligible for high school graduation
- Courses that will be taken for high school credit during each count period of the fifth year

#### **3) Final Year Math and Pupil Membership**

The MDE-OCTE has provided guidance documents for EMC Pupil Membership and MMC requirements. Please review the [5<sup>th</sup> Year EMC Pupil](#)

[Membership Requirement Memo](#) and the [Companion Document](#) for additional information on meeting both pupil membership and MMC for fifth year EMC students.

**The 3500 code that is marked for EMC students, in the Michigan Student Data System (MSDS), is the trigger that puts a student in a five-year graduation cohort.** Therefore, to meet the math requirements of MMC, a student is not eligible to graduate if a math or math related course has not been taken in the final year of high school. For EMC students, coded 3500, the final year of high school is year five. There is no need to “hold back” any other course unless the district determines that it is in the best interest of the student. The course(s) designated are a district decision. For additional information please see the [Fifth-Year FAQ Tip Sheet](#).

#### 4) **Board of Education Minutes**

Board Minutes must include:

- Approval of the 5-year program of study, as a requirement for high school graduation.
- The date the Board(s) meeting was or will be held.
- Approval of the minutes from the meeting where the EMC was adopted. Minutes from each local district if the EMC is a CTE Consortia should also be submitted.
- Note: MDE recommends the following language be included in the statement for Board approval: “This Board approves a 5-year EMC program of study that requires enrollment in a math or math related course in the fifth year for EMC students.”

#### 5) **Organizational Chart**

An Organizational Chart must include:

- The secondary roles supporting the EMC.
- The postsecondary roles supporting the EMC.
- The reporting structures.
- The percentage of FTE dedicated to the EMC for each position.
- The governance (Board oversight) structure for the EMC.
- Note: The organization chart should be a graphical display.

Early Middle Colleges are asked to provide Focus Area information, if available. Focus Area information is not a requirement.

### **Focus Areas**

EMCs are asked to designate focus areas in the Education Entity Master (EEM) relevant to the programs of study offered. The EMC focus areas include:

- Arts and Communications
- Business Management, Marketing, and Technology
- CTE
- Engineering, Manufacturing, and Industrial Technology
- Health Sciences
- Human Services
- Natural Resources and Agriscience
- Associate of Arts
- Associate of Science

### **Role of the EMC Coordinator**

EMC Coordinators manage the day-to-day responsibilities of an EMC. The coordinator provides student, instructional, and school support.

#### **Collaboration and Coordination**

- Act as a liaison between the EMC and MDE-OCTE or if serving as an EMC Consortia Coordinator between the local districts the EMC is serving and MDE-OCTE.
- Meet with counselors on a regular basis to discuss student scheduling, student needs, successes, and outcomes. Counselors are important in helping to identify students that may benefit from an EMC program, providing scheduling support for courses, and contributing to the EMC wrap around support services.
- Work in collaboration with member districts and postsecondary partners, during the MDE annual verification process, to ensure all contact information and school building codes are verified and updated in the Educational Entity Master (EEM) by the date requested.
- Actively recruit students and enroll them in Career and College Readiness courses and activities.
- Respond in a timely manner to MDE-OCTE and CEPI correspondence.
- Collaborate with postsecondary partners to develop five-year programs of study.

#### **EMC Student Support**

- Meet with postsecondary partners often for instructional opportunities critical to an EMC student's academic growth and development. Postsecondary partners provide administrative assistance in the form of developing Memorandums of Understanding, establishing Programs of Study, and

providing opportunities for student support and engagement. Further student support services provided by EMCs can include mandatory orientation, tutoring, required academic advising appointments, transportation for EMC students, and much more.

- Provide opportunities for students to visit or take courses on a college campus.
- Ensure an alert system is being used by the secondary and postsecondary partners to assist students struggling academically, health wise, or lack of attendance.
- Ensure students/parents/guardians understand the five-year program of study and are informed of EMC and postsecondary policies, schedules, and requirements.

### **Data Management and Student Reporting**

- Ensure participating/local districts are aware of the coding requirements. It is the districts' responsibility to properly code the EMC student 3500 in MSDS at each collection. Districts will not be allowed to code a student after the Fall General Collection certification deadline. (See coding appeal on page 23).
- Make sure districts with a CTE EMC program report in the correct PSN and accurately in CTEIS, MSDS, and TSDL.
- Participate in the Student Reporting Sessions and ensure local districts have the information to participate in the sessions.
- Collect, review, and utilize data to make informed decisions for EMC programming.

### **Leadership, Technical Assistance and Professional Development**

- Develop the EMC programs of study and plan the schedule for CTE (if applicable) and college coursework.
- Review the EMC finances, develop partnerships with postsecondary partners, and work to develop MOUs.
- Shape a communication plan for the EMC including students, families, district staff and the postsecondary partner(s).
- Lead by example by attending MDE-OCTE and MEMCA EMC professional development. Encourage local district staff to attend professional development training opportunities.
- Encourage secondary and postsecondary instructors to meet to work collaboratively to align curriculum.

### **Program Quality**

- Work with district staff to provide a quality EMC Program.
- Conduct EMC self-assessments to determine gaps in services or outcomes.
- Evaluate data as a pattern of irregularities in data coding, submission, and/or data omission may result in the EMC being placed on probation or closed.
- Maintain a copy of all local district Board minutes. The minutes should document approval of the five-year program of study as a requirement for high school graduation which includes a math or math related course, which

must be taken in the fifth year to meet the MMC requirements, and a course for high school credit in each count period of the fifth year.

- Maintain the following documentation on file for each EMC student to be prepared for a successful Pupil Accounting Audit:
  - An annually updated Educational Development Plan (EDP) clearly showing EMC participation.
  - The students schedule that matches the five-year Program of Study.
  - A Program of Study
  - Evidence of the degree/credential obtained by the student i.e., a copy of the college transcript showing attainment of an associate degree.

## **Role of the EMC Postsecondary Partners**

Colleges and Universities are important partners for EMC programs and provide the connection to the postsecondary coursework. EMCs must have a primary postsecondary partner. EMCs are welcome to add additional postsecondary partners. To add an additional partner, the EMC should send a copy of the signed MOU and the program of study between the EMC and new postsecondary partner to MDE.

Postsecondary institutions can build strong relationships with EMCs through the following actions.

### **Collaboration**

- Become members in the Michigan Early Middle College Association (MEMCA).
- Join the Michigan Early Middle College Association (MEMCA) Higher Education Liaison EMC Network (HELEN). Contact Robin Sterk at [rsterk@grcc.edu](mailto:rsterk@grcc.edu) or Angie Bess at [bessa@kellogg.edu](mailto:bessa@kellogg.edu) for more information.
- Collaborate with EMCs to discuss MEMCA community service opportunities.
- Serve on an EMC Regional Advisory Team.
- Connect with secondary staff to automatically add CTE credits to EMC student transcripts when applying.
- Develop postsecondary succession planning to ensure EMC continuity when staffing changes occur.

## **Student Support**

- Consider opportunities to expand equity and access for EMC students.
- Collaborate with EMC partners to discuss the need and support for an EMC bootcamp focused on college processes and procedures.
- Explore the possibility of providing scholarships for EMC students continuing at the college/university.
- Discuss options for the successful transfer of EMC students.
- Develop a Student Success Course with a focus on EMC students.
- Support 13<sup>th</sup> year EMC students in the continuation of higher education goals including college applications, scholarship submissions, and more.
- Plan support services for EMC students.
- Program recruitment outreach with the EMC staff to promote the EMC opportunity including visiting classrooms, developing a video, and more.
- Reach out to EMC students just shy of a credential (Associate's) to personalize experience once transferred. Often only 2-3 classes needed.
- Include EMC Coordinators on Early Alerts for EMC students.
- Consider scheduling issues and how to help alleviate challenges for EMC students. Can the postsecondary sign the students up for classes? Are courses offered in different formats (virtual, in-person, hybrid) and different lengths of time (15-week, 12-week, etc.) that are better for EMC students?
- Evaluate placement testing requirements. What is necessary to place students into the courses while still considering literature on placement best practices and student success?

## **Reporting**

- Schedule periodic meetings with your EMC partner to review STARR and TSDL data.
- Communicate the difference between EMC and Dual Enrolled students with the Institutional Research and Registrar's office for accuracy in reporting.
- Confirm with the EMC which program or courses the student is participating in, EMC or dual enrollment. Students could participate in both.
- Attend MDE and MECMA EMC professional development.

Colleges and universities looking for details on existing EMCs can visit [Mi School Data](#). For additional information, please review the [Early Middle College and Postsecondary Partnerships At A Glance Document](#).

## **EMC Funding**

EMCs do not receive any additional funding other than the full-time equivalency (FTE) for 13th year students. To get the full FTE, students must have a full schedule. Contact your ISD Pupil Accounting Auditor for more information.

CTE EMCs may be eligible for State School Aid Section 61b funding. See Section 6.

## EMC Naming

EMCs are approved by MDE and listed under a school district entity in the [Education Entity Master \(EEM\)](#). While there is no requirement for naming, for consistency, MDE-OCTE recommends naming the EMC after the school district and then adding Early Middle College to the name. The district must not be referred to as an Early College unless the EMC has received approval from MDE.

## Tuition and Fees

### Dual Enrollment

Districts/EMC Consortia are required to pay the tuition and mandatory course fees, material fees, and registration fees required for dual enrollment in an eligible course, unless the costs exceed the prorated percentage of the statewide weighted average foundation allowance. After this amount is exhausted, the district has the option of paying the additional costs using local funding sources, or the parent/guardian must pay the remaining costs. For the most recent information on Dual Enrollment costs, please see the MDE's Dual Enrollment FAQs and Dual Enrollment Calculation Worksheet at [www.michigan.gov/dualenrollment](http://www.michigan.gov/dualenrollment).

The **repayment clause** in the Dual Enrollment law does not apply to an eligible student that does not complete a course due to a family or medical emergency [MCL 388.514(9)(b)]. Moreover, the law states that students "shall" repay, but it also says that districts "may" impose sanctions. This leaves districts with the discretion to determine if additional flexibility or forgiveness is needed when repayment would cause the student hardship. For more information, please review the [Dual Enrollment FAQ](#), as well as the related laws at [www.michigan.gov/dualenrollment](http://www.michigan.gov/dualenrollment).

### EMC

EMCs are designed with the intent of providing additional access to postsecondary courses. The maximum number of courses, as well as the handling of costs more than the student's foundation, should be detailed in the MOU between the secondary school and postsecondary institution. MDE does not impose a cap on the number of courses/credits allowed for Early Middle College students. Any limitations should be addressed at the local level inside the MOU. It is recommended that any costs families will incur should be explained prior to a student enrolling as an EMC student.

If the student is paying for a class, most likely the district does not qualify for state aid for that class. Contact the ISD Pupil Accounting auditor for information.

## Remedial Coursework

It is plausible for an EMC student to take developmental college courses due to scheduling and/or school/program location limitations as long as the district local funding sources pays for the associated costs. [Section 5GA\(B\)](#) of the Pupil Accounting Manual gives the district the option of paying for remedial courses if it is in the best educational interest of the student.

## EMC Document Retention

The [Records Retention and Disposal Schedule for Michigan Public Schools](#), and the individual pupil level requirements in [Section 1 of the Pupil Accounting Manual](#) should be followed by all school districts. A student's high school/college transcript should be a part of the student's permanent file.

EMCs should retain the program of study, EDP, EMC application, and other related documentation for **three** years after the student graduates. An electronic copy of the student file is acceptable.

## Changing EMC Entity Types

If a school decides to change from an EMC School to a Program or a Program to a School, an email must be sent to the [EMC Manager](#) to request the *Early Middle College Change Request Form School Entity to Program or Program to School Entity*. The district needs to fill out the name of the district, the superintendent, and the EMC contact information. The entity code must be submitted, and the form must be dated and signed by the Superintendent and all district members. The form must be then returned to the EMC Manager by the due date.

## Out-of-State Postsecondary Partners

EMCs can have out-of-state postsecondary partners if the institution is located within 20 miles of a border with the state and chooses to comply with the [Postsecondary Enrollment Options Act](#).

## EMC Closure

MDE reserves the right to place EMCs on probation or close them altogether for failing to meet student reporting requirements.

EMCs can also request to close the EMC. Ideally, the EMC will have worked with MDE for support to address any issues that may have allowed them to remain open prior to requesting closure. All enrolled EMC students must be allowed to graduate. The EMC can choose to not enroll any new EMC students and staff can make a note that the EMC will be closing along with the effective school year. If the EMC does not have students that need to finish the EMC program, an authorized user at the secondary school may complete and submit a Notice of Early College Closure Form. EMCs should contact the EMC Manager for the closure form.

## **Reinstatement of EMC Closed By MDE**

Reinstatement for Early Middle Colleges closed by the Michigan Department of Education (MDE) may be requested by the district.

An EMC closed by the MDE may request reinstatement to operate. During this process, districts must demonstrate a commitment to providing students with dual enrollment, provide evidence of an annual review of student Education Development Plans (EDP), explain the social/emotional wrap around services, and address successful postsecondary transition. The reinstatement process shall be a minimum of two (2) consecutive years. If the district successfully completes the two-year reinstatement process, the district will be eligible to go through the EMC application approval process.

## SECTION 3: Student Coding and Reporting

EMC students must be coded in the MSDS during the third year of high school (junior or grade 11). The MSDS collection must also be certified by the fifth Wednesday after the official fall county day. Districts may resolve any pupil membership conflicts with other districts, correct any data issues, and recertify no later than the sixth Wednesday after count day. The dates and times for reporting and certification are available at: <https://www.michigan.gov/cepi>.

### 3500 Code

Students enrolled in an EMC must be **coded 3500** in the Michigan Student Data System (MSDS), by the fall certification deadline of the student's junior year, (grade 11 of high school).

- The 3500 code must remain in every general collection until graduation.
- The 3500 code places the student in a five-year graduation cohort. [The Michigan Merit Curriculum \(MMC\)](#) requires students to enroll in a **math or math related** course the final year of high school. For EMC students, the fifth year is the final year; therefore, the students will **not be eligible** for graduation until this requirement is complete. See the [fifth-year companion document](#) for additional information on math or math related courses.
- Students not coded by the deadline will not be eligible for the full fifth-year FTE or may not be eligible for CTE EMC Section 61b funding.

EMC students, coded 3500 by the deadline, will qualify for up to 1.0 FTE during the fifth year if the following are met:

- The pupil has not satisfied all graduation requirements.
- The pupil is enrolled in at least one math or math-related class during the pupil's final year.
- The pupil is not a foreign exchange pupil enrolled under a cultural exchange program.
- The pupil has at least one parent or legal guardian and is a Michigan resident.
- The pupil is enrolled in at least one course in the fifth year that earns high school credit during each count period. This is a new requirement as of the 2021-2022 school year.

A student can be coded 3500 as soon as the student and parent/guardian commit to the fifth year. The 3500 code can begin as early as grade 9. The student does not need to be dual enrolled before coding 3500. Once a student has been declared an Early Middle College student, the Program Participation Code "3500" must be used for reporting and in each subsequent collection thereafter. If a student exits the Early Middle College, the 3500 code must be removed from the student's profile in MSDS.

## 3500 EMC Code Upload to MSDS

The 3500 EMC Code does not automatically upload into MSDS from the SIS. The SIS will need to be programmed by your district's technology staff to automatically upload.

## Coding Appeals

If an EMC student is not coded 3500 and the error is recognized before June 30 of the student's junior year or grade 11, a coding appeal can be requested from MDE. The appeal process and form may be found at [www.michigan.gov/emc](http://www.michigan.gov/emc).

## Students Missing a Semester

If an EMC student misses a semester due to illness or another valid reason, and the student is expected to return, the student shall remain coded 3500. The district may have a reduction in FTE for the student.

## Reporting by EMC Type

### EMC Program or EMC High School

- MSDS Reporting: Individual school districts will report EMC students in MSDS.
- EEM Reporting: Individual school districts would be listed as a school in the EEM.
- Staffing: Individual school districts will designate a staff member as the EMC Coordinator. This person can have multiple roles in the district.
- Programs and Partners: Individual school districts could add postsecondary partners and/or programs of study.

### EMC Consortia

- MSDS Reporting: The district would report EMC students in MSDS. Individual school districts would list the Consortia code in the MSDS.
- EEM Reporting: The consortium would be listed as the EMC in the EEM.
- Staffing: Staffing could be provided by the Intermediate School District (ISD) or the individual schools. Often EMC Consortia's have an EMC Coordinator working at the ISD level to help with oversight, reporting, and communications.
- Programs and Partners: The consortium would add postsecondary partners and/or programs of study.

## Reporting the Extra Grade Level (Fifth Year) in MSDS

A student's grade level should be reported based on the high school credits/progress earned toward high school graduation requirements as determined by the local high school or district board of education. A typical high school student following a normal course of study will have grade 9 reported for a student's first year of high school, progressing upward to grade 12 being reported for the student's fourth year of high school.

Since Early Middle College students will have a fifth year to fulfill diploma and degree/certificate requirements, one grade level must be reported for two consecutive school years. **Grade 12 is the only grade level** expected to be reported twice in consecutive school years. This means that sequence of grade levels reported for an Early Middle College student, over the course of high school and 5<sup>th</sup> year is expected to be 9, 10, 11, 12, 12.

## EMC Student State Assessment Exam

The state assessment exam is administered in the spring for third year high school students (grade 11 students), as well as to students in grade 12 that have not yet participated in the assessment.

## Graduation Year on the EMC Student Diploma

The diploma date must coincide with the EMC students' legal graduation date after completing all MMC requirements and local district graduation requirements. Earning the fifth year FTE funding also coincides with this completion. The date on the high school diploma should reflect the year the student is graduated in the MSDS.

## Student Transcripts

Pupil accounting verification for the attainment of a degree or credential usually requires a college transcript. Students can submit college transcripts or postsecondary partners can provide college transcripts which is permissible under the [Family Educational Rights and Privacy Act](#) (FERPA) to school officials with legitimate educational interest. The graduation date on the student transcript should be the fifth year, the same as on the student's high school diploma.

Local districts decide what information to include on EMC transcripts. The only requirements from MDE are attendance and MME results.

## Out-of-State EMC Transfer Students

If EMCs have a request to enroll an out-of-state EMC student after the fall certification date of the grade 11 year, the receiving EMC should:

- Request proof of participation from the out-of-state EMC.
- Maintain a copy of the documentation which should be kept in the student's file with a copy sent via an encrypted email or United States Postal Service to MDE–OCTE EMC staff. The documentation should include the student's unique identifier code (UIC).
- Code the student 3500 at the time of enrollment.
- Mail documentation to:

MDE–OCTE  
Early Middle College Manager  
608 W. Allegan Street  
Lansing, MI 48909

## In-State EMC Student Transfers

If EMCs have a request to enroll an in-state EMC student to the EMC, after the fall certification date of the grade 11 year, the following should occur:

- The originating district that the student is transferring from should **NOT** remove the 3500 code if the student will be enrolling in the EMC at the new district.
- The receiving district should request documentation from the sending district to verify the student was an EMC participant. The documentation should be kept in the student's file.
- The EMC should provide the student's unique identifier code (UIC) via email to [MDE–OCTE EMC staff](#) so prior EMC participation can be verified in the MSDS. No other student information should be emailed.

If an EMC is not available for the student to transfer to, then the 3500 code should be removed, and the student will revert to a standard 4-year graduation and would be placed in the standard 4-year cohort.

## Athletics

It is recommended to contact the Michigan High School Athletic Association (MHSAA) for specific guidelines at 517-332-5046.

## Homeschool and Nonpublic Students

Nonpublic and homeschool students are **not** eligible to participate in EMC programs as these are designed to be full-time education programs that provide students with a high school diploma and a degree or certificate from the postsecondary institution upon completion. EMCs include instruction in content areas considered to be essential to the student's education.

## **Free/Reduced Lunch for EMC Students**

According to the MDE Office of School and Nutrition, students attending Early Middle College programs and schools are eligible to participate in the National School Lunch Program (NSLP) and School Breakfast Program.”

Due to the different designs of Early Middle Colleges, the Office of Career and Technical Education suggests working with the School Nutrition Programs (SNP) Unit at the Michigan Department of Education to determine what might be the best fit for students. For additional information, contact the SNP staff at 517-241-5376 or email [mde-schoolnutrition@michigan.gov](mailto:mde-schoolnutrition@michigan.gov).

One option is for an Early Middle College to work with a public-school district to enter into an alternate agreement with the district to provide meals. The school district would be responsible for all administrative responsibilities and would receive the reimbursement for the meals. In this scenario, the public school district would be responsible for all administrative duties including the MEGS+ application process, the income eligibility process, and the claim submission.

## **Academic Honors**

The determination of academic honors for an EMC student including consideration for valedictorian status is a local district decision related to how grades and grade point averages are calculated.

## **Special Education Students**

Students are entitled to receive 504 accommodations through dual enrollment; however, the student would have to work with the college to receive the accommodations. To do so, the college would need a copy of the student’s current 504 plan, which could be provided by the student or if there was a release of information, could be provided by the district. In some cases, a college may develop a new accommodation plan and other colleges may implement the same 504 plan. For additional information, contact Rebecca McIntyre, Office of Special Education at [mcintyrer1@michigan.gov](mailto:mcintyrer1@michigan.gov).

It is recommended to work with district administration to determine appropriate sharing of student information that is in the best interest of the student.

## **Age**

Students must be in grade 9 to be coded 3500 in the MSDS. Districts can start EMC students early to prepare them for dual enrollment and college course work. Additional funding for 61b and other CTE Funding is not available until the student is in grade 9.

For pupil accounting membership purposes, the cut-off for a general education pupil is less than 20 years of age on September 1. If an EMC student turns 20 after September 1, the fifth year of the EMC Program can be completed. If the

student is 20 years of age prior to September 1 and has not completed the fifth year, pupil accounting membership cannot be counted. If the student is experiencing extreme barriers to education, please contact the relevant district Pupil Accounting Auditor to discuss pupil membership options.

## Section 4: Pupil Accounting

Districts should contact the Intermediate School District (ISD) Pupil Accounting Auditor for specific pupil accounting questions, visit the Sections 5-G-A and 5-G-B in the [Pupil Accounting Manual](#), or contact MDE State School Aid and Finance:

- Brian Ciloski, (517) 241 2209, [CiloskiB@michigan.gov](mailto:CiloskiB@michigan.gov) or
- Jessica Beagle, (517) 241-6435, [BeagleJ1@michigan.gov](mailto:BeagleJ1@michigan.gov)

Sample questions:

1. Calculating FTE
2. Full Time Course Load Equivalent
3. More than 1.0 FTE
4. Student Extreme Barriers to Education

Pupil Accounting documents EMCs should maintain include:

1. Five-year program of study
2. Final year math requirement(s)
3. Board minutes approving the EMC
4. EMC Assurances and Certifications

## Section 5: Data Systems

### Data Quality Reports

To support quality data and to avoid coding errors, MDE and CEPI send out periodic data quality reports. Schools that receive a data quality report should review the report and make corrections as quickly as possible. Questions should be directed to MDE-OCTE and/or [CEPI](#).

### Student Reporting Information Sessions

Local districts are encouraged to look for EMC program guidance on the [MDE – OCTE Early Middle College webpage](#) or consult with the ISD Pupil Accounting Auditor. Local districts are also highly encouraged to attend the [Student Reporting Information Sessions](#) that are held three times per year.

### MI School Data

MI School Data is the State of Michigan’s official source for education data. EMC data is provided in [MI School Data](#) that includes a searchable map for EMCs by types of programs and locations including building, county, district, and college.

### Center for Educational Performance and Information (CEPI) Deadlines and Data Systems

The [CEPI master calendar](#) includes collection deadline dates.

See the [PreK-12 Application](#) site for data systems and user manuals for the:

- Michigan Student Data System (MSDS) which includes the Teacher Student Data Link (TSDL)
- Registry of Educational Personnel (REP)
- Educational Entity Master (EEM)
- Financial Information Database (FID)
- School Infrastructure Database (SID)

See the [Postsecondary Collections](#) for the Student Transcript and Academic Record Repository (STARR) database and the Michigan Postsecondary Data Inventory (MPDI).

### Michigan Student Data System (MSDS)

The MSDS is a repository for information related to students receiving education in the State of Michigan. EMCs should do the following:

#### MSDS Reporting for EMC students:

- Report all student outcomes received in MSDS.
- Code all EMC students 3500 in MSDS by the Fall certification of the student’s grade 11 year.

- Obtain proof of participation for out-of-state EMC student transfers and submit to MDE.
- Do not remove the 3500 code from the student's record if a student transfers from one EMC to another.
- Note: Once a 3500 code is removed from a student record, it cannot be re-entered.

## Checking MSDS to be sure Students are Coded EMC

District authorized personnel can verify the EMC data by pulling the "Program Participation Count" report from the MSDS. In the MSDS system:

- Click on Certified Data Reports on the left side of the screen
- Click on Certified Reports
- Type in the district or district code
- Select the collection to view
- Select Program Participation Count Report
- Select drill down for the format
- Click view report
- Expand the district and school to view, then expand the 3500 Early/Middle College Participant to view the UICs of students coded 3500 in that school

## Exiting Student from the MSDS

A [Tip Sheet](#) is available for data entry staff to exit students in the MSDS. The tip sheet is useful if a decision has been made to leave the EMC or if other irregularities happen prior to EMC completion.

## Reporting EMC Student Outcome Codes in MSDS

If districts are graduating an EMC student, with an exit status code of 40, the district will be prompted to select one or more of the five on-track graduate outcomes the student received. For a pupil accounting audit, there should be documentation in the student's file showing the student attained the outcome selected. An exit code of 40 means that the student attained a high school diploma and one or more of the following EMC outcomes presented in the following chart.

### Reporting EMC Student Outcomes in the MSDS Continued

EMC Outcome in MSDS	Criteria	Documentation for Student File
01-Associate Degree	Select this option if an Associate Degree was conferred to the student by a college.	College Transcript
02-60 Transferrable College Credits	Select this option if the student was a few credits short of an Associate Degree OR if the student attained a <i>second</i> Associate Degree, select this option, and select an Associate Degree.	College Transcript
03-Professional Certification	Certificate <b>must</b> be conferred by a college.	College Transcript
04-Michigan Early Middle College Association (MEMCA) Certificate	The EMC must be approved by MEMCA to confer the certificate.	Copy of the MEMCA Certificate awarded to the student. May also be requested to provide a log of hours/activities the student completed
05-Participation in a registered apprenticeship	Registered apprenticeships are high-quality work-based learning in conjunction with a degree granting, eligible postsecondary institution. The five-year program of study must include a degree or certificate from an eligible postsecondary institution <sup>1</sup> .	College Transcript and apprenticeship documentation that shows the student is participating in or completed a Department of Labor Registered Apprenticeship.

<sup>1</sup> MCL 388.513e [Postsecondary Options Act](#), MCL 388.1903f [Career and Technical Education Act](#)

## **Student Transcript and Academic Record Repository (STARR)**

The STARR is a component of MSDS and is used for reporting community college, public, and select private university student data. All postsecondary partners must report in STARR.

### STARR Reporting for EMC students:

- Report only those courses that count toward attaining completion of accreditation, certification, licensing and/or postsecondary degrees by the end of the student's fifth year of high school and are included on the student's transcript.
- Report EMC students as non-degree-seeking in STARR.
- Colleges should verify if students are Dual Enrolled or Early Middle College students.

## **Teacher Student Data Link (TSDL)**

The TSDL is a component of the MSDS, and links students to the teacher's providing instruction. The TSDL data reflects each student's performance in classes taken throughout the year.

### TSDL Reporting for EMC Students:

- Report all non-CTE courses for EMC students in TSDL – even if the student did not pass the course.
- Report all high school and postsecondary credits attempted – even if the student did not pass the course.
- Report the course as dual enrolled, but enter 0 college credits, if a student takes a dual enrolled course, but elects not to receive college credit.
- Report the number of college credits attempted for the course, whether the class was passed or not, for college credit.
- Report the number of high school courses (not attempted but awarded) for credits granted.
- Any courses that are EMC/dual enrollment and coded with Course Type 07 are not required to have a Personal Identification Code (PIC) reported.

## **SECTION 6: Career Technical Education Early Middle College (CTE EMC)**

### **EMC and Career Center programs**

Early Middle Colleges and Career Center programs can coexist and even work in collaboration with one another. Early Middle Colleges can simultaneously focus on career and technical education (CTE) and postsecondary courses.

### **CTE EMC Program Serial Numbers (PSN)**

Regular CTE programs have a PSN and CTE EMC programs have a different PSN. See page 9 in the [New CTE Program Application Tool Kit](#) to apply for a new CTE EMC program (PSN).

PSNs are assigned by MDE-OCTE once a new program application is approved. PSNs are a unique code representing a specific Classification of Instructional Program (CIP) code located in a specific building.

### **Leveraging CTE to Support the MMC**

While traditional course taking pathways are an option under the MMC, the legislation is specific in stating that schools may provide curriculum by using alternative instructional delivery methods such as alternative course work, humanities course sequences, [CTE](#), industrial technology courses, or vocational education, or by a combination of these.

### **CTE EMC Student and Completion of a state-approved CTE program**

It is recommended that the CTE EMC program of study be designed to allow the students to complete a state-approved CTE secondary program by the end of the fourth year of high school. However, it is understood that in certain instances it may be in the best interest of the student for the district to allow completion of a CTE program during the fifth year. Allowing completion during the fifth year or failing to complete the CTE program could result in loss of MMC flexibility and could require students to take additional classes for a high school diploma.

### **EMC Funding**

CTE programs can generate funding for CTE EMCs. Information on funding a CTE EMC is available on the CTE website: [MDE - Career and Technical Education \(michigan.gov\)](#) under the [At-A-Glance Resources](#).

## **Career and Technical Education Information System (CTEIS)**

CTEIS is used for reporting all CTE student and program data for State Aid funding and Federal reporting purposes. CTEIS is used to report all non-CTE courses in TSDL.

## **Teacher Student Data Link (TSDL) Repeated for CTE EMC**

The TSDL is a component of the MSDS and links students to the teacher's providing instruction. The TSDL data reflects each student's performance in classes taken throughout the year.

### TSDL Reporting for EMC Students:

- Report all non-CTE courses for EMC students in TSDL – even if the student did not pass the course.
- Report all high school and postsecondary credits attempted – even if the student did not pass the course.
- If a student takes a dual enrolled course, but elects not to receive college credit, report the course as dual enrolled, but enter 0 college credits.
- If a district chooses to report CTE courses in both CTEIS and TSDL, the subject area code for the CTE course should be reported as 00 in TSDL. If a student takes more than one CTE EMC course during the year, only one CTE EMC course (per program) is required to be reported in CTEIS for that student to qualify for Section 61b funds.

## **Section 61b State School Aid Formula Funding/Strategic Plans and Planning Grants**

The grant requires that the 61b ISD fiscal agent collaborate with the career education advisory council (CEAC), in the workforce development board service delivery area, to develop one regional strategic plan that aligns CTE programs and services into an efficient and effective delivery system for high school students. The MDE-OCTE will align career education planning districts, workforce development board service delivery areas, and intermediate school districts for the purpose of creating one regional strategic plan for each workforce development board service delivery area.

One result of strategic planning is the career cluster ranking to determine CIP codes that are eligible to receive Section 61b formula funding. Additional Information on the 61b(1) is available in the [EMC and CTE Dual Enrollment Tool Kit](#).

The Michigan Department of Education, Office of Career and Technical Education (MDE-OCTE) oversees the State School Aid Act of 1979, Section 388.1661b funding. Section 61b allocates funding from the State School Aid fund appropriation for the expansion of CTE EMC and CTE dual enrollment programs. The purpose of

these programs is to increase the number of Michigan residents with high-quality degrees or credentials.

All state school aid funding and requirements are subject to change based on the annual passage of the State School Aid budget. Links to the related information are provided:

- [Section 61b legislation](#)
- [Section 61b Tool Kit](#)
- [Section 61b Eligible CIP Codes](#)

## Developing CTE EMC Programs

Districts that are interested in starting new CTE EMC programs should contact the MDE EMC staff and consultant with the appropriate CTE Education Consultant.

If a current CTE EMC wants to add an additional program/pathway, the EMC should submit a copy of the Program of Study (POS) to MDE EMC staff. If the postsecondary partner is new, a copy of the signed MOU must also be submitted. The POS should identify the course(s) that will count for the math requirement and the two courses that will fulfill the high school credit during the fifth year. The CTE EMC should have a Program Serial Number (PSN) for the new program or plan to apply during the next application cycle. Guidance on applying for a new PSN can be found in the [New CTE Program Application Tool Kit](#).

## CTE EMC Sample Program of Study

Five-year programs of study are required for any EMC program. When applying for a CTE EMC program, the district must submit a sample five-year program of study. See **Appendix F** in the [New CTE Program Application Tool Kit](#).

## Coding EMC Students Prior to New CTE EMC Program Application Approval

Districts that are applying for CTE EMC PSN approval can code EMC students 3500, by the coding deadline, prior to final MDE approval. Districts should maintain the following documentation:

- EMC meetings held for grade 11 students.
- Code grade 11 students 3500 in the MSDS by the Fall Certification date.
- Apply for a new CTE EMC program (PSN).
- When the new CTE EMC program application is approved and the district receives the CTE EMC PSN, enroll the students participating in the CTE EMC, in the new CTE **EMC** PSN in CTEIS.
- If any student coded 3500 in the fall decides not to participate in the CTE EMC, remove the 3500 code from the MSDS by the mid-June CTEIS end of year reporting deadline. (If applicable, these students will remain enrolled in the "regular" state-approved CTE PSN in CTEIS.)

- If the district's CTE EMC application does not get approved, remove the 3500 code for all the students in the MSDS.

## SECTION 7: Web Resources

[Career and Technical Education \(CTE\)](#)

[Center for Educational Performance and Information \(CEPI\)](#)

[Early Middle College \(EMC\)](#)

[Michigan Association of Career and Technical Education](#)

[Michigan Department of Education \(MDE\)](#)

[Middle College National Consortium \(MCNC\)](#)

[Pupil Accounting Manual \(PAM\)](#)

Guidance published in this document is subject to change as State Legislative and Budget revisions may impact certain programming.

The Michigan Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For more information, view the official [Notice of Nondiscrimination \(michigan.gov\)](#).

