Early Middle College
Administrator Manual

2026-2027 Edition

Michigan Department of Education
Office of Career and Technical Education

Mission: To prepare students with the academics, credentials, and work behavior skills needed to thrive in education and careers.

MICHIGAN EARLY MIDDLE COLLEGES

MICHIGAN Department of Education

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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 an EMC student participant to the State
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	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
S2E2	Specialized Shared Educational Entity
SRM	Student Record Maintenance
STARR	Student Transcript and Academic Record Repository
TSDL	Teacher Student Data Link
UIC	Unique Identifier Code

A user-friendly and searchable directory of common terms for EMCs and CTE EMCs is located on the Michigan Department of Education's Office of Career and Technical Education (MDE-OCTE) website under CTE Instructional Resources, Acronyms and Abbreviations.

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

Introduction

College in high school programming has seen increased interest from stakeholders across Michigan, and the state has seen incredible growth in the number of districts and public-school academies that have selected to seek approval to open an Early Middle College (EMC). At the beginning of the 2026-2027 school year, there are 190 EMCs in partnership with 48 colleges and universities.

The Michigan Department of Education's Office of Career and Technical Education (MDE-OCTE) oversees EMC programming in Michigan and provides support to secondary and postsecondary institutions that currently operate or are interested in opening an EMC. The MDE EMC Unit has developed this EMC Administrator Manual to support EMC staff.

History of Michigan Early Middle Colleges

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 EMCs was to blend the approach of Early Colleges with the philosophy of Middle Colleges. Michigan has also opted to alter the traditional EMC model by allowing districts to provide a five-year program of study (POS) and choose to set up the EMC as a high school, program, or consortium, thus increasing access and opportunity for students.

In 1991, the first Middle College was opened in Michigan by Dr. Chery S. Wagonlander on the campus of Mott Community College and was named Mott Middle 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 EMCs changed with the passage of the Postsecondary Options Act, 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.
- Identification of EMCs as unique five-year models.
- 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.
- Permission for districts to collect foundation allowances for 5th year EMC students.
- Tracking EMC students by flagging them in the Center for Educational Performance and Information (CEPI) System.
- Secured a waiver from the United States Education Department (USED), which allows EMC students to be considered on-time graduates after five years for Adequate Year Progress (AYP) reporting.
- Authorization of the MEMCA Technical Certificate.
- Permission for sites other than the high school to be eligible as locations for earning concurrent credit.
- 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 EMC experience can benefit all students. MDE's philosophy is that the students who can most benefit from an EMC experience are students who are:

- Economically disadvantaged
- Underrepresented
- Underserved
- Underperforming

Underrepresented students may include students with disabilities, students experiencing homelessness, students in foster care, English learners, students of color, etc. 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. 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 (MDE) approved five-year Program of Study (POS). An EMC allows students to stay enrolled in high school for an additional fifth year in order to take college classes. Students can complete up to

60 college credits, an associate degree, or other approved credentials while also earning credits that may transfer to bachelor's granting institutions. EMCs also include a specific and deliberately designed course of study that includes unique social and emotional student support services.

The credentials/EMC outcomes that a student can achieve include a high school diploma and one or more of the following:

- 60 transferable college credits
- An associate degree
- A professional certification
- The Michigan Early Middle College Association (MEMCA) Technical Certificate
- Participation in a registered apprenticeship

A professional certification is any certificate or industry-recognized credential for which a pupil prepared by taking coursework provided by an eligible postsecondary institution.

A school district or intermediate school district (ISD) must apply to the MDE for approval to open an EMC. Students, parents, and guardians must be made aware of the five-year commitment for an EMC

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

The definition of a high-quality EMC program includes:

- Academic programming with a 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 dedicated EMC staff, resources, and professional development dedicated to supporting EMC students/families.
- Access and equity for all students.
- A comprehensive early middle college program of study for each student.
- Timeliness, accuracy, and fidelity in student reporting.
- Students exit with at least one of the five on-track EMC graduate outcomes.
- A career and college readiness 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 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.

Steps 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.
    a. Consider EMC staff resources, recruitment, and social and emotional learning support.
3. Reach out to potential postsecondary partners to explore POS options for students.
    a. Consider degrees available, credit transferability, and costs to students and families.
4. Attend an MDE "Opening an EMC Workshop" for prospective EMCs.
    a. Develop a project plan with key steps for EMC opening and checkpoints.
5. Incorporate "The Big Four" Dimensions of College Readiness into the curriculum for students (see page 10).
6. Submit an EMC Application to MDE by the annual EMC Application deadline.

EMC Design Principles

COLLEGE-FOCUSED ACADEMIC PROGRAM

Schools implement comprehensive, standards-based curricula that provide a bridge to postsecondary studies and incorporate both high school and college coursework.

STUDENT ACADEMIC AND SOCIAL/EMOTIONAL SUPPORT

Supports are offered to all students to meet their academic, social, and emotional needs in high school and in the transition to college.

HIGH SCHOOL/COLLEGE COLLABORATION

High schools and colleges take joint responsibility for students' educational success and establish structures that permit high school students to take college courses.

CULTURE OF CONTINUOUS IMPROVEMENT

High schools and colleges engage in evidence-based discussions to continuously improve students' experiences and outcomes.

"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)

MEMCA, founded in 2005, is a voluntary alliance of educators, led by an executive director and governed by a leadership council. MEMCA's purpose is to significantly increase 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 provides the vehicle for awarding the MEMCA

Technical Certificate. MEMCA believes that Dr. David T. Conley's work should be studied and embedded in all EMC models.

MDE has had an MOU on file through 2025 designating the responsibilities of MDE and MEMCA regarding EMCs.

Purpose of MEMCA

The purpose of MEMCA is threefold:

1. Professional development
    - Reflective practice
    - Professional learning community
    - Best practice dissemination
    - Technical assistance for members and groups seeking to develop new EMCs
2. Research and contribution to the literature related to EMCs
    - Share outcomes and best practices
    - Contribute unique perspectives to high school transformation literature
    - Share student voice as well as educator voice
3. College and Career Readiness
    - Conferring the opportunity to EMCs to award the MEMCA Technical Certificate
    - Supporting schools in developing college and career readiness curriculum

MEMCA Technical Certificate

An EMC has the option to present a 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 who 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 have not received 60 transferable college credits. The MEMCA Technical Certificate can be awarded along with another EMC outcome and gives EMCs another award that will allow them to graduate students with a successful on-track outcome.

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 Council reviews presentations from schools periodically throughout the year. The EMC must be in the second year of operation or further and attend a meeting with MEMCA Leadership to learn about the requirements necessary to confer the MEMCA technical certificate. MEMCA staff will contact the EMC to invite staff 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, a teacher, an EMC Coordinator, and postsecondary partners.

To receive a MEMCA Technical 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

College and Career Readiness Curriculum

A college and career readiness curriculum teaches EMC students the academic, social, and emotional skills and college knowledge needed to transition successfully from high school to postsecondary. The curriculum should teach the differences between high school and college, prepare them for college-level coursework, and introduce them to college majors and careers.

Many EMCs begin teaching the curriculum in a summer orientation or boot camp. Some will include a college readiness course taught by the EMC or the postsecondary. Others continue to deliver the curriculum during a seminar or advisory period. The Michigan College Access Network (MCAN) offers the Your Future Matters: College and Career Planning course, which some EMCs have adapted for their college and career readiness curriculum. The college and career curriculum should progress each year to meet the specific needs of EMC students. A best practice for continuous improvement is for secondary and postsecondary EMC staff to meet regularly to evaluate EMC students' needs and adjust the curriculum accordingly.

College and career readiness units of study may include:

- College orientation
- Introduction to the student learning platform (Canvas, Blackboard, etc.)
- Analytical and research skills
- Note-taking
- Time management
- Leadership
- Planning and organization skills
- Study skills
- Tests and test anxiety
- How to access college resources
- Communication skills

- Career preparation
- Employability skills

Many EMC High Schools regularly assess EMC students' academic and non-academic indicators throughout the college and career readiness curriculum to determine whether they are ready for college classes. This process is known as credentialing, which is a research-backed process that helps increase success and retention for students.

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 S. Wagonlander EMC Excellence in Practice Awards

Two awards are presented annually at MDE and MEMCA events in recognition of Dr. Chery S. 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 is available on MDE's EMC web page.

College in High School Opportunities

There are several ways for high school students to earn college credit. Students can follow one of the three pathways listed below or "mix and match" to accelerate academic progress.

1. **Early Middle College:** 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 and emotional student support services.

2. **International Baccalaureate (IB)**: IB is a two-year curriculum available in an IB-approved school where students learn a second language and follow an international focus. There is an emphasis on asking challenging questions, critical reflection, developing research skills, and studying the theory of knowledge. Students submit a final project at the end of the IB program. Community service is encouraged. Students earn an IB Degree, not individual college credits.

3. **Advanced Placement (AP)**: AP classes are high school classes that address a college-level curriculum. There are nationally designed AP courses in different subject areas that provide students with the opportunity to take college-level courses in high school that are taught by AP-trained high school teachers. AP courses are also available online.

4. **Postsecondary Credit Agreement(s)/Articulated Credit**: High school courses that are aligned with college-level content. Students can earn college credit after successfully completing the course and meeting specific requirements. Postsecondary Credit Agreement(s)/articulated credit provides students with a way to start in a career field and potentially earn college credit while in high school. The programs align with specific programs of study at the postsecondary level. A high school teacher and postsecondary faculty agree on the student learning outcomes for a class to articulate from the high school to the college course. Usually, a student must earn a certain grade in the course and then enroll in the college to have the credit added to the college transcript. Postsecondary credit agreements seek to reduce remediation and duplication of coursework and ensure the smooth transfer of credits to colleges post high school education.

5. **Direct Credit/Concurrent Enrollment**: College courses taught at the high school by qualified instructors. Students receive both high school and college credit simultaneously. Direct credit is usually associated with a college faculty member teaching the college course at the high school. Concurrent enrollment is usually used to describe college courses taught in high school by high school teachers who are also adjunct college faculty. The terms direct credit and concurrent enrollment are used differently throughout the state.

6. **Dual Enrollment (DE)**: High school students take actual college courses (either on a college campus or online) and earn credit that potentially applies to both the high school diploma and the college transcript. Dual Enrollment provides an opportunity for students in ninth grade or higher to take college classes while in high school. High school students may participate in dual enrollment by attending at least one high school course and simultaneously attending a degree-granting postsecondary institution.

   Dual Enrollment courses are available to all students meeting the eligibility requirements as outlined in the MDE's Dual Enrollment FAQ. Students may or may not receive unique social/emotional support or complete a degree or certificate while participating in dual enrollment.

Under Dual Enrollment, students enroll in individual courses as outlined in the students' Educational Development Plan (EDP) but are not following a specific degree plan. Dual Enrollment provides for up to 10 postsecondary courses, but a school district can exceed the 10 courses if it is part of the student's EDP. 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 the Office of Education Services and Jeff McNeal at 517-241-6958 or mcnealj1@michigan.gov.

The Dual Enrollment and Early Middle College: What's the Difference? The document provides additional information on the differences between DE and EMC, and the College Credit in High School Program Definitions gives additional information on other College in High School Opportunities, such as Advanced Placement (AP) and International Baccalaureate.

EMC students can use any combination of College in High School Programs to advance on an academic pathway.

SECTION 2: EMC Application and Operational Processes

EMC Application Process

Districts interested in opening a new EMC must attend the Opening an EMC Workshop and an Application Support Workshop to learn about the EMC application process, EMC philosophy, and design principles. At least one person from the district who is involved in submitting the EMC application and one representative from postsecondary are required to attend the Opening and EMC Workshop. Districts are encouraged to send an EMC team made up of the superintendent, principal, counselor, teacher(s), postsecondary partner staff, and early college coordinator.

Local education agencies (LEAs), both traditional public-school districts and public-school academies (PSAs) that apply for approval of an EMC, must provide the department with the following:

Memorandum of Understanding (MOU)
The MOU is the written agreement between the EMC and the postsecondary partner that outlines the mutually accepted expectations of the parties. The MOU may address program design, course sequence and offerings, admission procedures, tuition and fees, books and supplemental materials, student support, code of conduct, and responsibilities of staff. The EMC and postsecondary partner will develop an MOU together to submit with the application. Guidance on creating an MOU and an MOU Sample are available on the Early Middle College website. It is recommended that EMCs and postsecondary partners review the MOU frequently, at a minimum, yearly.

An MOU must include:

- EMC signature and date
- Postsecondary partner signature and date
- Timeframe for the agreement
- Financial and operational responsibilities
- Reporting requirements in the Teacher Student Data Link (TSDL) and Student Transcript and Academic Record Repository (STARR)
- Additional items necessary for the partnership

A separate MOU must be uploaded for each postsecondary partner as individual documents

Five-Year Program of Study (POS)
Every EMC must have at least one program of study but is encouraged to develop multiple programs of study with multiple postsecondary partners if available. The postsecondary partner should help the school consider available degrees, the timing and sequence of courses for EMC students, delivery methods of courses, transferability of credit, and costs to students/families.

The college partner and the EMC staff should develop the POS together as a joint document. The high school will ensure that all high school graduation requirements are included, and the postsecondary partner will plan the college coursework.

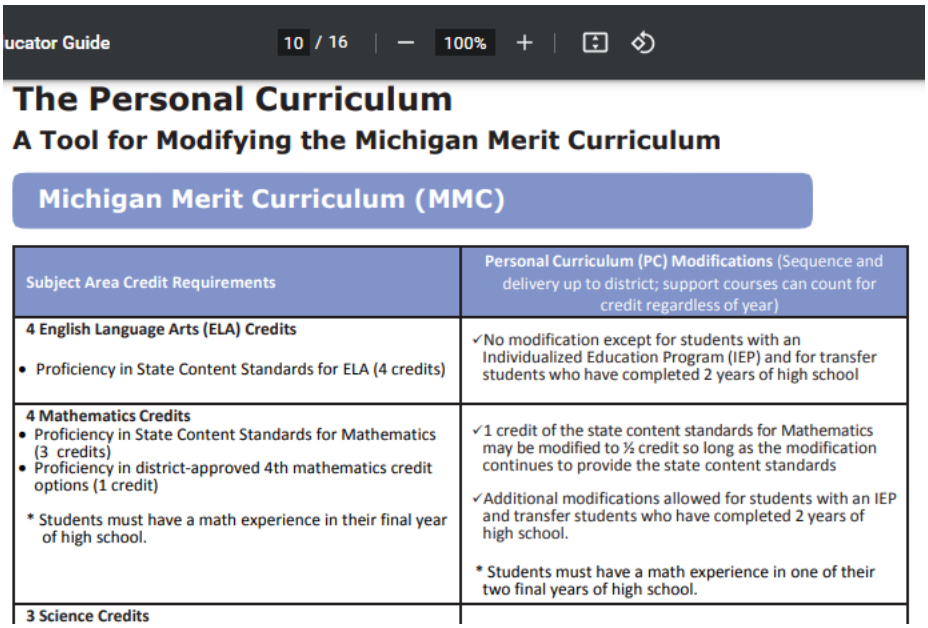
A POS must include:

- EMC name
- College name
- EMC Outcome (associate degree, professional certificate, participation in a registered apprenticeship, or 60 transferable college credits)
- 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 Michigan Merit Curriculum to be eligible for high school graduation
- Courses that will be taken for high school credit during each count period of the fifth year as a condition of Pupil Accounting requirements (this can be the math/math-related course, high school courses, or college courses)
- High school course names and college course names for grades 9 through 13

Final Year Math and Pupil Membership
MDE has provided guidance documents for EMC Pupil Membership and MMC requirements. Please review the EMC Student 5th Year EMC Pupil Membership Requirements for additional information on meeting both pupil membership and MMC for fifth-year EMC students.

Exceptions to the final year math requirement are available for students with a personal curriculum. The exception allows for a slightly different requirement for the final math-related course/experience, which is that the student must be enrolled in a math experience in one of their two final years of high school. If the student had a math-related experience the last year, they fulfilled the requirement. It is important to ensure that the student has a course during each semester that generates high school credit. The high school credit will be generated by the student's postsecondary courses during the final year.

See [Personal Curriculum: Parent and Educator Guide] (Screenshot below)



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The Personal Curriculum

A Tool for Modifying the Michigan Merit Curriculum

Michigan Merit Curriculum (MMC)

Subject Area Credit Requirements	Personal Curriculum (PC) Modifications (Sequence and delivery up to district; support courses can count for credit regardless of year)
4 English Language Arts (ELA) Credits • Proficiency in State Content Standards for ELA (4 credits)	✓No modification except for students with an Individualized Education Program (IEP) and for transfer students who have completed 2 years of high school
4 Mathematics Credits • Proficiency in State Content Standards for Mathematics (3 credits) • Proficiency in district-approved 4th mathematics credit options (1 credit) * Students must have a math experience in their final year of high school.	✓1 credit of the state content standards for Mathematics may be modified to ½ credit so long as the modification continues to provide the state content standards ✓Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school. * Students must have a math experience in one of their two final years of high school.
3 Science Credits	

The 3500 code, marked for EMC students in the Michigan Student Data System (MSDS), moves the student into 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 student's best interest. The course(s) designated are a district decision. For additional information, please see the [EMC Student Fifth Year Frequently Asked Questions Tip Sheet]

Board of Education Minutes

Board Minutes must include:

- Approval of the 5-year POS as a requirement for high school graduation.
- The date the Board meeting was or will be held.
- Approval of the minutes from the meeting where the EMC was adopted. If the EMC is a Consortium, minutes from each local district 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 POS that requires enrollment in a math or math-related course in the fifth year for EMC students."

Organizational Chart

The organizational chart is a visual representation of all the secondary and postsecondary staff that are involved in running and supporting the EMC.

An Organizational Chart must include:

- The secondary roles supporting the EMC
- The postsecondary roles supporting the EMC
- The reporting structures
- The percentage of full-time equivalency (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.

Focus Areas
EMCs are asked to designate focus areas in the Education Entity Master (EEM) relevant to the programs of study offered. Currently, MDE has not been able to edit the focus areas listed to make the options more comprehensive. This is planned for the new version of the EEM in development. Until that time, 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.

It is vital that the EMC coordinator works with their local district EEM authorized user(s) to keep contact information current in the EEM to ensure accurate access to information. MDE will communicate with the individuals listed in the EEM as the designated EMC coordinator. More than one EMC coordinator can be listed. The role of the EMC coordinator includes:

Collaboration and Coordination

- Act as a liaison between the EMC and MDE. If serving as an EMC consortium coordinator, act as a liaison between the local districts, the EMC, and MDE.
- Meet with counselors on a regular basis to discuss student scheduling, student needs, successes, and outcomes. Counselors are important in helping to identify students who 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 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 and the Center for Educational Performance and Information (CEPI) correspondence.
- Collaborate with postsecondary partners to develop five-year programs of study.
- Assist the postsecondary partner(s) to ensure EMC students are supported through the graduation audit and graduation application process.

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 by developing MOUs, establishing POS, 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 with attendance, academics, or personal issues.
- Ensure students/parents/guardians understand the five-year POS 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 district's responsibility to properly code the EMC student 3500 in the MSDS at each collection. Districts will not be allowed to code a student after the fall general collection certification deadline. (See 'Coding Appeals' in Section 3).
- Ensure districts with a CTE EMC program report in the correct PSN and report accurately in the Career and Technical Education Information System (CTEIS), MSDS, and TSDL.
- Share student core information as reported by the high school with the college partner. Information should include Unique Identifier Code (UIC), name as reported by the high school, date of birth, etc.

- Participate in the EMC Update 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 POS 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 and MEMCA EMC professional development. Encourage local district staff and postsecondary partners to attend professional development training opportunities.
- Encourage secondary and postsecondary instructors to meet and work collaboratively to align the curriculum.

Program Quality

- Work with district staff to provide a quality EMC program.
- Use the High Quality EMC Framework to 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, as it 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 POS 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 student's schedule that matches the five-year POS.
  - 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, MEMCA Technical Certificate, etc.

Role of the EMC Postsecondary Partners

Colleges and universities are important partners for EMC programs and provide the connection to postsecondary coursework. EMCs must have a primary postsecondary partner and may have additional partners.

MDE will send communications and EMC updates to individuals listed in the EEM as the EMC Postsecondary Partner Contact. The Postsecondary Partner Contact is the person from the college or university that the EMC staff work with. If the EMC has multiple postsecondary partners, each partner should have a contact person listed in the EEM, and the contact information should be kept current in the EEM. A list of colleges and universities that currently partner with EMCs are listed on the MDE EMC website.

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

Collaboration

- Become members of the Michigan Early Middle College Association (MEMCA).
- Join the MEMCA Higher Education Liaison EMC Network (HELEN). Contact Angie Bess at bessa@kellogg.edu for more information.
- Collaborate with EMCs to discuss community service opportunities for students on campus.
- Serve on an EMC Regional Advisory Team. Regional Advisory Teams are often established by groups of EMCs working collaboratively to share resources and provide one another with support. Contact MDE EMC Unit for connections with various Early Middle College Regional Advisory Teams.
- Connect with secondary staff to automatically add CTE credits to EMC student transcripts when they apply for admission.
- Develop postsecondary succession planning to ensure EMC continuity when staffing changes occur.
- Support EMCs in managing the various requirements of multiple postsecondary partners. The timing of courses and varied deadlines for registration, drop/add, graduation audits, etc. can be very different making managing these dates difficult.
- Establish additional opportunities for student credit, including Statewide Postsecondary Credit Agreements/Articulation Agreements.
- Communicate relevant information related to the college with EMC staff and other partner organizations.
- Work to add EMC and other College in High School Opportunities to the college's strategic plan.
- Involve EMCs when colleges are planning major changes, especially related to academic programs. Major changes can have lasting impact on Program of Study.

- Assist the EMC Coordinator and staff to ensure EMC students are supported through the graduation audit and graduation application process.
- Implement priority registration for EMC students, if possible. This allows EMC students to work around high school course times and other K-12 commitments such as athletics and extracurricular activities.
- Develop a system to send college transcripts to the EMC at the end of each term.

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 13th-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 are needed.
- Include EMC Coordinators on Early Alerts for EMC students.
- Work with the EMC to identify which course formats (virtual, in-person, hybrid) and course lengths of time (15-week, 12-week, etc.) are better for EMC students.
- Evaluate placement testing requirements to identify what is necessary to place students into the courses while still considering the literature on placement best practices and student success.
- Communicate with EMC students using technology tools at the college/university, such as Customer Relationship Management, Student Information Systems, etc.

Reporting

- Schedule periodic meetings with EMC partners 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. EMC 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 and EMC Postsecondary Manual.

Adding a 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 POS between the EMC and the new postsecondary partner to MDE

EMC Funding

Regular EMCs do not receive any additional funding other than the FTE for 13th-year students. To receive the full FTE, students must have a schedule of courses that is considered full-time. Contact the ISD Pupil Accounting Auditor for more information.

CTE EMCs may also 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 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. The district will provide each student an eligibility letter detailing eligible charges paid by the district. For the most recent information on dual enrollment costs, please see the MDE's dual enrollment FAQs and dual enrollment calculation worksheet at the MDE Dual Enrollment webpage.

Repayment

If a student does not receive credit for a course, the student is required to repay the school district.

Exceptions to repayment:

- A student who does not complete a course due to a family or medical emergency [MCL 388.514(9)(b)].
- A serious illness, disability, or injury of a family member.
- The death of a parent, guardian, or other close family member.
- Financial hardship, such as loss of employment or unexpected medical expenses.
- The need for the student to care for an ill or disabled family member.
- Domestic violence or other situations affecting family safety.
- Homelessness or the loss of stable housing.
- Military deployment of a parent or guardian.

For more information, please review the frequently asked questions, as well as the related laws, at the MDE Dual Enrollment webpage.

EMC

EMCs are designed with the intent of providing additional access to postsecondary courses and additional student supports. 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 may 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 more information.

Remedial Coursework

It is possible for an EMC student to take developmental college courses due to scheduling and/or school/program location limitations as long as the district's local funding sources pay 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.

Section 5GB of the Pupil Accounting Manual lists the documents that EMCs and local districts must retain for EMC students. EMCs should retain the documentation for

three years after the student graduates. An electronic copy of the student file is acceptable.

Changing EMC Entity Types

If an EMC decides to change the entity type 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*. See Section 8 for contact information. 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. 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 not to 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 who 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 EMCs closed by MDE may be requested by the district. MDE staff will send a letter formally accepting the reinstatement request and detailing the requirements of the process. During this process, districts must demonstrate a commitment to providing students with dual enrollment, provide evidence of an annual review of student educational development plans (EDP), explain the social and 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.

To successfully complete the reinstatement process, the district must have two consecutive school years of clean auditing of student data and reporting. An annual submission of forms detailing the school's progress must be submitted both years. There are three forms that complete the annual submission. The first form requests dual enrollment student data. The second form requests a detailed account of wrap-around services for dual-enrolled students. The third form requests a narrative describing the advancements made toward the district's ability to operate an EMC with integrity and fidelity. Once the two years of auditing are complete, the district must attend MDE's Opening an EMC Workshop, Application Support Workshop, and submit a New EMC Application. The district's data entry staff must participate in MDE's EMC Update virtual meetings beginning in the winter in which they submit the application. Once approved, the EMC will reopen the following school year. The entire class of EMC students will be audited as at-risk students for the first two years of the EMC being opened. After two years of operation, the EMC will be audited, and the reinstatement process will be complete.

SECTION 3: Student Coding, Reporting, and Pupil Accounting

EMC students must be coded in the Michigan Student Data System (MSDS) by the fall of the third year of high school (junior or grade 11). The MSDS collection must be certified by the fifth Wednesday after the official fall Count Day. Districts may resolve pupil membership conflicts with other districts, correct data issues, and recertify no later than the sixth Wednesday after count day. The dates and times for reporting and certification are available at the CEPI webpage.

3500 Code

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

- The 3500 code must remain on the student's record 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 in 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 5th Year Early Middle College Pupil Membership Requirements 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 full-time equivalent (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 the five-year Program of Study and 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, 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.

A student can be coded 3500 as soon as the student and parent or legal 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 EMC student, the program participation code 3500 must be used for reporting and in each subsequent collection thereafter. If a student exits the EMC,

the Exiting and Reporting Outcomes for EMC Students in the MSDS Tip Sheet provides guidance on when it is appropriate to remove the 3500 code.

3500 EMC Code Upload to MSDS

The 3500 EMC code does not automatically upload into MSDS from the Student Information System (SIS). The SIS will need to be programmed by each district's technology staff to upload automatically.

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 the MDE EMC webpage.

Students Missing a Semester

If an EMC student misses a semester due to illness or another valid reason and 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

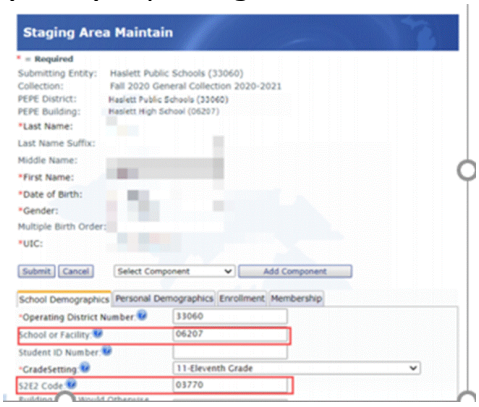
EMC Program or EMC High School

- MSDS Reporting: Individual school districts report EMC students in MSDS.
- EEM Reporting: Individual school districts are listed as a school in the EEM.
    - Individual school districts designate a staff member as the EMC coordinator as well as a postsecondary partner contact in the EEM. These people serve as the main contact person for the EMC at the K-12 and college.
    - The individual listed as the postsecondary partner contact is a college staff member supporting the EMC.

EMC Consortia

- MSDS Reporting: The participating school districts report EMC students in MSDS. The participating school districts report the school or facility of the local high school and the S2E2 code of EMC consortia building.

The screenshot below is an example of Specialized Shared Educational Entity (S2E2) reporting in the MSDS.



- EEM Reporting: The consortium is listed as the EMC in the EEM.
    - Staffing could be provided by the intermediate school district (ISD) or the individual schools. Often, EMC consortia have an EMC coordinator working at the ISD level to help with oversight, reporting, and communications.
    - The consortium designates a staff member as the EMC coordinator as well as a postsecondary partner contact in the EEM. These people serve as the main contact person for the EMC at the K-12 and college.
    - The individual listed as the postsecondary partner contact is a college staff member supporting the EMC.

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 the 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 the sequence of grade levels reported for an Early Middle College student, over the course of high school and the fifth year, is expected to be 9, 10, 11, 12, 12.

Summer College Courses

There may be times when EMCs want to allow students to take college courses during a spring/summer term. For example, a course needed for a program of study might only be offered in the summer, or a student may be behind and need

spring/summer coursework to catch up. EMCs are allowed to pay for summer college courses, but the decision to fund summer classes is a local district/EMC decision.

There was a limitation at one time that would not allow for a summer course to be counted on the fall schedule unless 50% of the course occurred within that semester. That limitation was removed to allow districts to include the course as part of the fall or spring schedule. Since the district's foundation is blended heavily in favor of fall, it is recommended to include summer classes on the fall schedule when possible. There is no timing requirement in the statute, so summer courses can run beyond July 1st.

If a district does not pay for the college courses taken during the spring/summer, the course should not be listed on the student schedule.

If a student has completed the 13th year with all Michigan Merit Curriculum requirements and an EMC Award Outcome (associate degree, 60 transferable credits, MEMCA Technical Certificate, professional certificate, or participation in a registered apprenticeship), the EMC is not obligated to pay for summer college courses. No additional state aid will be generated for the student, and the student should be exited as an on-track graduate.

EMC Student State Assessment Exam

The state assessment exam is administered in the spring for third-year high school students (grade 11) and for 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 showing as graduated in the MSDS.

Student Transcripts

Pupil accounting verification for the attainment of a degree or credential 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 https://studentprivacy.ed.gov/faq/what-ferpa(FERPA) to school officials with legitimate educational interest. The graduation date on the student's 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 requirement from MDE is that a school district or public-school academy shall include the number of school days a pupil was in attendance at school each school year during high school and the total number of school days in session for each of those school years on the pupil's high school transcript.

Based on feedback from MEMCA partner schools, some best practice components to include on EMC high school transcripts include:

- Indicate "early college" prominently on the transcript.
- Include all classes that are part of the student's high school experience on one transcript (prior high school, early college high school, college, etc.)
- Include actual grades for college classes (do not use "credit"/"no credit" unless that is the actual grading scale for the course)
- Designate college classes with the initials of the postsecondary institution (or other signifier) through which the classes are taken.
- Include the number of college credits in parentheses following the course name
- Include the actual graduation date (not the year that the student would have graduated if they finished high school after 12th grade).

Pupil Accounting

Districts should contact the ISD Pupil Accounting Auditor for specific pupil accounting questions, visit 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 or
- Jessica Beagle, 517-241-6435, BeagleJ1@Michigan.gov

Sample questions:

1. Calculating full-time equivalency (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 (POS)
2. A signed memorandum of understanding (MOU) with each postsecondary partner.
3. Board of education minutes approving the 5-year program of study for Early Middle College pupils. For consortium EMCs, each participating school district must maintain minutes from its own board of education approving a 5-year program of study for EMC pupils.

4. An educational development plan (EDP) for each pupil.
5. College or high school transcripts showing that each pupil earned a high school diploma and one of the following: at least 60 college credits, an associate degree, a professional certification, MEMCA Technical Certificate, or documentation showing participation in a registered apprenticeship.

SECTION 4: Students

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.

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 coursework. 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.

Athletics

Early Middle College students are eligible to participate in high school athletics in grades 9-12. Under the rules of the Michigan High School Athletic Association (MHSAA), students are not eligible to participate in high school athletics during the 13th grade. Students are not eligible to participate in collegiate athletics in grades 9-12.

Students in the 5th year may be eligible to participate in athletics in a community college due to a 2023 decision by the National Junior College Athletic Association to allow students concurrently enrolled in state approved high school/college programs to participate in NJCAA athletics. Students must have completed all their high school graduation requirements, exhausted their high school athletic eligibility and received written approval from the NJCAA, prior to participation in NJCAA athletics.

Due to the unique academic and athletic situation of each student, and the complexity of the NJCAA eligibility rules, it is recommended that each potential student-athlete discuss their athletic eligibility with the athletic personnel at the NJCAA college where they have chosen to attend. EMCs with questions related to high school athletics are recommended to contact the Michigan High School Athletic Association (MHSAA) for specific guidelines at 517-332-5046.

Free/Reduced Lunch for EMC Students

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

Due to the different designs of EMCs, MDE suggests working with the School Nutrition Programs (SNP) Unit at the MDE to determine the best fit for students. For additional information, contact the SNP staff at 517-241-5376 or email mde-schoolnutrition@michigan.gov.

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

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.

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 must occur:

- The originating district from which the student is transferring 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 UIC via email to the EMC Manager so prior EMC participation can be verified in the MSDS. See Section 8 for contact information. 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. The student will revert to a standard four-year graduation and would be placed in the standard four-year cohort.

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 must:

- 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 EMC staff. The documentation should include the student's UIC.
- Code the student 3500 at the time of enrollment.
- Mail documentation to:

  MDE-OCTE
  Early Middle College Manager
  P.O. Box 30712
  Lansing, MI 48933

Special Education Students

Students are entitled to receive accommodations through Section 504 plans and Individualized Education Plans (IEPs) throughout their EMC experience. High schools are to provide accommodations for high school courses and monitor the IEP and 504 plan through the 5th year. For additional information, contact the Office of Special Education at MDE-OSE.

Colleges and universities offer special accommodation services to students with disabilities, and students can choose whether to disclose a disability. If a student chooses to pursue accommodations at the college, they will coordinate with the department at the college in charge of accommodations, e.g. Disability Services or Office of Student Access. The student will need to provide a copy of the IEP or 504 plan to the college. In some cases, a college may develop a new accommodation plan, but others may implement the same accommodations. Students and EMC staff can access the Campus Disability Resource Database to find disability-related information for Michigan colleges and universities.

Special Populations

In collaboration with the MDE Office of Educational Supports (OES) Special Populations Unit, the MDE EMC Unit published The Early Middle College (EMC) and Students in Special Populations Manual to help EMCs address barriers that many students identifying under Special Populations may face. These categories include students who are English Learners (ELs), immigrants, students experiencing homelessness, students experiencing foster care, or students who are migratory.

SECTION 5: Data Systems

Data Quality Reports

To support quality data and avoid coding errors, the Michigan Department of Education (MDE) and Center for Educational Performance and Information (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 and/or CEPI.

EMC Update Sessions

EMC coordinators, pupil accounting staff, and other secondary staff involved in working with EMCs are highly encouraged to attend the **EMC Update Sessions** which are held three times per year (September, February, and May). EMC Update Sessions are held virtually on Microsoft Teams, and no registration is required.

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, which includes a searchable map of EMCs by types of programs and locations, including building, county, district, and college. MI School Data also includes EMC Enrollment and Outcomes data in a database that allows data to be filtered by school year, ISD, EMC, and demographic data.

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 following:

- 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 deadline 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 running the "Early Middle College Roster Report" from MSDS.

While numerous MSDS reports contain data elements relevant to EMC students, the Early Middle College Roster Report contains the elements specific to EMC participation and outcomes:

- EMC Participation
- EMC Consortia
- Collection first reported as EMC
- Exit Status
- Exit Date
- Additional Award

The EMC Roster Report is available as both a staging and certified data report. This means the report can be run in the staging area for uncertified data, as well as in the certified reports area once the data is certified. It is best practice to run the EMC Roster Report to review data accuracy before the collection is certified. The report can be run for the General Collections (Fall, Spring and End of Year) as well as the Student Record Maintenance (SRM) Collection.

To run the EMC Roster Report from the data staging area:

Enter the district data staging area by expanding the Student Data Submission area on the left toolbar, then click on Data Staging Area. Enter the Submitting Entity and desired Collection. Click Filter. Click on the blue collection name hyperlink to enter the staging area. The staging reports are in the lower right corner. Select the Early Middle College Roster Report and select a format. Excel works best for filtering.

Review the report for accuracy, paying special attention to the EMC specific fields prior to certification.

To run the EMC Roster Report for certified data, expand the Certified Data Reports area on the left toolbar and click on Certified Reports. Enter the submitting Entity and Collection, select the Early Middle College Roster Report and format and click View Report.

Exiting Student from the MSDS

The Exiting and Reporting Outcomes for Early Middle College Students in the Michigan Student Data System Tip Sheet is available to assist data entry staff with EMC student reporting in the MSDS. The tip sheet is useful if a student is removed from the EMC or if other irregularities happen prior to EMC completion.

Reporting EMC Student Outcome Codes in the MSDS

When a student graduates from an EMC 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, documentation must be in the student's file showing that 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: associate degree, 60 or more transferable college credits, professional certification, MEMCA Technical Certificate, or participation in a registered apprenticeship.

Note: the only time multiple outcomes should be reported is if the student achieves the MEMCA Technical Certificate and another outcome. See the Exiting and Reporting Outcomes for Early Middle College Students in the Michigan Student Data System Tip Sheet for more information.

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 EMC 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 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)

CTE EMC Definition

An EMC with a career and technical education focus is commonly called a CTE EMC. These programs provide a unique opportunity for students to explore and earn an associate degree, certificate or transferable credit in a CTE career pathway. An EMC wishing to add CTE programs of study that include state-approved CTE programs must apply to the MDE office during the new program application window.

CTE EMC New Program Applications

Applications can be submitted for both an EMC application and a new CTE EMC Program Applications at the time. However, to apply for a Career Technical Education Early Middle College, a school must first have a state approved Career Technical Education Program. If for some reason, a CTE program application is not approved, but the EMC application is approved, the school could open the EMC but not offer CTE EMC courses.

Steps for a CTE EMC application:

- Determine the CIP code to offer a CTE EMC program in.
- Complete a new program application in CTEIS during the application window to obtain approval for a PSN for the CTE EMC program. A new PSN is necessary to track which students are CTE and which students are CTE EMC.
- Develop a five-year program of study that the students will follow for the CTE EMC program.
- Discuss the addition of the CTE EMC program during the CTE advisory committee meeting.
- Send a copy of the MOU between the EMC and the postsecondary partner to MDE for review and approval, if the program of study will be with a new postsecondary partner the EMC has not partnered with in the past.

CTE EMC Program Serial Numbers (PSN)

All CTE EMC programs must have their own Program Serial Number (PSN). A PSN is a unique number assigned to a state-approved CTE program that identifies the CEPD, district, and building, in which a program is located. The PSN also represents a specific Classification of Instructional Program (CIP) Code to differentiate between Regular CTE programs and CTE EMC programs. MDE-OCTE assigns PSNs once a new program application is approved.

CTE EMC Sample Program of Study (POS)

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 POS.

Leveraging CTE to Support the Michigan Merit Curriculum

MDE supports the use of alternative coursework including CTE to enable students to complete the MMC while pursuing college and career pathways. See the Leveraging Career and Technical Education (CTE) to Support Implementation of the Michigan Merit Curriculum guidance document for more information.

Articulated Credits and EMC Outcomes

CTE EMC programs of study often include articulated credit opportunities, often called Postsecondary Credit Agreements, through CTE courses. These articulated credits should be reflected in the program of study and may be counted toward EMC outcomes, such as an associate degree, 60 transferable credits, or the MEMCA Technical Certificate.

EMCs are encouraged to collaborate with their postsecondary partners to ensure articulated credits are recorded on students' college transcripts. Including these credits on the transcript is considered best practice and can be formalized in the MOU between the EMC and the college. This documentation is important to verify and validate the EMC outcomes achieved by students.

CTE EMC Student and Completion of a State-Approved CTE Program

It is recommended that the CTE EMC program of study (POS) 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 the 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 a loss of MMC flexibility and could require students to take additional classes for a high school diploma.

Career and Technical Education Information System (CTEIS)

The Career and Technical Education Information System (CTEIS) is a web-based application that collects and shares information for state-approved CTE programs in Michigan. CTEIS is used for reporting all CTE student and program data for State Aid funding and federal reporting purposes. All courses not reported in CTEIS (CTE and non-CTE) must be reported in the Teacher Student Data Link (TSDL).

A student must be reported in EITHER the regular CTE PSN OR the CTE EMC PSN for the year—not both. CTEIS will prevent districts from reporting students in the same CIP Code in the same building and in two different PSNs during the same year. The district should report the student (for the entire year) in the program in which they were enrolled at the end of the school year.

Processes for Reporting EMC Students Prior to New CTE EMC Program Application Approval

- Code grade 11 students 3500 in the MSDS by the fall certification date.
- Apply for a new CTE EMC program (PSN).
- Enroll the students participating in the CTE EMC in the new CTE **EMC** PSN in CTEIS, when the new CTE EMC program application is approved and the district receives the CTE EMC PSN.
- Remove the 3500 code from the MSDS by the mid-June CTEIS end-of-year reporting deadline, if any student coded 3500 in the fall decides not to participate in the CTE EMC. (If applicable, these students will remain enrolled in the "regular" state-approved CTE PSN in CTEIS.)
- Remove the 3500 code for all the students in the MSDS, if the district's CTE EMC application does not get approved,

Teacher Student Data Link (TSDL) Repeated for CTE EMC

The TSDL is a component of the MSDS and links students to the teacher 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 credits granted. Students may decline high school credit for Dual Enrollment courses.
- Report the number of credit hours associated with each postsecondary course the student attempted, even if the student did not pass the course.
- 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.

CTE EMC Funding

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

Section 61b State School Aid Formula Funding and Planning Grants

The 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. A description of the formula funding and strategic planning process that is required for funding is located in the State School Aid Section 61b CTE Early Middle College (EMC) and CTE Dual Enrollment Tool Kit.

There is also an allocated amount from the state school aid fund allocation for grants to ISDs or consortia of ISDs for the purpose of planning for new or expanded EMC programs. The 61b(8) Planning Grant application is available in May and due in August each year. The grant may be used toward new equipment, supplies, textbooks, computers, software, lab supplies, and promotion materials including brochures, social media ads, radio ads, websites, and billboards. Other examples include meetings to align curriculum, developing programs of study, and staffing support such as items to manage social media or a student success coordinator. More information about the 61b(8) Planning Grant can be found in the State School Aid Section 61b CTE Early Middle College (EMC) and CTE Dual Enrollment Tool Kit.

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
- State School Aid Section 61b CTE Early Middle College (EMC) and CTE Dual Enrollment Tool Kit
- Section 61b Eligible CIP Codes

SECTION 7: Web Resources

Career and Technical Education (CTE)

College in High School Communications Toolkit

College in High School Data Toolkit

Center for Educational Performance and Information (CEPI)

Early Middle College (EMC)

Michigan Association of Career and Technical Education

Michigan Department of Education (MDE)

Michigan Transfer Network

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.

SECTION 8: Contact Information

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